

MAHATMA GANDHI

PRE-READING

Activity - 1

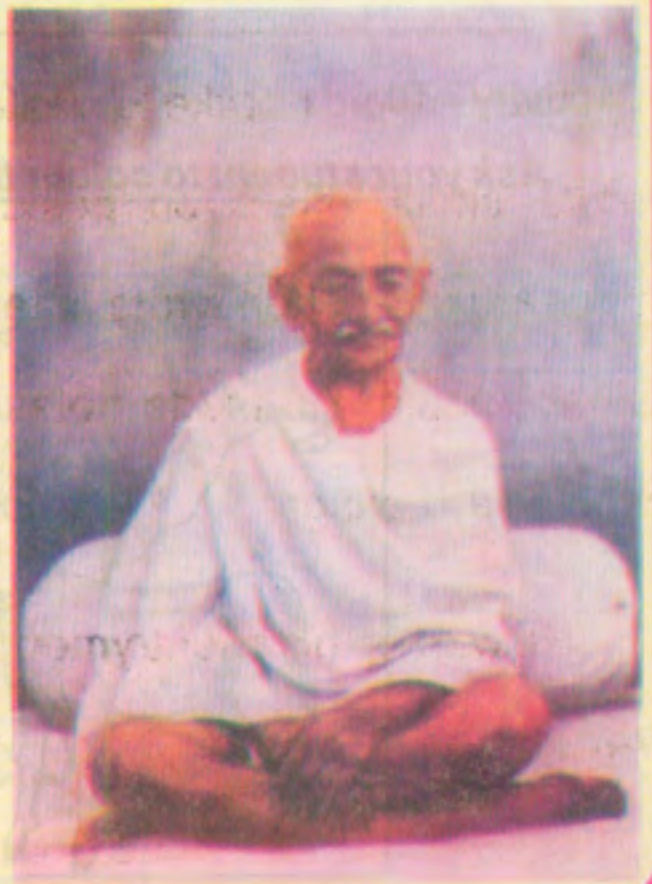
Ask the pupils to look at the pictures given here. Ask them the following questions.

1. Who is he?
2. On which date do we observe his birthday?
3. Why do we remember him?

Let's read about him.

Reading

We got freedom under the leadership of Mahatma Gandhi. He was the father to the people of India. That is why, we call him "Father" or Bapu. He taught us many useful lessons. He was a great man in many ways. He valued even small things like a button, a nail and even a piece of paper.



Once he lost a small pencil. He became sad. The members of his ashram searched for it. But they could not get it. They brought a new pencil for him. But Bapu said, "No I want the old one. It is big enough to write for a few more days."

So his followers tried again and again. At last, they were able to get it back. After all, it wasn't wasted.



Gandhiji did not like to waste even a small piece of paper. He wrote small letters on postcards. He was famous for his postcards. He often wrote letters on the back of old letters from other people. He made notes on the back of bills. He never wasted any paper.

He wanted his countrymen to learn the lesson. Little drops of water make an ocean.

Activity - 2 : Let's understand

Answer the following questions.

1. Who brought us freedom ?
2. Why do we call him "Bapu" ?
3. What did he lose once ?
4. Who did he ask to search for it ?
5. Did Gandhiji waste small pieces of paper ?

Activity - 3 : Read and understand

Read the following statements and write "T" for true and "F" for false inside the box.

- (i) Gandhiji wrote small letters on postcards.
- (ii) He did not use the old letters for writing.
- (iii) Once he lost a small pencil.
- (iv) He was happy to get a new pencil.
- (v) He never wasted even small things.

Activity - 4 : Let's speak

Form groups and practise the following conversation.

Pupil - 1 : Have you heard the name of Bapu ?

Pupil - 2 : Oh! yes. He is the father of our Nation.

Pupil - 1 : Do you know where he was born ?

Pupil - 2 : No, I don't.

Pupil - 1 : He was born in Porbandar in Gujurat.

Pupil - 2 : Did you talk to him anytime ?

Pupil - 1 : No, he is no more now.
Then how can I ?

Activity -5 : Let's listen

Ask your pupils to listen to you and repeat them. Thereafter, ask the pupils to write down each word in their note books.

piece

peace

write

right

one

won

waste

west

Activity - 6 : Vocabulary

8

Match the words in column 'A' with the words opposite in meaning in column 'B'. Draw arrow mark to indicate your answer. One has been done for you.

Column 'A'

new

happy

back

careful

useful

able

Column 'B'

unable

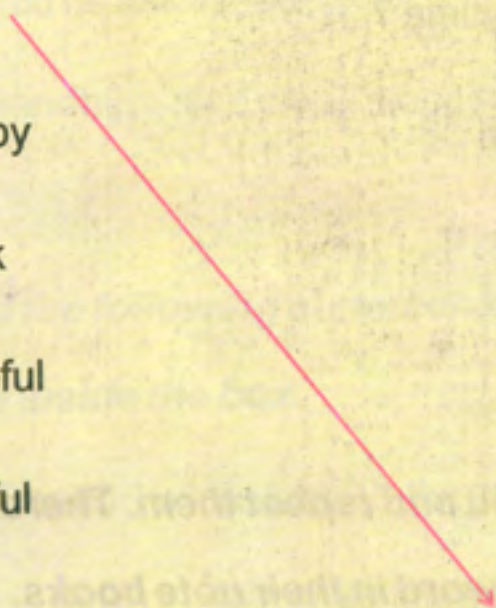
careless

front

useless

sad

old



Activity - 7 : Let's write

Arrange the following words in alphabetical order. You can take the help of a dictionary.

button, nail, member, value, often, waste, enough, lesson

Activity - 8 Let's write

Rewrite the following sentences choosing the correct words from the bracket.

- (i) We should care _____ (on/for) for small things.
- (ii) My friend searched _____ (to / for) the lost purse.
- (iii) Konark is famous _____ (of / for) the Sun temple.
- (iv) He writes _____ (by / with) his pen.
- (v) Gandhiji had love _____ (for / to) his contrymen.
- (vi) He pasted pictures _____ (on / at) his notebooks.

Activity - 9 : Let's enjoy

Let's read the poem and enjoy.

Gandhi led us on freedom's way,
His love of truth brought us joy,
People followed him everywhere;
And loved to add their share,
His greatness attracted friends,
The rich and the poor joined hands,
And fought bravely for freedom,
Oh ! the heaven of God's kingdom.



TEACHER'S PAGE

The role of English as second language has acquired great importance in the twenty first century. All the four skills of listening, speaking, reading and writing in English should be imparted in the classroom through integration of all the skills. The teachers dealing with English must see how to use the text in an interesting and amusing manner. It requires systematic planning on the part of the teacher for effective classroom transaction.

In the present text book too many instructions have not been given to the teachers. The main purpose of minimising the instructions is to encourage the learners to do on their own. The teacher as a facilitator of learning must ensure active participation of the learners. Teachers should provide model reading of the text correctly for which he must be acquainted with the correct pronunciation, use of pause, intonation and stress.

This English Reader is simple and lucid. The topics are carefully planned to help the children develop their interest in the subject matter and promote their reading skills. We have made all our efforts to design the text book in adherence to the guidelines of National Curriculum Frame work (NCF)– 2005.

At the Pre-reading stage teachers should devise warm-up activities which would lead the pupils to the topic. Questions may centre around the pictures given in the book or questions that are relevant in the context of the subject matter.

Developing listening and speaking skills :

The teacher should think of ways to activate learners and start discussing with the learners. The discussion must be relevant to the topic. The learners should feel free to take part in the discussion.

Reading skill :

At the stage of reading the teacher shall give a model reading with emphasis on new words. The meaning of words should not be given directly. The teacher must try to create situations in which the learners can guess the meaning which will enrich their imagination.

The model reading of prose / poem lessons can be presented aloud by the teacher and the learners be instructed to listen to her. As the teacher reads aloud the learners will mark the pronunciation, intonation and stress patterns.

After silent reading the teacher will help pupils to comprehend the text. The learners will be instructed to go through the text and respond to wh-type questions. The comprehension questions are of global, local and inferential. Mostly the learners should be acquainted to locate specific information given in the text and grasp the general idea.

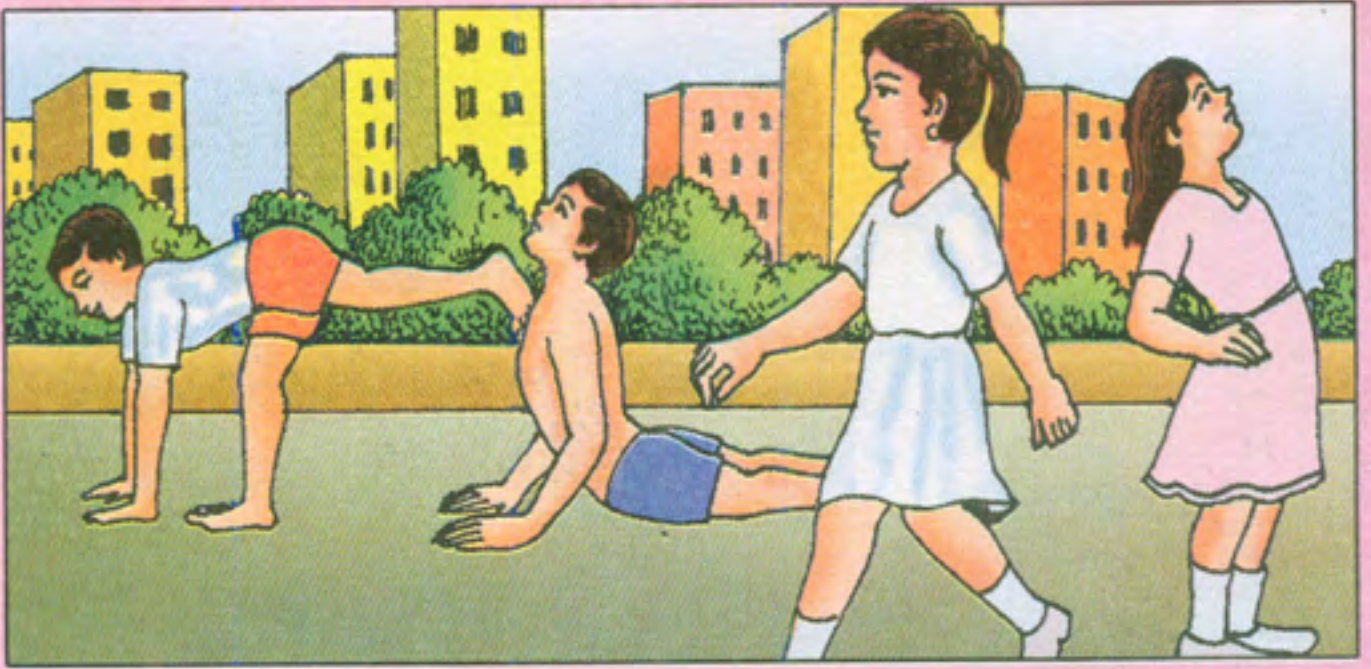
Group activities aim at promoting participation and developing language skills. Teachers should form groups and ensure interaction among the groups and within groups. As a result, the learners will achieve the language skills through language games, puzzles and dialogue practice. It will develop their communicative skill.

The learners will read the poem after the teacher. Chorus reading will facilitate recitation rhythmically. The teachers should read the poem in a proper manner with correct rhythm for understanding of poetic forms.

A good number of writing activities are given with suitable examples under the activity– Let's write, arrange the jumbled lines, fill in the gaps choosing correct words from the bracket. The teachers must see that each and every child completes the writing activities.

We are sure this will empower the teachers to transact the text.







ସର୍ବଶିକ୍ଷା ଅଭିଯାନ



ସଭିଏଁ ପଢ଼ନ୍ତୁ ସଭିଏଁ ବଢ଼ନ୍ତୁ

ଏହି ପାଠ୍ୟ ପୁସ୍ତକ ସର୍ବଶିକ୍ଷା ଅଭିଯାନ ଚଳେଇଥିବା ସମୟରେ ଲାଗି ଓ ଉପକାଳିର ଛାତ୍ର, ଛାତ୍ରୀ ଏବଂ ସାଧାରଣ ବର୍ଗର ଛାତ୍ରମାନଙ୍କ ମଧ୍ୟରେ ବିନା ମୂଲ୍ୟରେ ବିତରଣ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ । ଏହା ବିକ୍ରୟ କରାଯାଇ ପାରିବ ନାହିଁ । ସାଧାରଣ ବର୍ଗର ଛାତ୍ରମାନଙ୍କୁ ମଧ୍ୟ ଡ଼ିଜିଟାଲ ସରକାରଙ୍କ ଚଳେଇଥିବା ବିନା ମୂଲ୍ୟରେ ଦିଆଯାଉଛି ।

ମୁଦ୍ରଣ :
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ଭୁବନେଶ୍ୱର-୧