



## Chapter 7: Mehr and the Monkey

Suggested Time Schedule: 10 Sessions/Classes

### Learning Outcomes and Warm-up

- This lesson focuses on the use of polite expressions in conversation like *thank you, please*, etc. and also introduces the concept of noun.
- Begin by asking questions like
  1. Do you like rainy weather?
  2. How do you go to school on a rainy day?
- After eliciting three or four responses, tell them: “Let’s see, how Mehr reaches her school on a rainy day?”

### Let’s Read and New words

- Divide the lesson into two parts and make use of role-play to teach it. Puppets can also be used to make the chapter more enjoyable.
- While teaching polite expressions avoid giving meanings of the new words in the students’ mother tongue(s). Use body language, gestures, pictures, etc.

### Let’s Talk

- Pay attention to the nature of questions being asked. Encourage the students to understand the value of sharing and caring.
- Use English in teaching the chapter allowing the mother tongue when it is not possible to get through.
- In section ‘B’, the students will answer the questions in one word only.

### Let’s Do

- Ensure the participation of every student in the activity.



### **Grammar Time**

- This is just an extension of what the students have done in the **Let's Do** section. Here, the teacher can give the definition of the naming words, but this is not mandatory.
- The exercises are to be completed in the textbook and copied in the notebooks if possible.

### **Off to the Language Lab/ Fun with Phonics**

- Ask a student to say the first word from the left column of the table. Then ask him/her to name a classmate to find the rhyming word from the right column. If the student cannot find the word, give the answer yourself.
- Now ask the latter student to say the second word from the left column and name a classmate to find the rhyming word from the right column.
- Continue till the task is finished.

### **The inclusive classroom**

The inclusive classroom treats equally all students irrespective of their capabilities i.e. students with special needs are to be educated in the normal classroom setting. This entails modification of pedagogical strategies without drawing attention to the children with special needs. Children with visual and hearing impairments are taken along in the normal classroom setting with slight changes in teaching strategies. Following are some suggestions for inclusive education of visually and hearing impaired students.





### Children with special needs (Visually Impaired VI Students)

- a) The teacher can introduce teaching through non-visual modes by using concrete materials with associations of smell and taste. Use of non-reflective surfaces and contrast colours and surfaces facilitates learning for the (VI) child as much as seating him closer to the blackboard/ whiteboard and nearer to the teacher. Using tactile graphs and diagrams for the whole class and an uncluttered classroom is an enabling factor for the (VI) child. Talking books, mobile phones, tablets, computers are of great help in including the (VI) child in the normal classroom setting. While speaking the teacher has to always face the class and use touch with the (VI) student to keep him/her connected with what the class is doing. The teacher can as a rule use large print for materials, real objects and situations to enable learning through experience. Totally blind children must be taught through Braille script.

### For Hearing Impaired (HI) Students

- b) It is helpful to always have the classroom well lit and the background noise reduced to the minimum level possible if not removed completely. Having the class sit in a semi-circle allows the students to see one another and the (HI) child can with much ease infer what is happening in the classroom. The (HI) child is to be seated where he can lip-read and follow the teacher's instructions clearly. The teacher uses clear short sentences and speaks at an even pace while continuously using gestures and facial expressions. All this is to be done without drawing too much attention to the (HI) child. Use of flash cards, real life experiences and dramatization helps the (HI) child to learn along with his peers in a normal way. Taking part in activities in which students have to take turns in speaking is helpful for the (HI) child.



**Phonetic transcription of some common words**

apple	/æpl/	igloo	/ɪɡlu/
axe	/æks/	inkpot	/ɪŋkpɒt/
ant	/ænt/	inchworm	/ɪntʃwɜ:m/
baby	/beɪbi/	jug	/dʒʌɡ/
book	/bʊk/	jelly	/ˈdʒeli.i/
ball	/bɒ:l/	joker	/ˈdʒʊkəʔ/
cookie	/kʊki/	key	/ki:/
cat	/kæt/	kite	/kaɪt/
carrot	/kær.ət/	kangaro	/kæŋɡɹˈu:/
dog	/dɒɡ/	leaf	/li:f/
doll	/dɒl/	lion	/ˈlaɪ.ən/
dinosaur	/ˈdaɪnəsɔːr/	lollipop	/ˈlɒl.i.pɒp/
egg	/eg/	mat	/mæt/
elbow	/ˈel.bəʊ/	nest	/nest/
elephant	/ˈelɪfənt/	needle	/niːdl/
fan	/fæn/	mango	/ˈmæŋɡəʊ/
fish	/fɪʃ/	mountain	/ˈmaʊn.tɪn/
flower	/ˈflaʊ.əʔ/	nose	/nəʊz/
goat	/ɡəʊt/	ostrich	/ˈɒs.trɪtʃ/
grapes	/ɡreɪps/	orange	/ˈɒr.ɪndʒ/
goggles	/ɡɒɡəlz/	octopus	/ˈɒk.tə.pəs/
hen	/hen/	pen	/Pen/
hut	/hʌt/	parrot	/ˈpær.ət/
horse	/hɔːs/	paddle	/ˈpædəl/
		queen	/kwi:n/



quill	/kwɪl/	frog	/frɒg/
rat	/ræt/	food	/fu:d/
spoon	/spu:n/	nut	/nʌt/
snake	/sneɪk/	cab	/kæb/
tree	/tri:/	tab	/tæb/
tiger	/taɪ.gəʳ/	lab	/læb/
uncle	/ˈʌŋkəl/	dad	/dæd/
umbrella	/ʌmˈbrel.ə/	lad	/læd/
umpire	/ˈʌmpaɪəʳ/	pad	/pæd/
van	/væn/	dam	/dæm/
vase	/vɑ:z/	jam	/dʒæm/
valentine	/ˈvæl.əntaɪn/	ram	/ræm/
watch	/wɒtʃ/	bag	/bæg/
window	/ˈwɪn.dəʊ/	rag	/ræg/
watermelon	/ˈwɔ:..tə.mel.ən/	tag	/tæg/
x-ray	/ˈeks.reɪ/	an	/æn/
x-mas tree	/ˈeksməstri:/ or /krɪsmətri:/	can	/kæn/
yak	/jæk/	fan	/fæn/
yoyo	/ˈjəʊ.jəʊ/	pan	/pæn/
yarn	/jɑ:n/	cap	/kæp/
zoo	/zu:/	lap	/læp/
zebra	/ˈzeb.rə (zi:)/	map	/mæp/
zipper	/ˈzɪp.əʳ/	at	/æt/
farmer	/ˈfɑ:..məʳ/	any	/æni/
cheese	/tʃi:z/	add	/æd/
		has	/hæz/

can	/kæn/	rod	/rɒd/
man	/mæn/	fog	/fɒg/
had	/hæd/	log	/lɒg/
and	/ænd/	cop	/kɒp/
as	/æz/	hop	/hɒp/
cod	/kɒd/	mop	/mɒp/
god	/gɒd/	top	/tɒp/
nod	/nɒd/	ox	/ɒks/

### **Some useful websites for English teacher**

1. Oxford Advanced learners Dictionary  
[www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)
2. BBC Learning English  
[www.bbc.co.uk/learningenglish/](http://www.bbc.co.uk/learningenglish/)
3. British Council Teaching English  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
4. One Stop English  
[www.onestopenglish.com](http://www.onestopenglish.com)
5. NROER  
[www.nroer.gov.in](http://www.nroer.gov.in)
6. Story Weaver  
[www.storyweaver.org.in](http://www.storyweaver.org.in)