

Unit 1

THE MIRROR

Theme: Imagination; Fantasy

Specific theme: Warmth of human relations; beauty of folktales

Learning outcome:

The Learner

- Participating in conversations, discussions and debates on 'human dependence on modern equipments'.
- Making presentation in the class .
- Following the instructions given by the teacher.
- Involving in interaction sessions led by the teacher.
- Reading and appreciating the folktales and poems given in the textbook.
- Understanding the theme of the given story and poem.
- Retelling the story in the learner's own words.
- Writing dialogues relevant to the context and presenting them.
- Developing a skit by fixing events, characters and writing dialogues.
- Making simple riddles on a given theme.
- Using new words familiarised in this unit such as 'scarce', 'surprise', 'grab', 'reflect' etc. in meaningful contexts.
- Learning to use simple questions starting with 'what','who','why' etc.
- Responding in English during classroom interaction.
- Reading the passages given in the extended reading part and doing the activities individually.
- Combining sentences using 'and'.
- Using possessive pronouns like *my*, *his*, *her* etc. meaningfully.
- Undertaking simple projects like 'word bouquet' to develop vocabulary.

Introduction

This unit focuses on exploring the power of the imagination and fantasy in stories/folktales and poems. 'The Mirror' is an African folk tale of a fisherman and his wife who lived on an island. The story beautifully narrates

how they were amused when they got a piece of mirror.

The story given for extended reading named 'The Magic Mirror' stimulates the interest of the learners in the world of fantasy. In the poem 'Mirror, Mirror' a girl asks a piece of mirror not to display mere material realities, but to display facts/realities more than that: her courage, her knowledge etc.

The entry to the unit is a cartoon. The cartoon shows how people panicked and ran away when they watched the first ever motion picture, 'Arrival of the Train', by Lumiere brothers. The spectators ran out of the hall in terror because they thought that the train was heading towards them. They feared that it would plunge off the screen and run towards them. Now cinema has become a part of our life. Similarly, any instrument or gadget may have created some sort of confusion or anxiety at the time it was first introduced. The fisherman and his wife also panicked and a quarrel began between them on seeing a mirror for the first time in their life.

A mirror too is a part of our life today.

Bring out this similarity of the themes of the cartoon and the story, through discussion.

Cartoon reading

Now let's interact with the learners. Here are some interaction

questions.

It is not mandatory that you stick to the same interaction questions given below.

The interaction should be built up from the spontaneous responses of the learners.

1. What do you see in this cartoon?
2. What are the people in the picture doing?
3. Why are they running?
4. Look at their faces. Are they happy?
5. What are they afraid of?
6. Are they afraid of the train?
7. What could be the reason?
8. Are you afraid of trains now? Why?

(Special attention should be given to low proficient learners to provide them enough opportunity to respond to the teacher.)

The Island

- Before the learners start reading, you may present the introductory part given in italics in the class.
- Attempt a teacher talk using the picture given in this part .
- Focus on the life of the islanders, while processing this part of the story.
- A few interaction questions like the ones given below can be asked to establish the remoteness of the island:

1. What kind of life did the islanders lead?

2. Did they have schools /shops etc. on the island?

3. What did they eat?

Process: Reading

Individual Reading

- Let the learners read the passage 'The Island' silently.
- Let them put a question mark (?) against the words or sentences they do not understand and an exclamation mark against the sentences they like the most.
- Depending on the level of the learners, if you feel that you want to present the first part of the story, you can perform it with proper voice modulation, facial expression, gestures etc.

Addressing the low proficient learners.

Before heading to the next reading passage, ensure that the main ideas of the current passage are grasped by each learner.

- Let the low proficient learners identify the central ideas of the passage.
- Elicit the following ideas through interaction.

For example:

- The fisherman and his wife lived on an island.
- They had no electricity, no phone, no television, no newspaper. They

had no hair brush or mirror either.

- The islanders collected old buckets and torn shoes from the sea.

These are the sentences carrying the central ideas.

- Frame questions to get these ideas as answers.
- The answers need not be in whole sentences.
- You can elicit the ideas part by part.

Take a look at the following questions. Who are the characters?

The learners may say: The fisherman and his wife.

Write 'The fisherman and his wife' on the chart paper.

Then ask, 'Where did they live?'

Write the answer 'they lived on an island' as a continuation to the first fragment.

Like this; ask questions, elicit answers, and write them on the chart paper. While writing, read out what you are writing.

Let the low proficient learners read out the sentences.

An opportunity to revisit the sub-text can be provided in the form of an extended activity.

For instance, the central ideas (sub-texts) can be cut into words. Let the learners combine the words to

frame sentences.

You may try some other games as well to revisit the sub-text.

Collaborative Reading

- Let the learners sit in groups, share their ideas and clarify doubts.
- Groups may also consult other groups for clarifying doubts.
- Encourage them to refer to the glossary or a dictionary if necessary.
- Clarify the persistent doubts judiciously.

Loud reading by the teacher

- Read the portion aloud in the mode of story telling (using gestures, voice modulation etc.).
- Read with optimum speed.
- Read in such a way that full stop, comma, question marks, exclamation marks etc. must be sensed by the listener (pause, semi-pause, tone).

Scaffolded Reading

Scaffolding questions to support reading are given in the Reader.

You can modify them or frame more questions to ensure better comprehension. You are free to adopt strategies that suit your children.

With every passage of the story, some scaffolding questions are given.

- They help the learners to go beyond and between the lines.
- The interaction questions can lead the learners to an analytical reading of the passage.

- Check and ensure comprehension.
- Lead the learners to the next part of the story.

Note: Please go through the discourses and activities given. You can address them if you think they are directly linked with the current passage you are dealing with. Or you can wait till the story is over.

Decide on

- Which passage (or part of a passage) you will present
- Which part or passage the learners will read by themselves.

If you think your learners will read the entire story by themselves, let them do so.

Loud Reading by the learners

Let one or two learners from each group read the passage aloud .

Father Comes Alive

- Highlight the fisherman's love for his father, in this part of the story.
- For this you may initiate a discussion like: Does the fisherman love his father? 'How do you know?' 'Why was he scared when he saw his face in the mirror?' etc.

The Fight

Interact with the learners and make them analyse the elements of humour in the quarrel between the fisherman and his wife, which leads to the breaking of the mirror.

Ensure Reading Comprehension

Attempt one or two strategies like mind mapping, concept mapping, flow chart of events, retelling the story, miming, role play etc. to ensure reading comprehension.

Let's review

Review questions will help a better comprehension and interpretation of the story.

The questions may be given in groups. Frame more questions if needed.

Let's write - Conversation

While processing the conversation, give a chance to all the learners to write individually.

You may either channelise the learners as given below or may adopt your own strategy:

During the fight the mirror fell down and broke into pieces- they were scattered on the floor-both the fisherman and his wife may look at each other.

Who will start the conversation first?

What will his/her reply be?

Will he/she say anything with anger or anxiety?

How will their conversation go on?

~~How will they conclude their talk?~~

Let all the learners write the conversation individually.

Scaffolding the low proficient learners:

- Pose specific questions
- Elicit responses and megaphone them in English and write them on a chart paper
- Let the learners write those responses in

their notebooks.

- Help the learners to read it.
- Ensure that all can read the conversation.

Random presentation

- Invite the attention of all the learners at the time of random presentation.
- Help the slow learners by scaffolding.

Group sharing

- Form heterogenous groups. Take care to include slow learners in different groups.
- Interact with the learners and facilitated the sharing of their ideas in groups.
- The first chance may be given to the slow pace learners to share the conversation in groups.
- The learners may be directed to focus on the initiation of the conversation. Ask them to select the best initiation, refine it and write on the next page of their notebook.
- Ask the learners to refine and write the responses.
- Ensure the participation of all the learners at every step.
- Let each group write the conversation on a chart paper.
- Elicit the indicators for assessing conversation by interacting with the learners.

Group presentation

- At the time of group presentation, let the learners select the best conversation based on the indicators. This could ensure the attention of all the learners and they will be pointing out each and every merit. Assessment itself becomes learning here.

Presentation of teacher's version

- Present a teacher's version considering the level of the learners. Discourse markers and a variety of expressions should be used in the teacher's version.
- Ask the learners to identify the ideas/expressions that they liked in the teacher's version.

Editing

- Editing must be done after the presentation of all the group products and teacher's version.

Process

- Choose one of the group products, preferably the best one, for editing.
- Begin with thematic editing.
- Interact with the learners for thematic editing.
- First, do the sentence level editing such as missing words, excess words and wrong word order.
- Do the word level editing next and then proceed to the editing of punctuation.
- The other products may be given to the groups for editing.

Teacher's version should represent the learners' group products - one or

Sample Teacher's Version

Conversation between the fisherman and his wife.

Fisherman :	Ah! What is it? Your Image!
Wife :	My image? What did you say?
Fisherman :	Hm.....sure, its your image.
Wife :	Let me see.... My God! Am I so beautiful?
Fisherman :	By the way, who is the other one?
Wife :	Oh! It is you, my dear.
Fisherman :	Me? Don't lie.
Wife :	See, just look into it.
Fisherman :	Am I so handsome?
Wife :	Look, you and me.
Fisherman :	What a wonderful thing it is!
Wife :	But, alas...! It is broken. Broken into pieces!
Fisherman :	Don't worry, let's keep all the pieces together.
Wife :	Yeah, right. You are....

two with their responses and presentations. One or two new ideas may be included as yours. Please do not copy the given teacher version.

- Compile the group products and the teacher's version to bring out a **Big Book**.

Skit

Before enacting the skit you may follow the steps given below. You are free to adopt your own strategy considering the level of your learners.

- Divide the whole class into 4 or 5 groups.
- Ask the learners to find out 4 or 5 major events from the story.
- Ask them also to fix the location where these events take place.
- Let each group select the actors for the characters. (One can be the director, another can be the narrator, yet another be the costumer and all others as characters.)
- Let them build up the dialogues orally by blowing up the events.
- Go around and help them in the group.
- Encourage each group to present the dialogue in their group itself.
- Let the groups refine or enrich the dialogues themselves with, variety of expressions, voice modulation etc.
- Allow them to write the script. Give them sufficient time.

- Ask them to write the actions of the characters within brackets.
- They may give titles to their skits.
- A member from the group may present the written script in the class.
- Go for editing.
- Perform the skit before the whole class with costumes and properties.
- Let the audience assess the performance.

The following interaction questions may help you to process the skit.

- You have fixed the events, the characters and the location of the skit, haven't you?
- Have you written down the dialogues of the characters? Try to choose the words that reflect the mood of the characters.
- Do you want to bring in more characters?
- Is there any narrator needed for your skit?
- One of you can be the director of the skit.
- The director may tell the actors how to present the characters - their words, tones, voice modulations, gestures, movements etc.
- What about costumes? Who will become the costumer then?
- Shall we have a rehearsal?

Describing the learner's experience

of presenting/watching the skit.

The learners have presented a skit. Some of them were active participants. Some others were viewers. Now let them describe their experiences of presenting/watching the skit.

The following interaction questions will be helpful.

- Which was the best presentation? Why?
- Which character did you like the most? Why?
- Who is the best actor/actress?
- What are your suggestions to improve the presentations?
- Were you able to hear the actors well?

Another set of questions can be asked to the actors/participants.

- What was your role in the skit?
- Are you satisfied with your performance? Comment on your performance.
- Were you accepted by the viewers?
- Do you need any improvement?

Before they start writing, initiate a discussion in the class based on the following points:

- Title for the write-up (differs individually).
- Find a good beginning (How will you begin your write-up?)
- Arrive at a conclusion. (How will you

end your write-up?)

Lead them to individual writing.

Two or three of them can present their work. Let them sit in groups. Since the work is based on one's own personal experience, a group product cannot emerge. Yet they can check errors in spelling, word order etc. with the help of others. If the teacher presents a version of his/her own it will help the learners to a great extent, to improve their work. For this, the teacher version must be:

- Presented after finishing collaborative writing.
- Rich in language and free from errors.
- Representative of learner's work.
- Able to provide a variety of language expressions.
- Capable of highlighting the features of the target discourse.
- Helpful for editing.

Extended Reading - The Magic Mirror (Short Story)

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This story, slightly adapted from the original version written by a primary school student, is about two young children named Arun and Ammu who have an adventure in a far-away land.

Aims:

- To foster reading habits in the learners.

- To introduce interesting pieces of literature.
- To assess reading comprehension.

Mode

- Individual reading, proceeding to collaborative reading.

Strategies

- You have read the story 'The Mirror'.
- Now, let us read the story about a magic mirror.
- Ammu and her brother Arun get a magic mirror and it leads them to a fantastic world of adventure.

You may initiate an interaction based on the picture given with the story.

- Let the learners read the passage individually.

Transforming Extended Reading Text into a Listening Text

The stories given for extended reading can be transformed into listening texts. You can read it aloud in the class in a story telling mode or you can playback the recorded version in the class.

The teacher can divide the learners into groups. The groups can go through the extended reading material and present the ideas.

Assign different paragraphs or specific parts to the groups for presentation. While one group is presenting, other groups can supplement their ideas.

Check reading comprehension using the two activities given after the extended reading text.

Poem - Mirror, Mirror

This poem, about mirror, is written by Madhuri Sawant. Mirror reflects everything as they are. But the poet is asking the mirror something more than that.

She wants the mirror to reflect her courage, her knowledge etc. so that she moves forward in the right direction in life. More poems of the author are available on the internet.

- Read the poem aloud once or twice.
- Draw the attention of the learners to the repeated words and phrases.
- Let the learners find out the meaning of difficult words.
- Let them interpret the poem in their own way.
- They need not go into the deeper meaning of the poem.
- Help them by asking proper interaction questions.
- The learners may add their own lines to the poem.
- Interaction questions like 'What do you want the mirror to reflect?' (smartness, imagination, dreams etc.)

Activity 1 and 2 (Page 20)

1. Riddles

- Go through the riddle once. Do you notice any peculiarity in its construction?

- Some opposites/antonyms(cry-laugh, cool-hot, happy-sad etc.) are coined to form a riddle.
 - Riddles help foster a child's creativity as well as language skills.
 - The learners can expand the riddle and of course, replace the mirror with a lake, pond or with any other object capable of reflecting.
2. The teacher can ensure variety in riddle construction by involving in the learner activity. Some possible examples are cited here.
- Reflecting reality is my nature. Can you tell my name?
 - I help you find/watch yourself. You call me a _____.
 - Coming in front of me and hiding yourself is not possible. Who am I?

Extended Activities

- Ask the learners to make a collection of various riddles. Classifying and listing them on the basis of their themes may be helpful to the learners.
- Learners can use the internet to find out more riddles.

I can & My learner can

After finishing and evaluating the work both the learner and the teacher can go to the page 'I can' and 'My learner can' to make necessary entries.

Activity 3

Splitting sentences

This activity demands the learners to revisit the passage to find the compound sentences with 'and' (please note that all sentences with 'and' may not be compound).

In the passage, 'The Fight' (Pages.11, 12) the sentences 'The fishermanexcitement', 'She grabbed again', 'The man was annoyed.... mirror.', 'They stopped... pieces' are examples of compound sentences.

- Provide more examples from other contexts as well, for a better understanding of the structure.
- Ask the learners to pick out other sentences with 'and' in them. Initiate a discussion on the different uses of 'and' as a connector. 'And' can be used to connect words and phrases as well.

Activity 4

Vocabulary development

- Let the learners read the lines.
- Draw their attention to the underlined words.
- Let them find out the same words in the story.
- Encourage them to refer to a dictionary.
- Let them use the words in new contexts.

Activity 5

Everybody's business (Group activity)

Aim: To develop the ability to use possessive pronouns

- Lead the learners to simulate their own co-operative store in the classroom.
- Group the learners. Let each group plan for simulating their store.
- Ask the learners to use ownership like: his, her, our, their, my, its etc. in their dialogues.
- In order to get responses, you may also interact with the learners.
- Other groups can assess the dialogues based on the number of relationship words each group used.

(Note: *The activities on language elements are not meant for teaching grammar directly. They are only for assessing how far the learners have acquired the language elements.*)

Activity 6 - Articles

Aim: To give a basic idea on articles.

- Let the learners read the passage given.
- Clarify their doubts while reading.
- Help the learners to fill up the table given.
- Let them fill in the gaps in the passage using a/an/the
- Draw their attention to the picture of the festival
- Let the learners fill in the gaps.

Activity 7

Prepositions

Aim: To enable the learners use

prepositions in the preparation of the recipe for a vegetable salad

- Learners read the instructions given in the Reader
- Help them play the game
- Draw their attention to the underlined words
- Let them list the words
- Ask them to add to the list with words chosen from the story
- Let them fill in the missing words in the recipe to prepare vegetable salad

Editing

- Let the learners go through the passage given for editing.
- Draw their attention to the words underlined.
- Ask them to make necessary changes individually.
- Let them refine their works in groups
- Edit the passage through negotiation as a class activity. The corrections are as follows:

Goes (went) – tense form of the word (give options)

Him (his) - form of word (give options)

his (His)– capitalization (draw attention to the first letter)

a (an) – wrong article (give options)

between (near)–wrong preposition (give option)

with (and) - wrong preposition (give options)

to be loves (loves to be) – wrong word order (Ask ‘do you want to change the word order?’)

Project - Word Bouquet

Aim: To enable the learners to develop the skill of referring to a dictionary and thereby strengthen their vocabulary.

Materials needed: Dictionary, Reader

- This simple project begins with a tongue twister given in the Reader.
- You can give some more examples to make it more amusing.
- Instruct the learners to find out compound words related to the sea and let them refer to the dictionary.
- Interact with the learners focusing on the underlined words. Learners can collect pictures also.
- They can share their collections (words and pictures) in group.
- Interact with the learners and consolidate.
- Form 5 groups. (River, desert, rain, sky, mountain).
- Each group may write words related to their group.
- Let the ‘river group’ write words related to river, other groups accordingly.
- Other groups can add to it.
- You can contribute and consolidate in the end.
- Now, they can compile all the words to form a collection of compound words

- The compound word book, that is produced, may be released at a function of the school’s English club.

References:

Words related to:

River

river bed	river bank
river side	river fish
river sand	river boat
river front	river water

Sky

sky scraper	sky jack
sky diver	sky hook
sky line	sky cap
sky surfing	

Desert

desert bird	desert snake
desert sand	desert animals
desert plant	desert area
desert storm	desert sun

Mountain

mountain green	mountain hare
mountain spring	mountain tea
mountain mist	mountain top
mountain range	mountain dew
mountain man	mountain side
mountain state	mountain lion

Rain

rain water	rain coat
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rain drops	rain deer
rain forest	rain clouds
rain dance	rain bow

I can

At the end of each unit a separate page titled 'I can' is given. This page, if carefully maintained, will provide a slot for self assessment by the learners.

- Create a rapport with the learners for accurate marking of the areas given.
- Give enough support and confidence to mark in appropriate columns.
- Lead the learners to this page at the time of completion of relevant activities/areas as the case may be.

- The teacher can present this page at CPTA and use this page to make necessary entries in the page 'My Learner can'.

My Learner can

- The page 'My Learner can' is the track record of every individual child. Take care to make necessary entries then and there when the relevant areas are transacted in the class.
- Certain outcomes are expected after the effective transaction of the unit. The entries recorded in this page will give an idea of the child's progress in acquiring the language.
- The page helps the parents, and the teacher to assess the effectiveness of the material and the process.
- Give statements in the space provided.

