

# **SMART ENGLISH**

**Teachers' Manual**



**Ms Dorothy Ann Tressler**

M. A., M. Ed.



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9 Laxmi Nagar District Centre  
Vikas Marg, Delhi-110092, India  
Ph: 011-22015110, 42448015

**Head Office**  
I-8, Industrial Estate  
Delhi Road, Saharanpur-247001 (U.P.), India  
Ph: 0132-2726298, 3290296  
Fax: 0132-2727104

**Branches**

• Bengaluru	• Bhubaneswar	• Chennai
• Ernakulam	• Guwahati	• Mumbai
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visit us @ [www.goodluckpublishers.com](http://www.goodluckpublishers.com)  
e-mail: [info@goodluckpublishers.com](mailto:info@goodluckpublishers.com)

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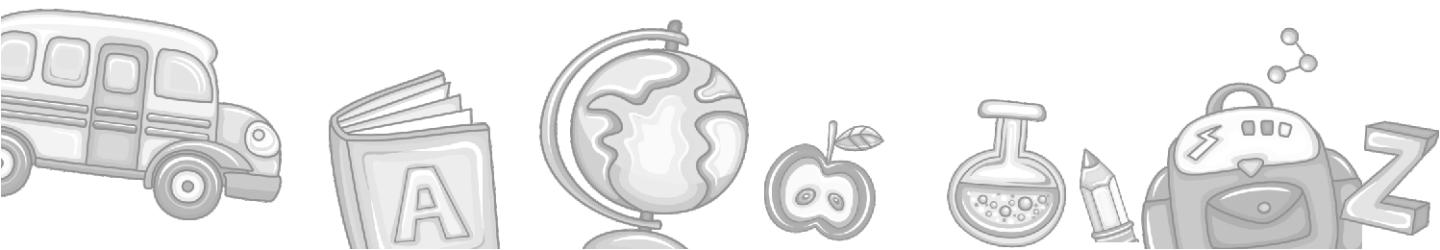
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We are committed to serve students to the best of our knowledge and resources. Further, our endeavour is to ensure an impartial harmonising of the religious and cultural sentiments of all communities. We have taken utmost care in editing and printing this book. However, the author and the publisher will not be held responsible for the mistakes made inadvertently. Errors brought to our notice shall be gratefully acknowledged and attended to in our next edition.



# P R E F A C E



This Teachers' Manual has been designed especially to be used along with Smart English, an English Course Book with an accompanying Workbook for Classes I to VIII. The manual helps teachers to make lesson plans and also serves as a day-to-day guide for classroom teaching while using these text books. The approach is eclectic, age-appropriate and student-friendly at all times.

As the author of the Smart English text books and also the author of this manual, I would encourage teachers not to set aside this book, but to use it for the purpose it was intended to serve. This also means that various methods of teaching may have to be applied to diverse classroom situations. There may be occasions when you are required to give the students the meaning of an English word in Hindi or a regional Indian language. Do it, for at that time, nothing else might work.

You may be required to use concrete objects or pictures or charts. Do so. Make your own charts to suit your lessons. You do not have to be an artist. Cut pictures from magazines or print out pictures and paste them on chart paper. Don't ask the students to make charts you are going to use for teaching purposes. The charts may have errors and charts with errors on a bulletin board, are unacceptable. Put up your charts and leave them there for the duration of your particular lesson/topic. The visual impact helps to fix concepts and spellings in young minds.

As teachers, we develop our own styles of teaching. This book gives you the liberty of doing just that, but also helps you to recall all the good things that your teachers' training taught you.

- ☞ The **reading pieces**, given in the course books and workbooks, have been divided into short sections and questions have been formed to elicit all information from the students, thereby ensuring that the content has been understood. The idea is always to see how much your students have understood, rather than telling them everything.
- ☞ The **Spell Well** sections must not be omitted. They are important and deal with pronunciation as well. Use the audio option on Google to actually teach yourself how to pronounce a word before you teach your students. Wrong pronunciations can stay with children for a life time.
- ☞ In **Use New Words**, the idea is to use words and phrases the students have learnt from the reading content in a different context.
- ☞ **Smart Language** deals with the teaching of Grammar. Some exercises have been given in the Teachers' Manual, but always make your own exercises as well. In case you don't know a particular Grammar concept, teach yourself before entering the classroom.
- ☞ **Listening and Speaking** sections should never be skipped as they form an integral part of a complete English Course.
- ☞ **Write Smart** topics must never be attempted by the students before ensuring that there has been adequate discussion in the class and an introduction to new words and phrases that can be used while writing compositions. Always ensure that students, as young as they maybe, write a draft in a rough notebook so that you can correct it. They can then write a corrected version in their English notebooks. Encourage them to write neatly and spell correctly, thereby helping them to develop a sense of pride in a piece of work well done.

Finally, we, at Good Luck, value your inputs and suggestions and are ready to help you through the all-important process of teaching and learning. Enjoy your English classes.

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# Introduction

## Before you begin

- \* Be dressed appropriately so that you are comfortable and neat. Fussy clothes need you to be conscious of them all the time and interfere with your performance in the class. Very loud colours, fancy jewellery and complicated hairstyles distract children, especially those in the middle school.
- \* Enter each class well-prepared.
- \* Have your lesson plan book with you.
- \* Have all your aids ready.
- \* Ensure that you know exactly when and how to use your aids.
- \* Carry your Student's Anecdotal Records to the class. You should have noted down:
  - ❖ Students that need to be asked a question today.
  - ❖ Students who need help and encouragement.
  - ❖ Students who are likely to finish a worksheet/exercise faster than others and need extra reading or another worksheet.

## Testing:

Testing is as per norms of Boards of Education. One Sample Unit Test and one Half-yearly Test have been suggested. They may be adapted as per prevailing norms.

## Important points to remember

1. Always prepare boards in advance so that time is not wasted.
2. Do not move ahead till almost all the students are clear with spelling and concepts.
3. Take regular dictation with every new Course Book and Work Book chapter. Get the students to learn the spelling of new words at home and take the dictation the next day.
4. Let mistakes be corrected five times.

5. Slowly, introduce the concept of self-correction.
6. Answers to questions can be written in notebooks so that the students get into the habit of writing answers and also improve their calligraphy.
7. Teachers must make charts for each lesson, especially for the language items being taught and new words introduced. The words written should be bold and clear. Charts can remain up during the course of the teaching of a chapter. The visual impact fixes spelling and concepts in the mind.
8. Put up excellent examples of calligraphy.
9. Praise as required.
10. Do not point out mistakes of individual students. Go to them or call them up to the teacher's desk and gently correct/explain as required.
11. Always start the day by writing the day and the date on the board. For example: Monday, 2<sup>nd</sup> April. After the students have said, 'Good morning' to you, wish them and point to the board.

**Say:** What day of the week is it, children? It is Monday. What is the date today? It is the 2<sup>nd</sup> of April. What is the name of the month? April. April is the fourth month of the year. Repeat this, children. Once the students have learnt how to write in thousands, the year may be introduced.

# Unit 8

## Coursebook : The Special Prize Workbook : The Boy with a Catapult

### I. Objectives

- **Course Book:** To encourage reading out loud and silently; pronouncing words correctly.  
Helping students to understand and enjoy the story.
- **Workbook:** Students read about a boy who was not as naughty or cruel as his friends thought he was.
- **Smart Answers:** Encouraging students to answer questions orally and in writing; Helping students to answer in sentences using grammatically correct English.
- **Spell Well:** A. Teaching students the 'ch' sound in words.  
B. The students pronounce words that have the soft sound of 'c' in them and add six similar words.
- **Use New Words:** Teaching students to use phrases from the reading content in a different context.
- **Smart Language:** Teaching students how to use the active/passive voice forms of verbs.
- **Speak Well:** The students use the given suggestions to talk about Tapan, a character in the story.
- **Write Smart:** The students write about seeing a student going through the contents of other students' bags during the recess. They are to write about their own reactions and actions and what happened later.
- **Workbook:** The students write a paragraph or two about their best friends, saying why they like these friends and why their friends don't like him/her.

### II. Procedure

#### Day One

**Warm Up:** Let the students talk about their classmates and why they like them.

**Reading from:** “What a naughty boy... take up the matter.”

**Ask:** Why was the headmaster angry with a boy called, Tapan?

Who was Tapan?

Which class did Tapan study in?  
Describe him.  
Why did his friends respect him?  
What did Tapan do if someone offended him?  
What was the name of the school he studied in?  
Why did the headmaster call Tapan to his room?  
Who was in the headmaster's room?  
What had Tapan and his friends done to upset the shopkeeper?  
Why had the boys thrown stones at the shop? 4/5 points to be answered by 4/5 students  
Why did the shopkeeper's face turn red when Tapan had finished speaking?  
Why, do you think, the headmaster was thinking for some time before speaking?  
What did the headmaster say to Tapan, after he had thought for a while?

## Day Two

**Reading from: When Tapan returned... looking backwards.**

**Ask:** Why did the students laugh when Tapan returned to the classroom?  
Why did Tapan want to teach the huge ox a lesson?  
What did Tapan do? 2/3 points to be answered by 2/3 students  
Why did the ox break into a gallop?  
What was Tapan trying to do? He was trying to tame the ox.  
What did the ox do? 2 things to be answered by two students  
What did the students and teachers of Class VII do when the ox crashed into their room?  
What happened in the stampede?  
What did the ox do?

**Reading from: The headmaster was very angry... to take the old woman home.**

**Ask:** Why was the head master angry with Tapan?  
What reason did Tapan give for getting on top of the ox? Tapan said that he had been trying to tame the ox, because it used to charge at people and poke its horns into them and hurt them.  
What did the headmaster say to Tapan? The headmaster told Tapan that if he did such a thing again, he would have to leave the school.

What did the headmaster see Tapan doing that evening?

What were Naren and Mahesh doing to trouble the old woman?

What did the old woman say about Tapan when the headmaster questioned her?

Why did the headmaster scold Naren and Mahesh?

What did the headmaster ask Tapan to do?

### Day Three

**Reading from: Two weeks later... as he walked home.**

**Ask:** What did the headmaster see Tapan doing two weeks later?

What did Tapan tell the headmaster? He told the headmaster that some wicked boys had broken the leg of the ox. He also said that it was not nice to hurt dumb animals.

What information, given in this paragraph tells you that Tapan was a soft-hearted boy? He had tears in his eyes when he spoke about the injured ox.

Why was the headmaster surprised? The head master was surprised because the ox was the same one that Tapan had been trying to tame.

What did Tapan say to the headmaster? Tapan told the headmaster that the ox had reformed.

What was Tapan putting on the leg of the ox?

What made the headmaster thoughtful as he affectionately patted Tapan? The headmaster realised what a thoughtful, kind and honest boy Tapan was.

What tells you that the headmaster was a kind, understanding and affectionate person? He had tears in his eyes when he understood that he had been wrong about Tapan.

**Reading from: Soon it was ... with tears of joy.**

**Ask:** Which important day is spoken about in this paragraph?

What special prize was given to just one student every year?

What did Naren say to tease Tapan?

Did Naren really think Tapan would receive the special prize for the student with the best character?

What effect did Naren's word have on the other boys?

What effect did his words have on Tapan?

What happened at the beginning of the function?

What happened after that? Who got the special prize?

Why were the teachers and students dumbfounded?

Why could Tapan not believe his ears?  
What does this phrase mean- Tapan's head reeled?  
What story did the headmaster narrate?  
What happened after the headmaster's speech? 2 points, 2 students to answer the question.

## Day Four

**Smart Answers: Exercise A:** May be done by the students independently, followed by self-correction.

**Exercise B:** Go over the answers, making them brief, just a sentence or two. Then let the students write the answers in their books. To be corrected by the teacher.

**Exercise C:** Let the students do the exercise independently. To be corrected by the teacher.

**Exercise D:** For discussion only

## Day Five

**Spell Well: Exercise A:** Oral work followed by independent work and self-correction. The students may repeat the words after the teacher. They may then point out the words in which 'ch' sounds as it does in the word 'chain'.

**Exercise B:** Teach the students the soft pronunciation of 'c' in words where 'c' is followed by 'e, i and y'. The students may then add similar words. This will be followed by self-correction as per previous procedure.

**Use New Words:** Independent work, followed by self-correction as per previous procedure.

## Days Six and Seven

**Smart Language:** Use the given information and examples to teach the active and passive forms of verbs and the way they are used.

The exercises may be attempted, independently, by the students once they have understood how to change the forms from one to the other.

Self-correction may follow as per previous procedure.

## Day Eight

**Conversation:** The topic is related to the decisions and actions taken by Tapan, the central character of the story read by the students. The students form groups of five and go over the hints/suggestions before they start talking in their group on the topic.

## Day Nine

**Write Smart:** A classroom discussion on the given topic will help the students to get suggestions from the teacher and their classmates before they actually start writing the paragraph. To be corrected by the teacher.

## Day Ten

**Workbook reading content: The Boy with a Catapult:** The students will read the story silently. They will then do **Exercises A, B** and **D** independently, followed by self-correction. **Exercise C** will be gone over orally, after which the students will write the answers. To be corrected by the teacher.

**Exercise E** is for discussion only.

## Day Eleven

**Spell Well:** This section may be done as per previous procedure.

**Use New Words: Exercise A** may be done independently, followed by self-correction as per previous procedure.

**Exercise B:** This exercise may be done orally as it may be difficult for the students to do it on their own. They must get the idea of how they are to make sentences independently. Use many examples to teach them. Let there be lots of student participation.

The police chased the thief but he managed to get away.

“Get away from here,” said the angry lady.

He has to fill up the form before he can apply for a new passport.

The teachers told the students to fill up the forms neatly.

I told the messenger to wait but he gave me the envelope and walked off.

Grandpa walked off to the park without his umbrella.

The children jumped into the swimming pool.

The frog jumped into the pond.

Hari played with us in the park yesterday.

Seema played football with her friends all day and got very tired.

The little boy fell down and cried out to his mother to pick him up.

The trapped miners cried out for help but no one heard them.

## Day Twelve

**Smart Language:** Independent work, followed by self-correction.

## Day Thirteen

**Write Smart:** Class discussion followed by independent work; to be corrected by the teacher.

COURSE BOOK 8



## Smart Answers

- A. 1. (c)      2. (a)      3. (a)      4. (d)
- B. 1. Tapan wanted to teach the angry ox a lesson because the ox used to charge at people and had even poked its horns at people and hurt them.
2. The ox broke into a gallop in surprise when Tapan jumped on its back and put a rope in its mouth.
3. The teacher and students were afraid of the ox, because all of them knew that the ox could be harmful, when angry. This is why, they ran in all directions when the ox crashed into the school compound and then into Class VII.
4. The strange sight that the headmaster saw was, Tapan holding the hand of an old, beggar woman, and carrying her basket on his head.
- C. 1. (a) 'I' is the old beggar woman whom Tapan had helped and she is speaking to the headmaster.
- (b) The old woman had been lying on the road, maybe after a fall.
- (c) The 'dear boy' is Tapan and he had helped the old woman by helping her get up and by carrying her basket for her.
- (d) The 'other two boys' were Naren and Mahesh, who were in Tapan's class. They were jeering and laughing at Tapan for helping an old beggar woman.
2. (a) The speaker is the headmaster.
- (b) He is speaking to Tapan.
- (c) Tapan was rubbing medicine on the injured leg of the ox.

- (d) The second person, Tapan, was sad because he felt bad that some people hurt dumb animals.
3. (a) The speaker is the headmaster of Tapan's school.  
(b) He is speaking to the assembly gathered for the Prize distribution at the school.  
(c) The 'special prize' was for the best character.  
(d) The special prize was awarded to Tapan.

#### D. Hots

1. Tapan could not believe that he was receiving the special prize because he was so used to being called the bad boy of the class. He did not expect any prize, leave alone a prize for best character.
2. Naren used to stand first in the class. He must have felt ashamed for teasing Tapan just before the prize distribution. Though he must have felt bad at not getting the prize, he must also have felt sad that he was not more like Tapan-kind and compassionate.

#### Word Smart

#### Spell Well

- A. church, latch  
champion, which  
patch, chink  
peach, stitch
- B. lace, space, grace, race  
decide, incident, electricity  
agency, privacy, urgency

#### Use New Words

- A. 1. decided to 2. jumped on 3. trying to 4. crash into 5. complain to

#### Smart Language

- A. 3. Passive; The government has increased petrol prices.  
4. Passive; The painters will have painted the house by Tuesday, next week.  
5. Passive; They had done their work before bed time.  
6. Active; The library books will be returned by next week.  
7. Passive; The maid has dusted and cleaned the house.

- B. 1. Someone/the nurse covered the sick child with a blanket.  
2. The provisions will be provided and the meal will be cooked.  
3. You were told to stop making a noise.  
4. The composition was written by him in a few minutes.  
5. The cleaner washed and cleaned the driveway.  
6. The dog had been chained to the gate.
- C. 3. He watered the garden.  
4. The thieves have stolen the jewels.  
5. We had packed the suitcases.  
6. The will have cooked the meal by now.  
7. I am posting the letter.

### Smart Talk

**Conversation** - To be attempted by the students.

**Write Smart** - To be attempted by the students.

### WORKBOOK 8



### Smart Answers

- A. 1. (a) 2. (d) 3. (d)
- B. 1. catapult 2. bungalow 3. torment 4. filthy 5. ventilator 6. beam 7. antics
- C. 1. Because he pounced on wasps and butterflies and killed them and pulled out their wings. He killed birds with his catapult and destroyed their nests and took away their eggs.  
2. Because the new house had a garden full of trees and shrubs which was a good hunting ground for Bodh Raj.  
3. She told him not to torment the birds and to clean their store-room instead as the birds made it very filthy.  
4. The shadow of a large kite on the ventilator blocked the light from it.
- D. 1. (a) Bodh Raj's friend's mother  
(b) Bodh Raj  
(c) To clean their store-room  
(d) 'It' is the store-room and the birds had made it filthy.

2. (a) Bodh Raj  
(b) His friend  
(c) 'Those' refers to the birds in the store-room. The birds were Ganga mynas.  
(d) The speaker assumed that the birds must have separated from their flock and come there.
- E. 1. The boys realized that the kite that visited the store-room every day, attempted to eat the birds and in its attempts, the eggs and straw from the nests fall on the floor, making the room dirty.  
2. Bodh Raj wanted to protect the little birds from the kite and hence he brought down the nest gently.  
3. Bodh Raj changed after this incident because he must have realised that it is bad to harm another living being. He cared for the birds, protected them and fed them, which melted his heart.

## Word Smart

### Spell Well

- A. charm, watch, speech, chicken, chuckle, cheeky, fetch, reach; In other words 'ch' is pronounced as in 'stomach'.  
B. 1. space, grace 2. recite, incident 3. literacy, fallacy

## Use New Words

- A. 1. unkind to 2. ran towards 3. spoke to 4. pounced on 5. went into  
B. To be attempted by the students.

## Smart Language

- A. 1. (c) Active Voice                            2. (g) Passive voice  
3. (a) Active Voice                            4. (h) Passive Voice  
5. (b) Active Voice                            6. (d) Passive Voice  
7. (f) Active Voice                            8. (e) Active Voice
- B. 1. Original sentence- Passive Voice  
Active Voice- My father will buy the tickets.  
2. Original sentence- Active Voice  
Passive Voice- The green mangoes have been eaten by the monkeys.  
3. Original sentence- Active Voice  
Passive Voice- The prizes were distributed to the winners by the Principal.  
4. Original sentence- Passive Voice

Active Voice-The dog was chewing the rubber ball.

5. Original sentence- Active Voice

Passive Voice- The patient will have been taken to the hospital by now.

6. Original sentence-Passive Voice

Active Voice- The teacher scolded the children.

7. Original sentence- Passive Voice

Active Voice- The children swept and mopped the room.

8. Original sentence- Active Voice

Passive Voice- The thief was chased down the road by the watchmen.

9. Original sentence- Active Voice

Passive Voice- These clothes were ironed by me.

10. Original sentence- Active Voice

Passive Voice- The boys were trained by the coach.

C. 1. They will have cleaned the classrooms by now.

2. The carpenter is mending the chairs.

3. The Principal closed the school as it was raining heavily.

4. Those naughty boys are teasing the poor puppy.

5. The cleaners finally removed the heap of garbage yesterday.

6. Someone asked them to complete their work.

7. The cleaners clean these drains every month.

8. My father was driving the car.

9. Birds were building the nests.

10. The Chief Minister gave the speech.

**Write Smart** - To be attempted by the students.

# **READ, RECITE AND ENJOY : MR NOBODY**

## **I. Objectives**

To read and enjoy the poem; to appreciate the poem by talking about it; to identify the humour in the poem

## **II. Procedure**

### **Day One**

Read the poem to the students; let them read it silently and out loud; talk about it; ask questions on each stanza.

**Exercise A:** Get the students into pairs and let them complete and read the summary aloud.

**Exercise B:** Let the students talk about this in class. No written work required.

COURSE BOOK 8



## **Smart Answers**

- A. mischief; mouse; Mr Nobody; ajar, pins; squeaking; squeak; wood; kettle; mud; feet; papers; about; finger; curtains; spill; boots; belong to
- B. To be attempted by the student. This question can have multiple responses, depending on students' interpretations. For example, some children might say that it is an invisible man whom no one can see, or it could be a small child who is always up to mischief. The teacher may elaborate on their responses and tell them that it could also be everybody in a house as whenever a mischief happens nobody admits it, hence MR NOBODY. The teacher could also offer any other interpretation of their own.