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My English Garden

A constructivist approach to language learning

Coursebook **8**





My English Garden

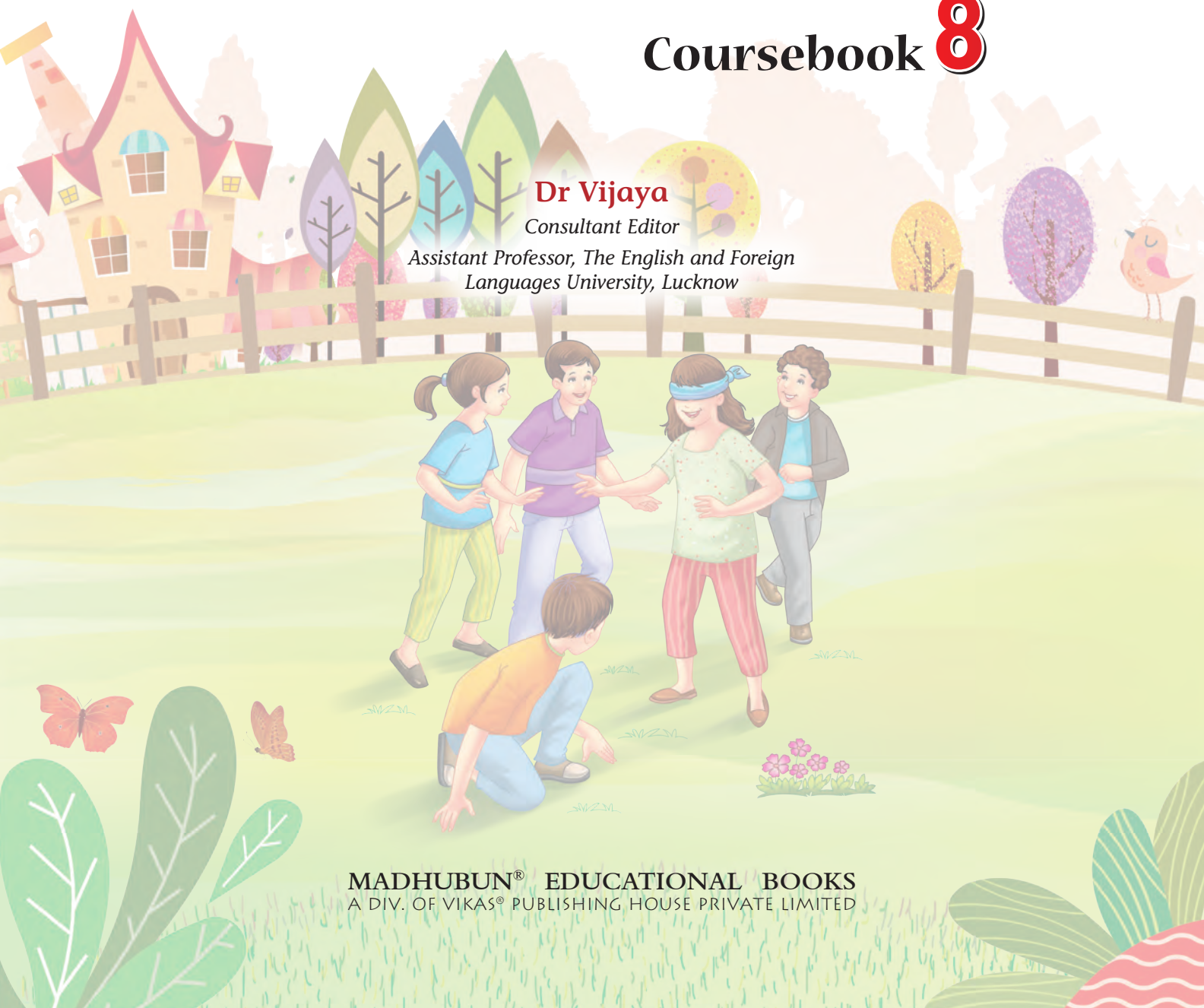
A constructivist approach to language learning

Coursebook **8**

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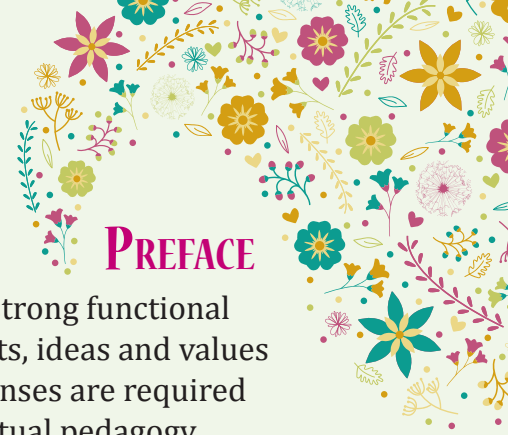


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PREFACE

The idea of **My English Garden** was born out of a need to provide a strong functional base for learners in English language through contemporary contexts, ideas and values that are child-friendly. In an ever-changing world, meaningful responses are required in the teaching-learning environments with appropriate and contextual pedagogy. The course strikes just the right balance by blending the communicative, structural and literary approaches. This, when combined with a strong constructivist approach to learning, makes *My English Garden* an innovative tool for language-learning. With its sustained focus on values and life skills that are critical to character development of learners, the series becomes the ideal course that delights as well as instructs.

At the very core of the course is its constructivist approach, which aims to help the learner through personalised learning constructs and also through peer learning. This learning-centric approach facilitates the transformation of the traditional teacher-centric classroom. The learner is encouraged to work in pairs or groups and create his/her own constructs and experiences. In addition, the series takes on a theme-based approach which pans today's life, topics and issues, which makes it extremely relevant for the learner. The selections in the series have been made keeping in mind the sensibilities and requirements of today's learner and the world at large, and promise an exciting blend of the classics and contemporary texts.

An emotional connect for the learner is established right at the beginning through activity-based full-page warm-ups which trigger interest and curiosity. The comprehension section that follows the reading text aims to address various skills of reading, and facilitates developing Higher Order Thinking Skills. The vocabulary and grammar sections thereafter focus on the functional usage of the language, while addressing the syllabus requirements, providing ample scaffolding. The writing section at the end of each chapter aims to develop the creative skills of the child while ensuring that all necessary formats and genres of writing are introduced as per syllabus requirements. The listening and speaking activities address various sub-skills through realistic texts.

It is the endeavour of the publishers to reach out to each learner while helping him/her create their own learning. No stone has been left unturned in this pursuit, and the book promises a brain-friendly, child-friendly approach. They would like to extend their heartfelt gratitude to Dr G Balasubramanian for his academic guidance and suggestions.

The Publisher



WALKTHROUGH

Selections: perfect blend of literary classics as well as contemporary and age-appropriate texts with inclusive, diverse and relevant themes with nearly 60% being original works or translations by Indian authors



Getting Started: full-page activity-based warm-ups for each unit; short warm-up for poems

Glossary: on-page glossary helps with the constructivist approach of learning by encouraging the student to arrive at contextual meanings; includes picture gloss for difficult words

Understanding the Text: the comprehension section addresses various skills of reading, like skimming and scanning, as well as HOTS questions as per Bloom's Taxonomy



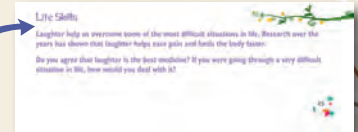
Playing with Words and Learning the Language: focus on functional usage of language, with well-graded exercises and strong scaffolding, while addressing syllabus requirements



Writing: helps to hone and develop creative writing skills in all necessary formats as per syllabus requirements with guided tasks



Authors: canonical authors, both Indian and foreign, as well as contemporary writers

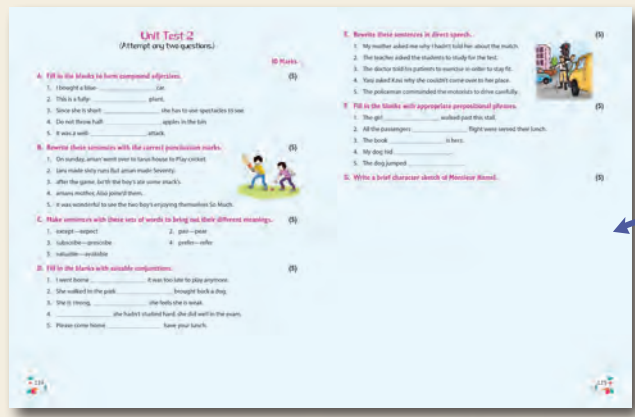


Life Skills: inclusion of text-based life skills and values identified by the NCF, CBSE and WHO

Activities for Listening and Speaking: separate sections for developing oral and aural skills, based on realistic situations, addressing various kinds of sub-skills; includes phonic drills in levels 1-2



Project: interesting, hands-on projects which encourage group or pair work through meaningful, informative tasks



Unit Tests and Model Test Papers: Sample tasks for assessment, which are supplemented by tasks in the Workbooks

Note for the Facilitator

The reading texts of **My English Garden** were selected to facilitate the **constructivist approach** to language learning, while being instructive and age-appropriate for young learners. The series follows a **thematic approach** from the very beginning. Thus, right from Class 1 onwards, there is a vertical and horizontal progression as the themes are mapped according to the increasing levels of comprehension of the learner, within each class and when moving from one class to the next. Since the constructivist approach advocates that the learner will construct his or her own learning based on prior experiences, this planned thematic approach aids the learner in building on the foundation of existing knowledge to acquire new ideas and concepts.

In Classes 1–5, the reading texts encompass motifs and ideas which are most relevant to the young learner while progressing thematically from the known to the unknown—from objects and surroundings which are near and familiar to increasingly distant and challenging environments. This enables rapid development of the learner’s thinking process, and also follows the progression of **Bloom’s Taxonomy**.

In Classes 6–8, all the themes mentioned by the **National Curriculum Framework** are captured through an intricate matrix of macro and micro themes. Six macro themes which capture the nuances of all the appropriate themes have been identified. These six themes have been covered in a separate unit in each grade, progressing thematically from the learner’s immediate environment to themes that are either distant in terms of time and space, or broaden the perspective.

The journey starts with what the learner is most familiar with: the self and the family. **Self and Others** takes the learner through the immediate thoughts and concerns of the self. This leads on to the next level, which covers the things that one likes, with **Little Pleasures of Life**. The next theme addresses one’s immediate surroundings, with **Awareness of Nature**. This awareness is followed by an awareness of hurdles that one has to overcome while moving away from comfort zones. This leads us to the unit on the theme, **We Shall Overcome**. When one overcomes problems, one naturally sees the need for lateral thinking, or thinking **Beyond the Mundane**. And once fears and hurdles are overcome, the outcome that one hopes for is covered in the theme, **Harmony**.

The result of such a plan is that the learner picks up related concepts and ideas passively while progressing within one grade and when moving from one grade to the next. Each micro theme strengthens the learner’s idea of a particular theme, and each of these themes gets revisited at a higher level in the successive grades. The table below captures the macro and micro themes for Classes 6–8.

MACRO THEMES	GRADE 6	GRADE 7	GRADE 8
SELF AND OTHERS	Myself	Growing Up	Family and Friends
LITTLE PLEASURES OF LIFE	Sports and Games	Food	Humour
AWARENESS OF NATURE	Plants	Animals	Conservation
WE SHALL OVERCOME	Don't Give Up	Learning from Life	Stand Up and Fight
BEYOND THE MUNDANE	Out of the Box	Travel	Out of This World
HARMONY	Diversity	Living Together in One World	Peace

Detailed Contents

Chapter	Playing with Words	Learning the Language	Writing	Activities for Listening and Speaking
Unit 1: Family and Friends				
A. Educating Mother	<ul style="list-style-type: none"> Punctuation (capital letters, commas) Dictionary (silent letters) 	<ul style="list-style-type: none"> Independent and dependent clauses 	<ul style="list-style-type: none"> Writing a story by looking at a picture 	Listening: <ul style="list-style-type: none"> Listening to a biographical account and filling in details Listening and completing a poem Speaking: <ul style="list-style-type: none"> Using question tags Seeking information
B. <i>My Uncle Dan</i>	<ul style="list-style-type: none"> Phrases 			
C. Festival of Eid	<ul style="list-style-type: none"> Phrasal verbs Suffixes 	<ul style="list-style-type: none"> Simple, compound, complex sentences and their transformation 	<ul style="list-style-type: none"> Informal letter 	
Unit 2: Humour				
A. My Financial Career	<ul style="list-style-type: none"> Punctuation (apostrophe) Dictionary (confusing words) 	<ul style="list-style-type: none"> Adverb clauses Relative clauses 	<ul style="list-style-type: none"> Formal letter 	Listening: <ul style="list-style-type: none"> Listening and completing a cheque Listening for identification of true and false Speaking: <ul style="list-style-type: none"> Expressing opinions and wishes Group discussion
B. <i>Dear Mr Examiner</i>	<ul style="list-style-type: none"> Figures of speech (Metaphor) 			
C. A Country Boy Quits School	<ul style="list-style-type: none"> Idioms Compound adjectives 	<ul style="list-style-type: none"> Modals 	<ul style="list-style-type: none"> Writing a poem 	
Unit 3: Conservation				
A. <i>Tiger, Tiger Revisited</i>	<ul style="list-style-type: none"> Figures of speech (Personification) 			Listening: <ul style="list-style-type: none"> Listening and completing sentences Listening for identification of errors Speaking: <ul style="list-style-type: none"> Expressing sympathy and giving compliments Making plans
B. The Tree Doctor	<ul style="list-style-type: none"> Collocations Phrases 	<ul style="list-style-type: none"> Present tense Past tense Future tense 	<ul style="list-style-type: none"> First-person narrative 	
C. The Hummingbird That Lived Through Winter	<ul style="list-style-type: none"> Punctuation Phrasal verbs 	<ul style="list-style-type: none"> Finite verbs, infinitives and gerunds 	<ul style="list-style-type: none"> Interview 	
Unit 4: Stand Up and Fight				
A. The Last Lesson	<ul style="list-style-type: none"> Dictionary (Confusing words) Figures of speech (Simile) 	<ul style="list-style-type: none"> Present and past participles Participle phrase 	<ul style="list-style-type: none"> Writing a newspaper report 	Listening: <ul style="list-style-type: none"> Listening for analysis (rhyme scheme and figures of speech) Listening for comprehension Speaking: <ul style="list-style-type: none"> Offering advice and alternatives Group discussion
B. <i>Ozymandias</i>	<ul style="list-style-type: none"> Antonyms Figures of speech (Metaphor) 			
C. Malala's Speech	<ul style="list-style-type: none"> Punctuation (Dialogues) Contranymy 	<ul style="list-style-type: none"> Direct and reported speech 	<ul style="list-style-type: none"> Speech 	
Unit 5: Out of This World				
A. <i>Sailing Out to Space</i>	<ul style="list-style-type: none"> Figures of speech (Imagery) 			Listening: <ul style="list-style-type: none"> Listening and completing a table Listening and drawing a map Speaking: <ul style="list-style-type: none"> Making a presentation on a given research topic Reporting direct speech
B. The First Indian Woman in Space	<ul style="list-style-type: none"> Prefix and suffix Collocations 	<ul style="list-style-type: none"> Direct and indirect object Active and passive voice 	<ul style="list-style-type: none"> Precis writing 	
C. An Alien Hand	<ul style="list-style-type: none"> Punctuation (Identifying and correcting errors) 	<ul style="list-style-type: none"> Subject-verb agreement 	<ul style="list-style-type: none"> Writing a book review 	
Unit 6: Peace				
A. <i>Where the Mind Is Without Fear</i>	<ul style="list-style-type: none"> Phrasal verbs 			Listening: <ul style="list-style-type: none"> Listening for completion of a summary Listening for identification of characters Speaking: <ul style="list-style-type: none"> Debate Enacting a play
B. The Next Voice You Hear	<ul style="list-style-type: none"> Compound adjectives Figures of speech (Paradox) 	<ul style="list-style-type: none"> Prepositions Prepositional phrases 	<ul style="list-style-type: none"> Argumentative essay 	
C. Arms and the Man	<ul style="list-style-type: none"> Punctuation (Editing) Dictionary work 	<ul style="list-style-type: none"> Linking words Conjunctions 	<ul style="list-style-type: none"> Writing a character sketch 	

ACKNOWLEDGEMENTS

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Gareth Owen for *Dear Mr Examiner*

'Malala's Speech' text and photograph © The Nobel Foundation

Gareth Lancaster for *Sailing Out to Space*

Society of Authors for *Arms and the Man* by George Bernard Shaw

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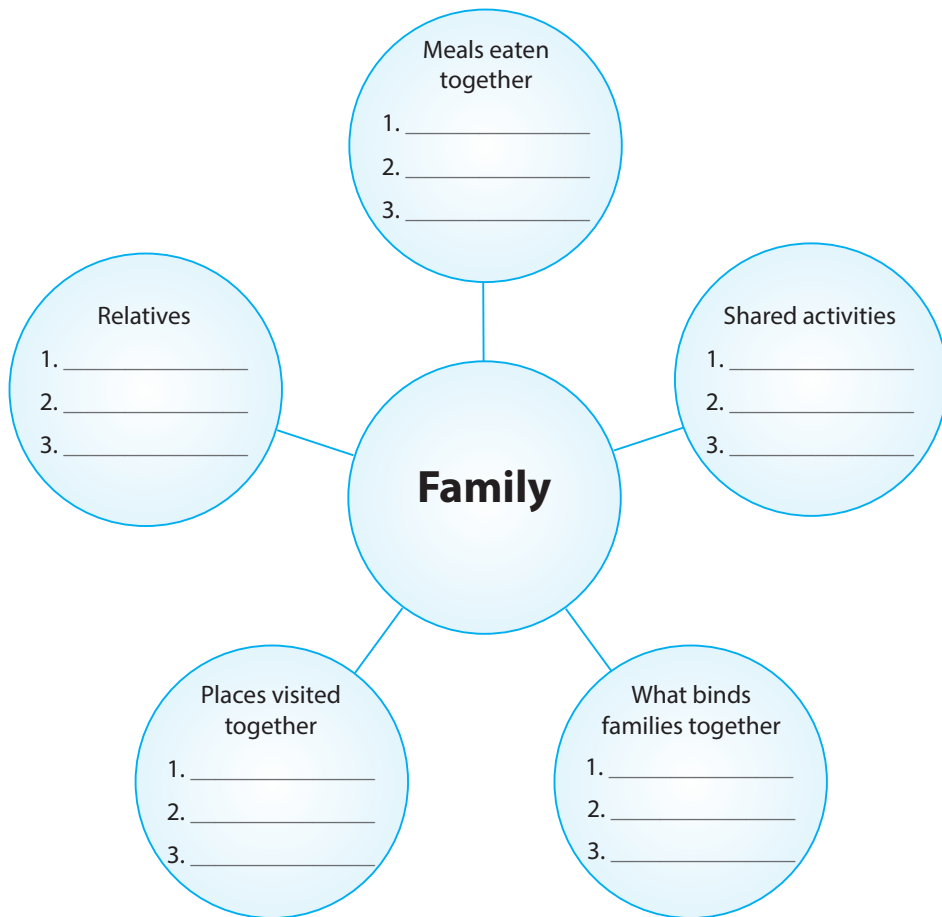
Nupur Ghosh (Vice Principal) and English teachers, Mahadevi Birla World Academy, Kolkata

Unit 1

Family and Friends

Getting Started

Each family is different in its own way. Fill up this web chart and compare it with others' charts. What makes your family different?



Each member of a family has a special role to play. Discuss the roles played by the different members of your family. In what way is your role special?

It all started when my mother asked me to tell the children a story. I cleared my throat and began, 'Long, long ago...' 'How long ago?' squeaked my three-year-old nephew Venku. 'Never mind. It was a long time ago. Let's get on with the story.'

'Try telling my history teacher that,' said my twelve-year-old daughter Ambu. 'She insists that I get all the dates right in my history test.'

I decided to ignore her. 'There was this girl called Goldilocks...'

'The names parents come up with,' muttered Ambu. 'Thank God you didn't choose to call me Long Nose or Saucer Eyes.'

'Goldilocks decided to go for a long walk,' I continued.

'Did she have a weight problem?' asked my four-year-old son Ramu.

'No, she didn't. She went for a long walk and strayed into the forest. Soon, she discovered that she was lost.'



'If she'd had a cell phone, she could have called her mother,' said my six-year-old niece Janaki.

'Don't be stupid. They had no cell phones in those days,' said Ambu.

'Oh, so it was that long ago!' exclaimed Janaki, as if the pre-cell phone era belonged to the **ante-diluvian days**.

'The poor thing came to a cottage that belonged to the three bears. She was so hungry that she made straight for the dining room. There, on a table, were three cups of porridge. She had a sip from Father Bear's cup. It was too hot. Mother Bear's porridge was too cold. But the porridge in Baby Bear's cup was just right. So she drank the Baby Bear's porridge.'

'Actually I think Goldilocks is a murder mystery,' said Ambu.

Her reading consisted of a **staple diet** of thrillers and **romances**, and her thoughts tended towards the **macabre**. This was too much even for me, indulgent mother though I was.

'A murder mystery! How can you be so stupid?'

'Well, how do we know it wasn't a murder mystery? I've only heard your version of it. How do I know you haven't edited out all the interesting bits, simply because you don't approve of murder stories? I think Goldilocks was an heiress. The house in the forest belonged to the person who stood to **inherit** the property if she died. Seeing her go into the forest, he must have put a bowl of poisoned porridge in the cottage. She must have drunk the porridge and died. The bears are only your invention.'



The little ones were drinking in her words with awe. Clearly, her version excited them more than mine did. Maybe Goldilocks was not the right choice. I would tell them some other story. I began the story of Red Riding Hood.

'Red Riding Hood took a basket full of cakes and went off to visit her grandmother, who lived all alone in the forest.'

'Humans shouldn't encroach on forest land,' said the environmentally conscious Janaki.

'On the way, Red Riding Hood met a wolf and told it where she was going. The

ante-diluvian days	before the Biblical flood; very old
staple diet	main diet
romance	a story about excitement and adventure set in the past
macabre	unpleasant; connected with death or violence
inherit	to receive money, property or a title of a person after their death

wolf took a shortcut to her grandmother's house and frightened off the old lady. The wolf then dressed in Grandma's clothes. Presently, Red Riding Hood arrived. She looked at the wolf and said, 'Grandma, why are your ears so big?' Ambu **snorted**, 'If one of us had mistaken a wolf for Grandma, we'd have been eaten by Grandma, even if the wolf had spared us.'

Even the youngest was shaking his head in disbelief. 'Grandmas don't look like wolves, do they?' he asked. My mother was watching me carefully. I could sense an air of **hostility** gathering against me.

'Of course, grandmothers don't look like wolves. Forget Red Riding Hood, I'll tell you the story of Cinderella.'

'Oh mother! Not that **simpering** idiot who waited all her life for Prince Charming to save her. She could have escaped her stepmother by getting herself a good education and a job,' said Ambu. 'How could she have gone to school, when she was made to do all the housework by her stepmother?' I had her there.

'She could have gone to night school. Anyway, mother, why are all the **daft** persons in your stories girls? Who wrote these stories with a **gender bias**?' Ambu asked **indignantly**.

It was difficult enough trying to keep three children out of mischief by telling them stories. It didn't help if one had to be politically correct too. I had to think of a story where the **protagonist** was male and preferably daft.

'What about *Jack and the Beanstalk*?' 'I've heard that one,' said Ramu. 'That's the one where Jack plants a seed and a very, very tall plant grows from it overnight.'

'Did Jack use a **genetically modified** seed?' asked Janaki.

It was no use. I had to think of something else.

'What about the old story of

snorted	made a loud, grunting noise by forcing air through the nose
hostility	being unfriendly
simpering	to smile in an annoying manner
daft	silly or stupid
gender bias	being partial to someone because of their gender
indignantly	angrily
protagonist	the main character in a story
genetically modified	changed the structure of the genes of a living thing in order to make it healthier or stronger



Patala Bhairavi, where a man wears magic slippers that takes him wherever he wants to go?’

‘How were those slippers propelled?’ asked Venku.

propelled moved something with a lot of force

‘What kind of fuel did he use?’ asked Ramu.

I fled.

Suganthy Krishnamachari



Understanding the Text

A. Tick (✓) the most appropriate answer.

1. The narrator was telling stories to _____.
 - a. Venku and his grandmother
 - b. Venku and Ambu
 - c. Venku and Janaki
 - d. Venku, Ambu, Ramu and Janaki
2. Ambu loved to read _____.
 - a. thrillers and romances
 - b. fairy tales
 - c. stories like the ones her mother was telling them
 - d. anything she could find
3. The children enjoyed listening to _____.
 - a. the story of Goldilocks told by the narrator
 - b. the story of Goldilocks told by Ambu
 - c. the story narrated by the grandmother
 - d. The story *Jack and the Beanstalk*
4. The sentence *The little ones were drinking in her words with awe* means _____.
 - a. the younger children were enjoying the story she was telling them
 - b. the younger children were waiting for her to say something
 - c. the little ones could not understand anything
 - d. the little ones were drinking water while she spoke

B. Tick (✓) the statements that are true.

1. Venku was a twelve-year old boy.
2. The children did not interrupt the narrator.
3. Ambu was the narrator's niece.
4. Ambu began to tell the children her own version of Goldilocks.
5. The narrator tried her best to tell the children a story.

C. Answer these questions.

1. Why did Ramu think that Goldilocks had a 'weight problem'?
2. What made Janaki think that Goldilocks was a story about a girl who lived very long ago?
3. Why did Ambu think that Cinderella was an idiot?
4. What, according to Ambu, would have happened if the children had mistaken a wolf for their grandmother?
5. Why did Janaki ask whether Jack used a genetically modified seed?
6. Why do you think the narrator fled in the end?

D. Answer these questions with reference to the context.

1. *I decided to ignore her. 'There was this girl called Goldilocks...'*
 - a. Who said this to whom?
 - b. Who is referred to as 'her'?
 - c. Why did the speaker decide to ignore the person being referred to?
2. Humans shouldn't encroach on forest land.
 - a. Who said this?
 - b. To whom did the speaker say these words?
 - c. Which human is being referred to here and why was the human encroaching on forest land?
3. Did Jack use a genetically modified seed?
 - a. Who said this to whom?
 - b. Who was Jack?
 - c. Why did the speaker ask this question?

E. Think and answer.

1. What do you learn about the children from the kinds of questions they asked?
2. Why did Ambu think that the stories had a gender bias?

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