

MERUVAMBAYI M U P SCHOOL

TEACHING MANUAL

[Prepared By SHAMITHA RAHANA R, UPST, MMUP]

ENGLISH

CLASS: VII

UNIT 1- RAIN OF LOVE

{PERIODS ALLOTTED: 25}

UNIT AT A GLANCE

PROSE:

Life with Grandfather (Kesavan Sankara Pillai)
Making a mango pickle (Bibhuti Bhushan Bandopadhyay)

POETRY:

The Little Boy and the Old man (Sheil Silverstein/
Sheldon Allan)

LIFE WITH GRANDFATHER

Theme: Relationship

Specific theme: Warmth of human relations, bondage of love among family members.

Learning Outcome:

- ➔ Read, comprehend and analyse stories.
- ➔ Engage in activities to collect about one's own family
- ➔ Follow the instructions given by the teacher.
- ➔ Involve in interaction sessions led by the teacher.
- ➔ Make presentations in the class related to story

Ideas:

- Family relations
- Develop an attitude to love the members of the family.

TLM required:

ICT, Textbook

Introductory Interaction:

Teacher asks the learners to answer the following questions;

- How many members are there in your family?
- Who are they?
- Does anyone have great grand parents?
- What do you know about them?
- Do you know their names
- Do you love your grand parents?
- Have you ever helped your grand parents/great grand parents?

Teacher asks the learners to look at the image of family tree given in page no.9 of CB.

Then asks to seek the help of their parents and to;

- Collect the details of your parents, grandparents, great grand parents, etc.
- Write their names and complete the family tree.

Teacher elicits free response from the learners.

Picture Reading:

Teacher asks the learners to go through the picture given in page 10 of CB. Then elicits response for the following.

- Do you have family photo at your home?(This is Raja's family. Raja is a boy of your age.)
- Can you guess who the members in his family are?
- Who does Raja like most in his family?

Individual Reading:

Let the learners read the first part of the story, 'My Home' and find out the details of Raja's family. Let them read individually. Asks to read silently. Similarly asks to read each part of the story, 'Making a shower' and 'The news spread'. Then discuss the details and encourages to elicit the answers of textual questions.

Task Oriented reading:

The Learners are asked to put;

- ★ a tick mark against the sentence they could understand.
- ★ a question mark '?' against the sentences that they couldn't yet understand.
- ★ An exclamatory mark '!' against the sentences they liked most.

Addressing the slow pace learners:

Teacher sits with slow pace learners and interact with them to elicit the main ideas of the passage.

Eg;

- ◆ Who are the members in Raja's family?
- ◆ Who was tall and strong in the family?
- ◆ Who was tall and strong in the family?
- ◆ Who was very young and clever in their family?
- ◆ Who are Raja's friends at home?

Teacher elicits the answers and writes them on the chart.

Teacher reads the charted text by pointing at each word. Then the learners are asked to compare the text with the charted text.

Loud Reading by learner:

One or two learners from each group are randomly chosen to read the passages of the story. Thus follows the reading process.

Then asks to underline the unfamiliar words thereby and to find the meanings of each word either from glossary or dictionary.

Collaborative reading:

Asks the learners to sit in groups. The low proficient are sent to different groups and ensures their participation while sharing their ideas. Asks each member to say the idea he/she got from the passage. Asks the doubts that they didn't understand and to share the ideas they liked most.

Further doubts are consulted and clarified among the group members.

Encourages the learners to refer glossary/dictionary if necessary. Teacher asks the learners to find out the answers for the textual questions.

Group Presentation:

Each group present the ideas they got from the passage in the whole class. Asks to take turns and share their ideas. Leads to predict the reason why the teacher liked the idea.

Loud Reading by teacher:

Teacher reads the passage aloud with proper speed, eye contact, voice modulation, gestures. etc.

Scaffolding Activity:

Teacher asks the learners to raise their doubts regarding the textual activities and then elicits responses for the possible answers to different activities given in text books as follows;

- ★ Do you think that Raja's grand father was a man respected by everyone?
- ★ Pick out sentences from the story to justify your answer?
- ★ What will you feel if somebody insists you to do something?
- ★ Who helps you in your family if you are in trouble?

Teacher intervenes judiciously if the any learner fail to answer properly.

Activity 1

- Teacher asks the learners to go through the concept map of Raja's family and his home stead.
- Lets the learner complete the other two concept maps.

- Asks them to prepare a short description based on the maps.
- Learners are asked to;
 - include the details of the family members.
 - explain each members peculiarities.
 - include the details of their home and surroundings.
- Teacher then produces a sample description to learners.

Activity 2

[This is meant for developing a script for enactment. It has got three parts: dialogue fixing, fixing the events of the story and developing the events into scenes of a script.]

- Teacher asks the learners to write the missing part of the dialogue and also to look at the pictures given in the text and identify the incidents.
- Then elicits free responses from the learners.
- After that learners are asked to present / perform their dialogues in the appropriate box. Encourages all correct possible responses.
- Asks the learners to complete the events given on page 21. Based on the dialogues given learners can complete the remaining events.

ACTIVITY 3

- Lets the learners observe the given picture.
- Then asks to identify the action in each picture.
- Teacher elicits answers to the questions. Ex; What is Raja/ Grandfather doing?
- Next asks them to complete the sentences given in CB.

ACTIVITY 4

- Teacher begins by saying that lets see, how Raja has narrated his incidents to his classmates.
- Learners are asked to go through the given narration and
- try to identify the time of the actions mentioned in the narration.

- Then asks to complete the narration.

ACTIVITY 5

- Teacher prepares paper strips written on them(one message on each strip).
- Then places it on the table.
- Asks the learners to pick a strip each.
- Also asks to identify the situation in which the message in the strip they got could be used.
- Leads them to seek the help of each one's friend if they are not able to identify the situation.
- Asks to read out the message and to put a tick mark against the messages suitable for observing the 'grandparents day'.
- Learners are asked to write a message to their grandparent for the occasion of Grandparents Day in the space provided in CB.
- Teacher conducts a competition of 'greeting card making' based on the messages thus prepares.

THE LITTLE BOY AND THE OLD MAN

Theme: Relationship

Specific theme: Warmth of human relations.

Learning Outcome:

- Read, enjoy, appreciate and understands the poem.
- Identify the features and usage of present continuous tense and simple past tense.

Ideas:

- Special care should be given to both young and old.
- Develop an attitude to love the older one in the family.

TLM required:

ICT, Textbook

Initial Interaction:

Teacher plays the audio of same poem three or four times with special emphasis and attention to punctuations, pauses and rhyming words.

Teacher asks the learners to comment on the title of the poem and its theme. The learners are asked few questions like;

- What could be the theme of the poem?
- Comment on the title.
- What idea does the picture convey?

Teacher elicits each responses.

Individual Reading:

Teacher then asks to read the poem silently. After this allows the learners to think about the poem for a while and to find out the meaning of the unfamiliar word from the glossary.

Then the teacher asks few interactive questions like;

- What is the first thing the boy tells the grandfather?
- What was the grand father's reply?

LOUD READING:

Teacher reads the poem aloud once or twice. Asks the learners to sit in groups. Then allows one or two learners from each group to read the poem aloud.

SCAFFOLD READING:

Then the teacher asks the learners to discuss and find the answer to the textual questions. Leads the learners to write the answers individually. Then the teacher refines the product in group and ask the group to present it. Also frames more questions to encourage.

ACTIVITY 1

Teacher says that, the little boy in the poem feels the warmth of a wrinkled old hand. Here the ‘wrinkled old hand’ describes the old age. Then leads the learners to add more words to describe old age. Eg; grey hair, poor eyesight, trembling hands, strained body movements, sleeplessness and loss of appetite.

ACTIVITY 2

Asks the learners to sit in groups and rewrite each line of the poem in the form of a conversation.

Eg; Little boy: sometime I drop my spoon.

Oldman: I do that too.

Little boy: Grown ups don't pay attention to me.

Old man: I can understand you.

MAKING A MANGO PICKLE

Theme: Family ties

Specific theme: Love among family members.

Learning Outcome:

- Read and enjoy stories and understand the elements of a story.
- Understand the simple questions that begins with ‘what’, ‘who’, ‘why’, etc.
- Follow the instructions given by the teacher.
- Use English confidently during classroom interactions.
- Enjoy and appreciates films.

Ideas:

- Family relations
- Develop an attitude to love the members of the family.

TLM required:

ICT, Textbook

Introductory Interaction:

Teacher introduces the extended reading part ‘Making a mango pickle’.

Teacher asks the learners to respond to the following questions;

- Do you have a brother or a sister?
- Do you share things with them?

Leads them to read the story of a brother and sister who always shared things with each other and says that the story of Apu and Durga has taken from the novel ‘song of the road’ originally written in Bengali by Bibhuti Bhushan Bandhopadhyaya as ‘Pather panchali.

Individual Reading:

Let the learners read the passage silently. Let them read individually. Asks to find out the meaning of the unfamiliar words from the glossary/dictionary. Then discuss the details and encourages to elicit the answers of textual questions.

Task Oriented reading:

The Learners are asked to put;

- ★ a tick mark against the sentence they could understand.
- ★ a question mark ‘?’ against the sentences that they couldn’t yet understand.
- ★ An exclamatory mark ‘!’ against the sentences they liked most.

Addressing the slow pace learners:

Teacher sits with slow pace learners and interact with them to elicit the main ideas of the passage.

Eg;

- ◆ Who are the members in this story?
- ◆ Do you watched the movie ‘Pather Panchali?’
- ◆ Who was Apu and Durga?
- ◆ Have you ever helped your mother in cooking?
- ◆ Do you know how to prepare mango pickle?

Teacher elicits the responses and gives proper suggestions.

Loud Reading by learner:

One or two learners from each group are randomly chosen to read the passages of the story. Thus follows the reading process.

Collaborative reading:

Asks the learners to sit in groups. The low proficient are sent to different groups and ensures their participation while sharing their ideas. Asks each member to say the idea he/she got from the passage. Asks the doubts that they didn't understand and to share the ideas they liked most.

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Encourages the learners to refer glossary/dictionary if necessary. Teacher asks the learners to find out the answers for the textual questions.

Group Presentation:

Each group present the ideas they got from the passage in the whole class. Asks to take turns and share their ideas. Leads to predict the reason why the teacher liked the idea.

Loud Reading by teacher:

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Scaffolding Activity:

Teacher asks the learners to raise their doubts regarding the textual activities and then elicits responses for the possible answers to different activities given in text books.

Activity 1

- Teacher asks the learners to read the given dialogue and identify the speaker.

Answers; a. Durga, b. Apu, c. Durga, d. Mother, e. Apu

Activity 2

- Teacher asks the learners to find out and match the expressions with the given dialogue. For example; Where did you get them from, Didi?- express the happiness and not anxiety.

Answer; a. Anxiety, b. Happiness, c. Fear, d. Anger, e. Sadness

PROJECT WORK:

Teacher screens the film 'Pather Panchali'. Leads to generate a discussion in the class. Asks to sit in groups and write their views. Based on this learners are asked to prepare an appreciation of the film.

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