

## 2.7 Ad'wise' Customers

You must have seen 'ads', that is, advertisements on TV and in many other places. Advertisements are given by owners of different companies to tell people about their products. Their aim is to make people buy those products.

Advertisements are designed in such a way that people are impressed when

they see them. They feel like buying the product – that is what the owners want! But is the advice in the ads always good for you? You must think about it carefully.

You must act like a wise customer, and decide what to buy, how much to buy and what not to buy!

### What the ad says :

Feeling happy?  
**Krispy Krunchy!**



Feeling sad?  
**Krispy Krunchy!**



Feeling tired?  
**Krispy Krunchy!**



Lost the match?  
**Krispy Krunchy!**



Won the cup?  
**Krispy Krunchy!**



Day and night,  
**Krispy Krunchy!**



Now and then  
**Krispy Krunchy!**



For you and me  
**Krispy Krunchy!**



Every time!  
**Krispy Krunchy!**

Only for ₹ 5!

Get one pack  
free on 5 !

### **My Teacher says :**

We see many types of chips, wafers and other snacks in the market. We get them in attractive packets or pouches. These snacks are usually fried foods that contain a lot of salt and spices. They are good to taste – but not so good for your health if you eat them all the time.

Growing children need a balanced and nourishing diet that includes different types of cereals, pulses, fresh vegetables, fruits, nuts, milk, etc.

*Dal rice,  
peanuts,  
bananas,  
beans, yoghurt  
are my  
favourites.*



### **POINTERS**

#### **1. Enact the advertisement :**

Seven children wait in different places, striking a suitable pose as shown in the ad. The character 'Krispy Krunchy' comes in dancing. He goes near every child, singing the words shown in the ad. He offers a Krispy Krunchy piece to every child.

The child eats it and begins to smile and clap. At the end, the character faces the class, shows a big pack of Krispy Krunchy and presents the last few lines.

#### **2. Discuss the following questions after you have seen a presentation of the 'ad'.**

- What does the ad tell you?
- How many times is the name Krispy Krunchy repeated in the ad? Why?
- What would happen if you never ate Krispy Krunchy?
- What would happen if you ate proper meals like rice and dal or dal-roti?
- What would happen if you never ate fruits and vegetables?

#### **3. Present the information in the box 'My Teacher says'.**

**Translate the box 'My Teacher says' into your mother tongue.**

**What the ad says :**

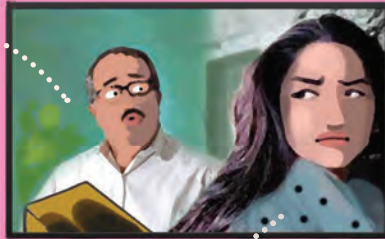
Didi, Didi,  
Look at this!  
My new dress  
for the party.  
Where's yours?

No party for me!



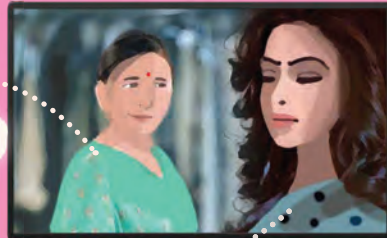
Bitia Rani,  
Tap, tap, tap!  
My new shoes  
for the party.  
Where are yours?

No party for me!



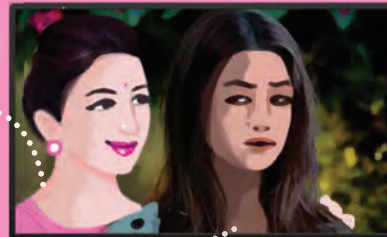
Bitia Rani,  
Ting, ting, ting.  
Choose new bangles  
for the party.

No party for me!



What's the matter?  
Why are you sad?

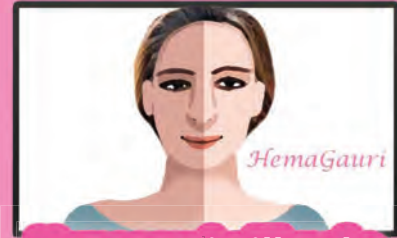
My skin is so dark.  
I feel so bad.  
No party for me!



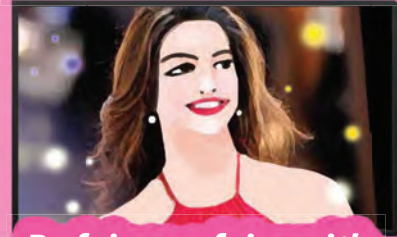
Is that all?  
Don't worry.  
Solve your problem  
with **Hemagauri**.



**Five days to fairness!**



**Hemagauri will make  
your skin shine!**



**Be fair as a fairy with  
Hemagauri.**



₹ 10 off  
on every 100 gm tube  
or bottle -

Hurry! Offer closes  
on 1 April.

**My Teacher says :**

Who says black is not beautiful? The colour of your skin has nothing to do with your beauty. It's more important to be healthy, neat and tidy if you want people to like your looks.

You should eat well, exercise well, sleep well and drink enough water to get a healthy, glowing skin. Never feel bad about the colour of your skin or your natural looks.

Be careful when you try fairness creams. They may have side effects.

My fur coat is always clean and shiny.

Mia, let's go out and exercise to get a glowing skin.



**POINTERS**

1. Enact the ad by playing the roles of Didi and her relatives. One more child acts as the salesman of 'Hemagauri' and presents the text given in the pink speech bubbles.
2. Discuss the following questions after you have seen a presentation of the 'ad'.
  - Why does Didi say 'No party for me!'?
  - Can you become fair in five days?  
How long will the effect of the cream last?
  - Will you love your brother or sister only if she's fair?
  - Think of the people you like.  
Do you like them because they have a fair (white) skin or because of some other qualities? List those qualities.

## Open Book Test: 1. A Note For Teachers

An open book test is one where children are allowed to/are expected to refer to their textbook at the time of taking the test. An open book test can reduce the burden of ‘memorizing’ facts, information, definitions, etc. from the book and children can face the test in a more relaxed, stress-free atmosphere.

At this stage, English is not a ‘content’ subject – the focus is not on remembering the actual events that are described in a story or poem or passage, but on **the way language is used** to describe the events - the persons, places, processes, etc. Children may memorise the facts or descriptions included in the textbook and then ‘reproduce’ them at the time of examination, but that is not enough. Our goal is to enable them to come up with similar or even ‘new’ descriptions on their own. An open book test can provide opportunities for doing that.

Please DO NOT allow readymade answer keys, bazaar notes, etc. at the time of OBT- open book test

Here, the passages in the textbook are not seen as an ‘end’ in themselves. They serve as models, specimens or resources. What we want to assess is the extent to which children have learnt to use or handle these resources.

Many of the exercises, activities and games are designed to show the students how to use language texts as resources for

- learning on their own
- learning along with their friends
- and learning with the help and support of their teacher.

The texts and the activities serve a dual purpose. They introduce children to new words and also to strategies of learning new words; they introduce different patterns of sentence construction and also demonstrate how to frame similar sentences; they present language in specific contexts and also show how to use language appropriately in different contexts.

If these are our goals, what we should assess is whether students have learnt to use the textbook resources as per our expectations. Our assessment strategy should be changed accordingly. We should make the resources (textbook) available to the students for reference at the time of the test, and design tasks to see how they are handling the resources. Activities, games, projects, etc. would become a necessary part of this assessment. As a result, they would get the time and attention they deserve in the teaching - learning process, too.

To prepare for an open book test, let your students browse through the textbook frequently. The more familiar they are with the texts, the easier the test will be for them. Otherwise, they will waste a lot of time just trying to locate the exact reference.

When I read the book, I think of new sentences.

I know how to find the words I need.



A few sample tasks and activities for an 'open book test' are given here. The teacher may add many other meaningful and innovative tasks to this list.

## Open Book Test: 2. Some Suggestions



### Design your own test!

- \* Discuss the topics for writing short notes, letters and compositions. Make a list of at least 10 topics for each.
- \* Discuss and list some challenging tasks for the test. The tasks should not be too easy or too difficult.
- \* Discuss what questions should be used for a closed book test - words or sentences for dictation, etc.

Involve the students in setting the question for the open book test.

Allow the children to choose any of these topics at the time of the test.

Allow the children to choose the words, sentences in advance.

### Some tasks for an open book test:

- \* Copy the given sentences or paragraph from the book without making any mistakes.
- \* Read the following description. Find and write the page number on which such a picture is given. Add one more suitable line to the description.
- \* Read the passage on page ..... and draw a suitable flowchart / tree diagram / chart / picture, etc.
- \* Read the passage and label the picture on page ..... . (The picture in the book should not have labels.)
- \* Read the following lines and find the poem in the book. Write the next line/s.
- \* Read the following passage. Find a similar passage in your textbook and list the difference in the two passages.
- \* Read the dialogue on page..... and write a suitable but different response.
- \* Find suitable :
  - (a) adjectives for given nouns
  - (b) nouns for given adjectives
  - (c) verbs that go with the given nouns
  - (d) nouns that go with the given verbs
  - (e) suitable adverbs for the given verbs, etc.

But it's not easy. You have to know your book very well.

