



Notes for the Teacher



General

- ❏ Learning a language means using it for a wide variety of purposes. Language is best acquired when attention is focused on meaning, not on form.
- ❏ Words and phrases not closely related to objects and action remain empty and lifeless to young learners. Language comes alive when presented in meaning-making contexts.
- ❏ Words/phrases that are used to accomplish many useful purposes follow a certain system inherent in the language itself.
- ❏ Learners become familiar with the system through continuous exposure to the language in meaning-focused situations.
- ❏ Interaction, discussion and sharing of ideas among learners provide opportunities that elicit 'real' information about them and their experiences and opinions.
- ❏ Encourage learners to work in pairs and small groups and let them go beyond the textbook by providing a variety of language inputs for spontaneous and natural use of language.
- ❏ Build on the exercises given in the textbook and design more tasks/activities in keeping with learners' interests, needs and surroundings. Employ free-response exercises (with more than one possible response).
- ❏ Promote reading habits through story reading (not merely teaching stories as texts), story retelling, choral reading, shared reading, etc.
- ❏ Create class libraries for exchange of books and shared reading. The library may also move with children to the next higher class.
- ❏ Poems need not be taught line by line, word by word. You may give a model reading but let every child read the poem on her/his own to feel the richness of language, rhythm and music of words. Exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.
- ❏ Advertisement is also literary genre. You will find that some advertisements have been given on the inner covers of the textbook. Have a discussion in the class on these concerns. You

