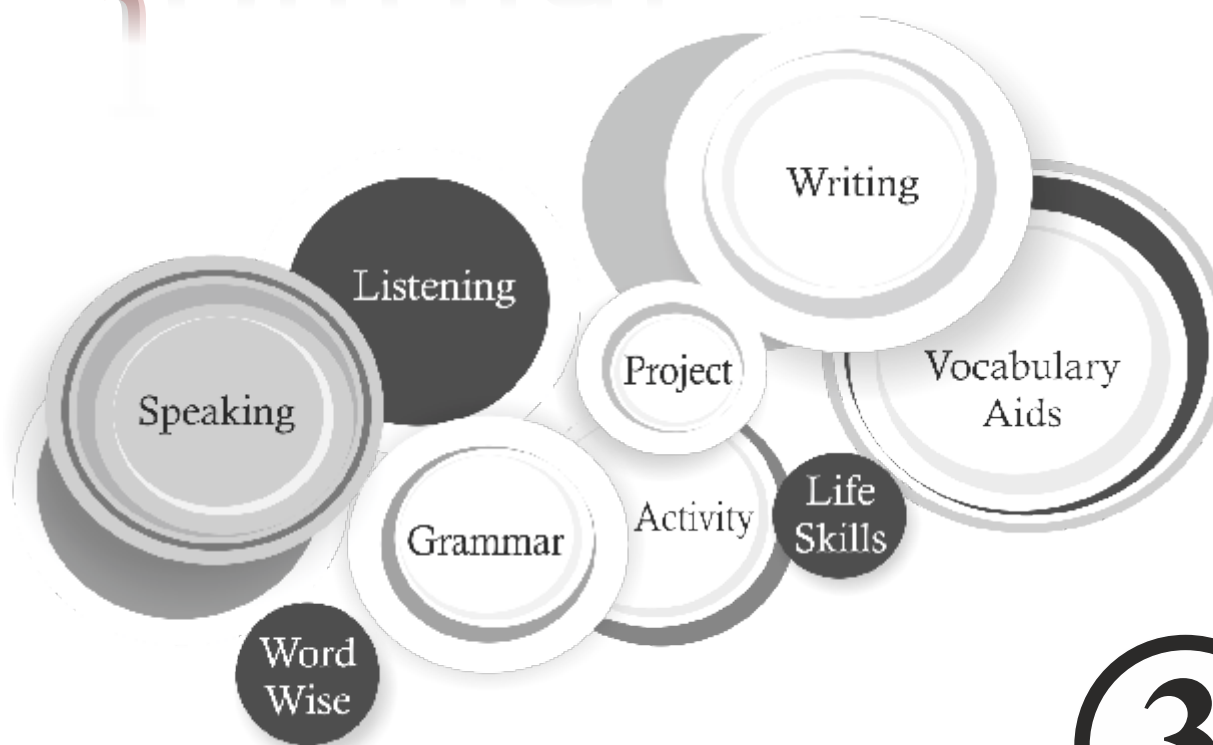


# My Reading Journal

*\*Enhanced Edition  
NEP 2020 Guidelines*



3

*Teacher's Support*



YELLOW BIRD PUBLICATIONS PVT. LTD.



# Lesson-1

## (All Things Bright and Beautiful)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining natural things that are present around us.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.
- To revise common nouns and proper nouns.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Making Sentences
- Listening to the poem and numbering stanzas accordingly.
- Practising conversation about creation of God.
- Revision of proper nouns and common nouns.
- Writing rhyming words.
- Writing ways by which you can keep your surroundings clean.
- Drawing and colouring a picture of beautiful flower.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about the greatness of God, the Almighty. He has created this universe, including everything in it. He has given us eyes to see and lips to tell everyone about his greatness.

- Ask students to name things that according to them is created by God. Explain them further that everything they see around them is created by God.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of natural things present around them which are all made by God.

- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like beautiful-wonderful, small-all, sings-wings, by-sky, sun-everyone, tell-well.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in the 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Explain the concept of natural things to the students and ask them to give examples.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves explaining them the use of proper nouns and common nouns.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Ask the students to complete it and discuss it later in the class.

### **Additional Questions**

- Do you think God has made everything?
- Why is God called 'The Creator'?
- What is given by the God to us to see?
- How is bird described in the poem?
- What does the flower do?
- What brightens up the sky?
- What is the moral of the poem?

### **Home Assignment**

- Read th poem aloud and learn it for recitation.
- Make sentences of the words given in the 'Vocabulary aids'.
- Do 'Activity Time', 'Life Skills' and 'Project' and get it checked later in the class itself.

### **Evaluation and Assessment**

Evaluate and assess students on basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. c) creatures                      2. a) tiny                                      3. b) pleasant
- B.** 1. False                                      2. True    3. True
- C.** 1. God has created all things in this universe.  
2. The colour of the mountain mentioned in the poem is purple.  
3. God has given us lips so that we might tell about His greatness.

### Writing

1. Purple : She looks beautiful in a purple frock.  
2. Sunset : We reached our village at sunset.  
3. Ripe : These mangoes are ripe.

### Listening

2, 3, 1

### Speaking

Do it yourself.

### Grammar

#### Common Nouns

1. zoo
2. player
3. train
4. story
5. dog, puppies

#### Proper Nouns

- Virat Kohli  
Goa  
Robin Hood  
-----

### Word Wise

1. Wonderful, Beautiful
2. By, Sky
3. Tell, Well
4. Small, All
5. Sings, Wings

### Activity Time

Do it yourself.

### Life Skills

1. We should plant more and more trees.
2. We should throw waste in dustbins only.

3. We should not waste paper.
4. We should recycle and use things as much as we can.
5. We should not pollute our environment by burning crackers.

## **Project**

Do it yourself.

# **Lesson-2 (The Tulip)**

## **Objectives**

- To enable the students to understand the importance of loving nature and nurturing it.
- To develop habit of reading with better understanding of text.
- To develop students' interest in reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by reciting it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate negative sentences in the simple present tense and use the acquired knowledge in context.
- To learn antonyms.

## **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Writing Composition
- Listening clues and identifying flowers.
- Practising Conversation
- Revision of negative sentences in the simple present tense.
- Match the following.
- Solving Puzzle
- Creative Writing
- Drawing and colouring a picture of a fairy.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a kind woman who had a bed of tulips in the backward of her house. She loved them a lot and never allowed anybody to pluck them. A strange thing happened after her death. No flowers grew after old lady's death rather they grew on her grave.

- Ask students whether they have lawn or garden in their home or near their house.
- Discuss with them the importance of planting more trees to make our environment clean and green.
- Tell them how nature is interlinked with the survival of humans on earth.
- Tell them to read the story by turn. Guide them to read the story with dialogues with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts of 'clean air, green air with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp with correct meaning.
- Discuss and help the students to solve the exercises, given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Describe briefly about different flowers like tulips, daffodils, violets etc.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them negative sentences in simple present tense.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

## Additional Questions

- Where did the old woman live?
- What was in the backyard of the house of old woman?
- How did old woman wake up one night?
- What did old woman see one day?
- What happened to tulips day by day?
- What happened to tulips after woman's death?
- What all flowers grew on woman's grave?

## Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write names of ten flowers in your notebook.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later in the class.

## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuations and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. c) corner      2. a) bed      3. c) stroll      4. a) died      5. a) grave
- B.** 1. False      2. False      3. False      4. True      5. True
- C.** 1. villagers      2. tulip      3. fairy      4. larger      5. withered
- D.** 1. The old woman was kind and always helped the villagers in need. So everybody loved her.  
2. There was a bed of beautiful, striped tulips in the backyard of her house.  
3. One night, the old woman woke up by the sound of sweet singing and of babies laughing.  
4. The old woman saw some fairies standing near each tulip in the middle of the garden.  
5. The little fairy mothers were crooning and rocking the flowers like a cradle, while in each tulip-cup lay a little fairy baby laughing and playing.  
6. The old woman loved to see the fairies and their babies amongst the flowers in her garden.  
7. The old woman's grave grew beautiful because the fairies sang above it and kept it green while lovely flowers of spring sprang up on the grave and all around it.

### Writing

I was surprised. I looked out of the windows, but could not see anything. The next morning. I went to the tulip bed and walked among the flowers. There was no sign of anyone having been there the night before. Again, the same thing happened the following night. I looked closely and saw a little fairy mother was crooning and rocking the flower like a cradle, while in each tulip cup lay a little fairy baby laughing and playing. I stood there and saw the beautiful fairies and little babies. I decided to never pick a tulip and to never allow my neighbours to do so.

### Listening

1. Rose      2. Night blooming jasmine      3. Lotus  
4. Sunflower      5. Carrion flower





## Lesson-3

### (The Old Woman's Animals)

#### Objectives

- To make students realise that we should take care of animals as they are useful to us in many ways.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate use of 'can' and 'cannot' and use the acquired knowledge in context.
- To learn the names of the things that are required by humans to survive.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Word Composition (Red Riding Hood)
- Fill in the blanks.
- Who said to whom?
- Naming Domestic Animals
- Listening to a passage and answering questions related to it.
- Practising Conversation
- Revision of use of 'can' and 'cannot'.
- Make Sentences
- Matching animals with their sounds.
- Learning names of things needed by humans to survive.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The story is about an old woman who had no son. She had only daughter. When she became young, the woman got her married to Zine (a spirit). Zine gave a basket to the old lady in which the animals were kept. The old lady out of curiosity opened the basket and fled away wild animals in the forest and had few animals kept at her home itself. Due to their settlement, it is believed that we have wild animals and domestic animals.

- Ask students about wild animals and domestic animals. What all do they know about them?
- After you have discussed about wild and domestic animals, also discuss about their habitats, their eating habits and their nature.
- To lighten up the mood of the students discuss about different sounds of different animals like cat says meow, dogs bark bow-wow, lion roars hurr, birds chirp etc.
- After gaining interest of the students tell them to read the story by turn. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises, given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class for 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them use of 'can' and 'cannot'.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- What type of animals were there in olden days?
- Who was Zine?
- Who came to visit the old lady one day?
- What did the old lady say to her daughter before leaving?
- What was old lady curious about?
- Who all escaped in the forest when the old woman opened the basket?
- What could old lady hear in the basket?
- What did the old lady do after reaching back home?
- What did the old lady promise Zine?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.



4. Baby monkey took a big bite of watermelon because he wanted to taste it.
5. No, he didn't like the taste of the watermelon.

### Speaking

- Old Woman : I want to return to my village.  
 Zine : Why don't you stay a little longer?  
 Old Woman : No, Son! I have to go now.  
 Zine : As you wish, Mother.  
 Old Woman : May I ask for something?  
 Zine : Why not? You may ask for anything from me.  
 Old Woman : Then give me the basket hanging in the middle of your room.  
 Zine : I can give it to you but you have to remember, something.  
 Old Woman : What's that my son?  
 Zine : You shouldn't open it on the way.

### Grammar

- |                |                |                |                |
|----------------|----------------|----------------|----------------|
| 1. can, cannot | 2. can, cannot | 3. can, cannot | 4. can, cannot |
| 5. Can, cannot | 6. Can, cannot | 7. Can, cannot | 8. can, cannot |

### Word Wise

1. Completely : The patient is completely out of danger now.
2. Visit : We shall visit Agra next month.
3. Spend : He has spent all his money.
4. Basket : These are some ripe mangoes in the basket.

### Activity Time

meow, bray, buzz, moo, trumpet, chatter

### Life Skills

Yes, animals also need all these things to live.

### Project

- | Wild       | Domestic   |
|------------|------------|
| 1. Deer    | 1. Cow     |
| 2. Wolf    | 2. Horse   |
| 3. Fox     | 3. Goat    |
| 4. Panther | 4. Fish    |
| 5. Penguin | 5. Buffalo |
| 6. Ostrich | 6. -----   |

# The Boy Who Never Told a Lie

## (Poem to Read)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop students' capability of imagining the situation described in the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Practising pronunciation of new words.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about a boy who never lied to anyone.

- Tell students importance of not telling lie. Explain them that speaking truth is best and one should never lie even in worst situations.
- Ask them if they ever lied to anyone and for what reason. What was the reason behind lying? Were they punished by the elders for doing so?
- Read the poem aloud to them.
- Identify and define words that students do not know. Try to give them examples of bad people who speak lies and get into trouble.
- Read the poem aloud again. Now the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like eye- lie, cry- lie, truth-youth, why-lie.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Give them additional questions to check their understanding of the poem.

### Additional Questions

- How was the hair of the curly boy?
- What did children cry when he trotted off to school?
- Why did everybody love him?
- What was the answer given to the people who would turn to ask reason?
- What is the moral of the poem?

## Lesson-4

### (The Animals Saved their Homes)

#### Objectives

- To enable the students to understand the importance of being together and fight together fearlessly for a cause.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate collective nouns and use the acquired knowledge in context.
- To enable students to think creatively and write paragraphs.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering question related to the text.
- Writing Composition
- Who said to whom?
- Creative Writing
- Listening to the passage and answering questions related to it.
- Practising Conversation
- Revision of collective nouns.
- Make Sentences
- Story writing based on picture.
- Identifying animals through hints.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

This story is about a farmer wanted to cut down the old apple tree in his orchard. The animals, living on that tree, begged him not to make them homeless. When denied by the farmer, the animals fought fearlessly and threw stones at farmer and made him leave the orchard.

- Ask students if they have ever seen an orchard or a farm. What they found there? How was their experience?
- Once students have gained interest introduce to them the theme of the story.
- Discuss about the 'Importance of Trees' not only for humans but also for animals.
- Make students understand that we all are totally dependent on trees and we should avoid cutting down of trees as much as we can.

- Then highlight the concept of 'Unity is Strength' by telling them that if something is going on wrong in your surrounding, you should join hands and fight fearlessly against it.
- Also tell them every creature on this earth has equal right to live like humans. We cannot snatch their habitat from them.
- Ask them to read the story by turn. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning carefully.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text.'
- Write the answers on the board to avoid spelling errors.
- Describe briefly about different animals who live on trees.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them collective nouns.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- Why did the tree stopped bearing fruits?
- Who all lived under that tree?
- Why did the farmer want to cut the tree?
- What all he got to cut the tree next day?
- Who was the first to plead the farmer not to cut the old tree?
- What did the beetles and moths say to the farmer?
- What did the bees say to the farmer?
- Was the farmer moved?
- What did the animals do to the farmer in the end?
- What did the farmer do in the end?
- Were the animals happy in the end?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write names of ten animals who live on trees and ten animals who do not live on trees.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later in class.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuations and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.



# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) apple                      2. a) barks                      3. b) gathering                      4. b) attacked  
5. a) saving
- B.** 1. True                              2. True                              3. False                              4. True  
5. False
- C.** 1. swarm                              2. eyes                              3. panicked                              4. head  
5. moths
- D.** 1. The apple tree had grown old so it had stopped bearing fruits.  
2. Many animals lived on that apple tree.  
3. The farmer came to the orchard with a sharp axe to cut the apple tree.  
4. The bees promised to give sweet honey to the farmer.  
5. The baby of the bird is called birdie.  
6. To save their homes, the animals attacked the farmer.  
7. The little mice and the moths encouraged other animals by clapping their hands.
- E. Said by                                      Said to**
- |                  |         |
|------------------|---------|
| 1. Little mice   | Farmer  |
| 2. Swarm of bees | Farmer  |
| 3. Farmer        | Animals |

### Writing

First they made humble request not to destroy their home. When the farmer failed to listen to them, they joined each others hand and fought to stop him. The monkeys threw stones, the birds picked at his head and the little bees and beetles stung him from all around. Finding himself helpless, the farmer ran away to save himself.

### Listening

1. Trees and plants are called our best friends.
2. They give shelter to many birds and animals.
3. Clothes, fodder, fuel, oxygen, perfumes.
4. We make sweet fragrance from rose, jasmine and many other flowers.
5. Oxygen is essential for our survival.

### Speaking

- Bettle : I live under the bank.  
Bird : I live on the branch.  
Bee : I live in a beehive on a branch.  
Mouse : I live under the roots.  
Monkey : I live on the tree.

## Grammar

- A.
- bunch of grapes
  - flock of birds
  - army of soldiers
  - crowd of people
  - fleet of cars
- B.
1. The players play football.
  2. My friends are very clever.
  3. The postmen bring letters.
  4. These stories are very interesting.
  5. These mangoes are ripe.

## Word Wise

1. Farmer : The farmer is working in his field.
2. Mice : There are many mice in the house.
3. Useless : This bag is useless for me.
4. Listen : We should always listen to our elders.
5. Clapped : The children clapped in joy.

## Activity Time

Once some pigeons had made a tree their home. One day a wicked hunter saw them. He decided to catch them. He spread a net and put food all over it to lure them. The clever pigeons understood his evil design. They caught the net in their beaks. They flew away with it, leaving the hunter puzzled. Their united fight could save them from the danger.

## Life Skills

1. They are treated well.
2. Yes, people give them food and shelter.
3. We can take care of them by giving them shelter and food.

## Project

	Lives on trees	Does not live on trees
1.	✓	X
2.	✓	X
3.	X	✓
4.	X	✓
5.	X	✓
6.	✓	X
7.	✓	X
8.	X	✓

## Lesson-5 (Kubera's Feast)

### Objectives

- To make students realise God does not like his devotees to be boastful and arrogant.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills engaging students in discussion
- To recapitulate 'Genders' and use the acquired knowledge in context.
- Identifying profession of different people.
- Learning names of different dishes from different states of India.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Creative Writing
- Listening to the passage and answering questions accordingly.
- Practising Conversation
- Revision of 'Masculine Gender' and 'Feminine Gender'.
- Make Sentences
- Name of different dishes.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about Kubera, the God of wealth, who was very proud of his wealth. He wanted to show it off. But, God Ganesha diminished all his pride.

- Ask students about different Gods and Goddesses. Ask them whom do they follow? What according to them are the powers of God? Do they really believe in God?
- Discuss about different religions across the globe. Tell them the importance of living united and indifferent.

- Also explain them that God do not like people who boast themselves in the society.
- Then relate the character of God Kubera as a boastful person who liked to show off his wealth to other Gods and Goddesses.
- Tell them to read the story. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises, given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Describe briefly about demerits of being boastful to others.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them 'genders'.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- Who was Kubera?
- What did Lord Shiva give Kubera?
- What was Kubera proud of?
- When Kubera reached Mount Kailash what he found?
- What did Lord Shiva say to Kubera when he was invited to the feast?
- Who all were there in the feast?
- Who was the last one to reach at the feast?
- What did Ganesha do at the feast?
- What did Kubera order his army of cooks?
- Why was Kubera stunned?
- Was the feast successful?
- What was the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Draw a picture of Lord Ganesha and colour it.
- Do 'Activtiy Time', 'Life Skills' and 'Project' at home and get it checked later in class.

## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) feast                      2. b) Shiva                      3. a) declined                      4. c) guests  
5. b) Ganesha
- B.** 1. True                      2. False                      3. False                      4. False  
5. True
- C.** 1. wealth                      2. folded                      3. feather                      4. absorbed  
5. prepare
- D.** 1. Lord Shiva had given Kubera the boon that his wealth would never diminish, no matter how much he spent.  
2. Kubera owed all his wealth to Lord Shiva.  
3. Kubera went to Mount Kailash first to invite Lord Shiva.  
4. Ganesha was the chief guest in Kubera's feast.  
5. Kubera was stunned because Ganesha had eaten all the food and still he was hungry.  
6. Kubera followed Ganesha to Mount Kailash in order to pacify him and save himself from Lord Shiva's wrath.  
7. The feast had made Kubera a laughing stock because could not even appease Ganesha's hunger.
- E.**        **Said by**                      **Said to**  
1. Ganesha                      Kubera  
2. Lord Shiva                      Ganesha  
3. Kubera                      Lord Shiva

#### Writing

On appointed day, thousands of guests reached for the feast. They included men as well as Gods. Ganesha, the chief guest, was the last to arrive. As he occupied a seat of honour, several tasty dishes were placed before him. He finished them all in no time and asked for more. Though he was served again and again, his appetite remained unsatisfied. He got his mouse and left the venue in anger.

## Listening

1. Ganga is called 'Gomukh' because it rises at a place that looks like the mouth of a cow.
2. Bits of ice break off and melts. Thus, the water of river Ganga is formed.
3. As it flows ahead, other tiny streams join it. Thus, it becomes larger and broader.
4. It comes down on the plains at Haridwar.
5. Rishikesh and Haridwar.

## Speaking

1. Rahim : Where did you spend your weekend, Rashid?  
Rashid : I had gone to India Gate with my parents.  
Rahim : What did you do there?  
Rashid : I strolled in the park and enjoyed reading on swings.  
Rahim : You like boating. Did you do that too?  
Rashid : Yes, I did it for an hour. It was really great.
2. Sonu : How was your trip to Nainital?  
Sheila : It was full of excitement and fun.  
Sonu : What you did? How you enjoyed?  
Sheila : First, the train journey from Delhi to Kathgodam was amazing then zig zag journey from there to Nainital was exciting indeed!  
Sonu : What else to remember?  
Sheila : Well, the boating in the lake is difficult to forget.
3. Raj : I went to your home last Sunday but it was locked.  
Rani : I am sorry for the inconvenience.  
Raj : Did you all have any special programme?  
Rani : Of course, we had a great time at zoo.  
Raj : Would you like to tell your experiences?  
Rani : Well, entering the man made artificial world of animals was like coming to the animal kingdom. There were all sorts of birds, reptiles, amphibians and animals looking at them from nearby was a new experience.  
Raj : Did you have elephant ride? How did you feel it?  
Ravi : Yes, I had. I was afraid in the beginning. I felt as if I was sitting on a moving mountain.

## Grammar

- A. 1. feminine                      2. masculine                      3. feminine                      4. masculine  
5. feminine

- B. 1. Peahen                      2. Lioness                      3. Grandmother                      4. Woman  
5. Heroine

### Word Wise

- A. 1. driver                      2. shopkeeper                      3. greengrocer                      4. butcher  
5. Florist
- B. 1. Increase: The prices of pulses have increased a lot.  
2. Occasion: Everybody was present on the grand occasion.  
3. Attend: They will attend the meeting.  
4. Pleaded: The poor pleaded for justice.

### Activity Time

1. Choley Bhature
2. Sambhar Dosa
3. Pav Bhaji

### Life Skills

Do it yourself.

### Project

Name of Student	Dish	Place of Origin
Sharda	Dosa	Tamil Nadu
Niraj	Butter, milk, khichdi	Haryana
Ramesh	Aloo Puri	Uttar Pradesh
Sukhwinder	Choley Bhature	Punjab

## Lesson-6 (I Wonder Why)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining the beauty of nature around them.
- To link personal emotions of the student with the poem.
- To develop love and liking for poetry reading and writing.

- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussions.
- To revise correct use of capital letters.

### **Overview**

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to poem.
- Writing Composition
- Listening to words and recognising silent letters.
- Practising Conversation
- Revision of use of capital letters.
- Writing rhyming words.
- Make Sentences
- Solving word maze.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about the nature around us is beautiful and wonderful. There are many things around us that create our wonderful nature.

- Ask students to name things that according to them are part of nature. Is nature beautiful? Explain them further that nature defines beauty in this world. It is always good to praise the beauty around us.
- Read the poem aloud to your student.
- Identify and define words that students do not know. Try to give them examples of natural things present around them.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like green-seen, nest-rest, round-found, out -about, sky-high.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Explain the concept of natural things to the students and ask them to give examples.



- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves explaining them the use of capital letters.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' and ask the students to complete them and discuss it later in the class.

### Additional Questions

- What is green in colour?
- Who builds nest?
- What is the shape of the moon?
- Who paints rainbow in the sky?
- What is fluffy?
- What is the moral of the story?

### Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Do 'Activity Time', 'Life Skills' and 'Project' and get it checked later in the class.
- Read the poem aloud and learn it for recitation.

### Evaluation and Assessment

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) green                      2. a) moon                      3. c) fluffy
- B.** 1. True                              2. False                              3. False
- C.** 1. The wind is never seen.  
2. The lightning flashes in sky when it rains.  
3. The rainbow looks beautiful in the sky.

#### Writing

1. Violet                              2. Indigo                              3. Blue                              4. Green
5. Yellow                              6. Orange                              7. Red

#### Listening

comb, palm, tomb, knit, knee, knew, calf, half

### Speaking

Do it yourself.

### Grammar

2. They were not happy in London.
3. You can see me.
4. The brave never die in life.
6. Have you done your work?

### Word Wise

- A.**
1. Seen, Been
  2. Sold, Cold
  3. Pit, Lit
  4. Bound, Hound
  5. Bow, Slow

- B.**
1. Never : We have never gone to Mumbai.
  2. Found : He found his lost pen.
  3. Flash : The flash of light could be seen from a distance.
  4. Rainbow : The rainbow has seven colours.

### Activity Time

Green, Seen, Nest, Rest, Round, Found, Out, About, Sky, High

### Project

Been, Test, Bound, Without, Hie

## A Picture Story (The Cap Seller and the Monkeys)

### Objectives

- To develop habit of reading with better understanding of text.
- To give extra knowledge through pictorial representation.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.

- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.

### **Overview**

- Reading text with pictorial representation.
- Learning new vocabulary.
- Practising reading of dialogues with proper intonation.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about the cap seller and the monkeys. Ramu was a cap seller. He was going on the village path with a bundle of caps on his shoulder. The sun was shining brightly. He felt very tired so he stopped under a big tree. The naughty monkeys came and stole the caps. Then the cap seller recollected his caps with an idea.

- Ask students about the menace of the monkeys in their society.
- When the students will discuss about the naughty acts of monkeys, try to relate that with the theme of the story.
- Now, once you have gained interest of the students tell them to read the story by turn. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Discuss about the idea opted by the man and explain students importance of acting wisely at situations.

### **Additional Questions**

- What was the name of the cap seller?
- Where was he going?
- What did Ramu do when he felt tired?
- What happened when Ramu woke up?
- What Ramu did to get his caps back?
- What happens in the end?

## Lesson-7

### (Sang Kancil)

#### Objectives

- To make students realise intelligence and wisdom often reward you with success in distress.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate 'use of interjection' and use the acquired knowledge in context.
- Identifying and naming animals.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Match the following.
- Writing Letter
- Listening to the passage and answering questions related to it.
- Story Telling
- Revision of 'Use of Interjection'
- Make Sentences
- Identifying and naming animals.
- Creative Writing
- Collecting pictures of animals and pasting them in scrapbook.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The story is about Sang Kancil, who was mouse-deer. He was very intelligent. Once he wanted to cross the river without getting into the water. He used his unit and befooled his enemy crocodile named Sang Buaya.

- Ask students whether they know what a mouse-deer looks like. It has a shape of mouse face and a body of deer.
- Then relate that appearance with the character of Sang Kancil who was a very intelligent mouse- deer.
- Tell them the need of deers to come to river or lakes to drink water and also describe the attacks of crocodiles done on the deer while they are drinking water.
- Relate it to the character of Sang Buaya, the crocodile who wanted to eat Sang Kancil for his dinner.
- Guide the students while reading the dialogues with proper intonation and tell them to read it turn by turn.
- Explain new words and their pronunciation while reading for better understanding of students.
- With the development of story explain the wit of Sang Kancil, which was used to cross the river by fooling Sang Buaya and other crocodiles of the river.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in ‘Vocabulary aids’ in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task ‘Understanding the Text’.
- Write the answers on the board to avoid spelling errors.
- Describe briefly about demerits of being boastful to others.
- Carry out the ‘Listening’ activity as directed and check the work in class. For ‘Speaking’ section, students will work with the teacher and practise pronunciation of words.
- Make students do the ‘Grammar’ section themselves after explaining them use of interjections.
- Have a discussion about ‘Word Wise’, ‘Activity Time’, ‘Life Skills’ and ‘Project’ in the class. Also ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- Who was Sang Kancil?
- Who was Sang Buaya?
- What was the intention of Sang Buaya?
- What did Sang Kancil see one day across the river?
- What did Sang Kancil say to Sang Buaya to fool him?
- What was the reaction of other crocodiles?
- Did Sang Kancil get success in his idea?
- What happened to Sang Buaya in the end?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the ‘Vocabulary aids’.
- Do ‘Activity Time’, ‘Life Skills’ and ‘Project’ at home and get it checked later in class.

## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. a) dense                      2. c) flowing                      3. b) taste                      4. a) feast  
5. b) crocodiles
- B.** 1. True                      2. True                      3. False                      4. False  
5. True
- C.** 1. growing                      2. outwitted                      3. bottom                      4. emerged  
5. tricked
- D.** 1. Sang Kancil                      d) mouse-deer  
2. Sang Buaya                      c) greedy crocodile  
3. juicy                      e) fruits  
4. King                      b) grand feast  
5. other crocodiles                      a) angry
- E.** 1. Sang Kancil was a very intelligent mouse-deer. He lived in a dense forest.  
2. Sang Kancil's favourite pastime was to look at his own reflection in the river.  
3. Sang Buaya was a greedy but foolish crocodile. He lived in the river flowing beside the forest.  
4. Sang Kancil saw some red, juicy fruits hanging on the trees across the river. He wanted to taste the delicious looking fruits. So he wanted to go to other side of the river.  
5. Sang Kancil befooled Sang Buaya and the other crocodiles and made them make a line across the river. Then he crossed the river by climbing over them one by one.  
6. Sang Buaya was shocked because Sang Kancil had made a fool of him.  
7. All the crocodiles were angry with Sang Buaya because they knew that they had been tricked.

#### Writing

Dear Sang Juang

I hope you are living happily and enjoying tasty leaves. I saw some beautiful red fruits on the other side of the river. I was excited to go there and taste the fruits. But I could not get into the water as Sang Buaya was there to gobble me up. So I made a plan, to befool him.

I went to the river side and called out to Sang Buaya. As he emerged from the water, he said that the King is going to have a party for all of you. He has ordered me to get the exact number of crocodiles in the river. Please ask them to assemble close to each other in the river in a line. I continued, "Don't try to eat me, while I'm counting. Otherwise, I shall not be able to report to the King". Pretending to count them one by one, I reached the other end of the river and thus made my new home, where I have plenty of leaves and fruits to eat.

With best wishes

Your friend

Sang Kancil

### **Listening**

1. Vera lived in a bungalow inside a forest.
2. A family of deer came to the lawn of their bungalow everyday.
3. Vera had named the buck 'Timber'.
4. The buck was very shy and so it kept his distance.
5. A female deer is called a 'doe'.

### **Speaking**

Do it yourself.

### **Grammar**

1. Bravo! Well hit.
2. Sh! Sh! The patient is sleeping.
3. Hurray! Our team has won.
4. Alas! Our pet dog is dead.

### **Word Wise**

- A.**
1. Foolish : The foolish goat jumped into the well.
  2. Riverside : The fisherman went to the riverside to catch fish.
  3. Afraid : She is not afraid of anything
  4. Excited : We are excited to know the result of the match.
- B.** Giraffe, Zebra, Yak, Kangaroo, Gorilla, Polar Bear

### **Activity Time**

Starfish, Octopus, Turtle, Jellyfish, Sea-horse, Whale, Shark, Dolphin

### **Life Skills**

I will feel sad that someone befooled me. But I won't take revenge from that person. I will take it as a lesson in my life and will act clever from the next time.

### **Project**

Do it yourself.

## Lesson-8 (Fun of Spelling)

### Objectives

- To enable students to understand the importance of not giving up in life.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate 'Use of Verbs' and use the acquired knowledge in context.
- Placing of words according to alphabetical order.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Listening to words and writing them correctly.
- Practising Conversation
- Revision of 'Use of Verbs'
- Writing Composition
- Make Sentences
- Putting or rearranging words according to the alphabetical order.
- Learning to react to a situation.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about a girl Nisha, who felt hard to learn spelling of English words. She overcame her fear with the help of a dream.

- Ask students if they feel hard to learn the spellings of the words or even to pronounce new words.
- Explain to them how one can break words and learn them. For eg. impossible.



## **I M P O S S I B L E**

- Tell them breaking of words can do wonders and ask them which word according to them is difficult and break it for them and make the class more interesting.
- Introduce the character of Nisha by comparing her nature with the students of the class.
- Tell them to read the story. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss the new words by breaking them and making it easy for the students to learn and pronounce.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Describe briefly the importance of using correct pronunciation for writing spellings of words.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them 'Use of Verbs.'
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class. Also ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- What was Nisha doing?
- What did Nisha's class teacher warn her about?
- What problem was Nisha facing?
- Who was there in the room with Nisha?
- What did the leader say to Nisha?
- Why was Nisha excited?
- What suggestion did the leader give to Nisha?
- What did Nisha find on opening her eyes?
- How was Nisha's performance in the test?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write A to Z in your notebook beautifully.
- Do 'Activity Time' and 'Life Skills' at home and get it checked later in class.

### **Evaluation and Assessment**

Evaluate and assess students on basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. c) spelling                      2. a) cram                      3. b) strange                      4. a)mother  
5. b) impossible
- B.** 1. True                      2. True                      3. True                      4. True  
5. True
- C.** 1. remember                      2. Spelling                      3. two                      4. Impossible  
5. dream
- D.** **Said by**                      **Said to**  
1. The leader                      Alphabets  
2. Nisha                      Alphabets  
3. The leader                      Nisha
- E.** 1. Nisha was engrossed in deep thought because her class teacher would take a spelling test the next day but Nisha could never remember spellings properly.  
2. The hardest thing for Nisha was to remember spellings properly.  
3. Nisha found a group of tiny figures in her room. They looked like English alphabets.  
4. The leader of tiny figures said to Nisha that they were her friends and had come to help her.  
5. The tiny figures formed the words 'Impossible' and 'Difficult'.  
6. It is necessary to pronounce a word correctly before writing its spelling.  
7. Nisha performed well in the spelling test.

### Writing

Before writing the spelling of a word, we should pronounce it correctly. Then we should break it with syllables and write it down correctly.

### Listening

Do it yourself.

### Speaking

- Amit : How many alphabets are there in English language?  
Rohan : There are twenty six alphabets in English language.  
Amit : How many of them are vowels?  
Rohan : There are five vowels.  
Amit : How many of them are consonants?  
Rohan : There are twenty one consonants.

Amit : Can you write any spelling without taking any vowel's help?

Rohan : No, I cannot but I think that nobody can do it.

Amit : Perhaps you are right in this matter.

### Grammar

- A.** 1. teaches                      2. play                      3. learnt                      4. is swimming  
5. is swinging                      6. went                      7. teasing                      8. solved  
9. punish                      10. waiting
- B.** 1. in                      2. on                      3. for                      4. by  
5. on                      6. to                      7. on                      8. in  
9. in                      10. for

### Word Wise

- A.** 1. deep                      2. strict                      3. front                      4. cram  
5. definitely
- B.** 1. Tomorrow : I have a meeting tomorrow.  
2. Failed : Sunita has failed in the exams.  
3. Funny : Rohit told a funny story today.  
4. Easily : We can learn this chapter easily.

### Activity Time

1. Ankit                      2. Karuna                      3. Mohit                      4. Rachna  
5. Ratna                      6. Sumit

### Life Skills

Do it yourself.

## Lesson-9 (Song of the Engine)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining the journey in a train.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.

- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussions.
- To revise 'adjectives'.

### **Overview**

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Creative Writing
- Listening to poem and identifying means of transport.
- Practising Conversation
- Revision of Adjectives
- Writing rhyming words.
- Make Sentences
- Writing Composition
- Learning to react to a situation.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about the engine which teaches us that life is full of ups and downs. One should not lose courage and face the problems boldly and with strong determination.

- Ask students whether they have travelled in a train. How was their journey? Was it fun? Have they even travelled to hill station by train? If yes, how was it?
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of roads of hill stations. The curvy roads and ups and downs covered by an engine in a hill station.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like hill-will, son-along, hill-still.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss how an engine sings all the way beside the fear of going up and down the hill.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' exercise themselves explaining them 'adjectives'.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class itself. Also ask

the students to complete them and discuss it later in the class.

### Additional Questions

- How does engine pulls itself?
- How does engine go up?
- What song does the engine sings?
- What is our life full of?
- What is the moral of the poem?
- Who is the poet of the poem?

### Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Do 'Activity Time' and 'Life Skills' at home and get it checked later in the class.
- Read the poem aloud and learn it for recitation.

### Evaluation and Assessment

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) little                      2. b) greater                      3. c) pulling
- B.** 1. True                              2. False                              3. False
- C.** 1. As the engine goes up the hill it sings that 'It can'.
2. When going down a hill, the train 'speeds along' because it does not require any force.
3. The line, 'I thought, I could' implies that if one has the confidence, one can achieve anything in life.

#### Writing

- A.** Do it yourself.
- B** 1. Advance booking of the ticket.
2. Reaching the station on time.
3. Take necessary medicines.
4. Pack necessary items.
5. Try to travel light.

## Listening

1. Plane
2. Train
3. Boat
4. Bus
5. Car

## Speaking

Do it yourself.

## Grammar

### Adjective

2. tall, thin
3. best
4. long
5. naughty, curly

### Noun

- Piyush  
Neha, friend  
Areeba  
monkey, tails

## Word Wise

- A.**
1. Till - Hill
  2. Long - Song
  3. Fan - Van
  4. Full - Pull
  5. Wrong - Along
- B.**
1. Travel : I love to travel.
  2. Hill : Nainital is a hill station.
  3. Later : I will call you later.
  4. Quietly : The boy left the place quietly.

## Activity Time

1. The train has arrived at the station.
2. The passengers are waiting for the train.
3. There is a tea stall on the platform.
4. A lady is sitting on her suitcase.
5. There are yellow lines on the platform for safety.

## Life Skills

Do it yourself.

# Lesson-10

## (The Royal Servant)

### Objectives

- To enable students to understand that all human beings should be treated equally.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of was/were and use the acquired knowledge in context.
- To learn names of continents.

### Overview

- Reading with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Creative Writing
- Listening to the passage and answering the questions related to it.
- Practising Conversation
- Revision of use of was/were.
- Learning words with 'ef' ending.
- Learning names of different continents.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about a wise old man who proved a simple truth to arrogant Chief of his tribe. He proved that God has created everyone equally in this world. Nobody is the master or a servant.

- Tell the importance of treating everyone equally in society to the students.
- Explain them that no one is head in this world. We all are working for each other. Even a sweeper has to be treated equally like a teacher or a doctor. Every work is equal. We should never judge people on the basis of their work.

- Introduce to them the character of old wise man who proved this simple truth to the arrogant Chief of Kamera, a small hamlet in the dense forest of Africa.
- Explain to them how an old man with his wit made Chief hold stick for him and impressed Chief by proving everyone is equal, and we all work for each other. The king in return had three wells dug in his locality and also retained him as an adviser.
- Once students have gained interest tell them to read the story by turn. Guide them to read the story with proper intonation and pronunciation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference of the text of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp its the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them use of was/were.
- Have a discussion about 'Word Wise,' 'Activity Time' and 'Project' in the class. Also ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- What was Kamera?
- How was the Chief of Kamera?
- Why was everybody stunned?
- Why did Chief explode in anger?
- What was the name of the old man?
- What did the Chief ask the old man to do?
- How did old man took help of the Chief?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later in class.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.



# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. a) hamlet                      2. c) mud                      3. b) exploded                      4. c) speechless  
5. b) impressed
- B.** 1. True                      2. True                      3. False                      4. False  
5. True
- C.** 1. proud                      2. mud                      3. veins                      4. white-haired  
5. stick
- D.**     **Said by**                      **Said to**  
1. Chief                      Everyone  
2. Old man                      Chief  
3. Old man                      Chief
- E.** 1. The people of Kamera were afraid of their Chief because he was a proud and cruel man.  
2. One day, the Chief of Kamera declared that he was the master of this world and all men were his servants.  
3. An old man objected to the Chief's announcement.  
4. The old man came there to request the Chief for a well to be dug in their locality as there was no water.  
5. The Chief challenged the old man to prove his statement that 'All good men are servants of one another'.  
6. The old man very cleverly made the Chief hold his stick for a moment and thus proved his point.  
7. The Chief was impressed with the wit and courage of the old man. So he kept him as his adviser.

### Writing

No, Boubakar did not agree with the Chief. Opposing the Chief, he said, "All good men are servants of one another" to prove this, he sought the Chief's permission to touch his feet. After getting it, he asked the Chief to hold his stick for a while and bent down to touch the feet. "Now you may give the stick back to me", said Boubakar. Proving his point, he pleaded, "you held my stick, when I asked you to and gave it when I asked for it."

### Listening

1. Ramu was a servant of rich farmer.
2. He was a greedy and cunning fellow.
3. The farmer's friend gave him a ripe mango from his orchard and a bottle of mango juice.
4. The farmer covered the mango with a piece of cloth before keeping it on a plate.
5. The farmer asked Ramu to take the plate and the bottle home.

## Speaking

1. Child : Mummy, May I go to watch a cartoon film on TV.  
Mother : What is the name of the movie?  
Child : It is 'Man and Monkeys'.  
Mother : When will you return?  
Child : I will return back by 4:00PM.  
Mother : Do not delay more than that.  
Child : Surely, Mummy. Thank you for allowing me.  
Mother : You're welcome.
2. Child : Mummy, May I join my friends on a picnic this Sunday?  
Mother : Where do you want to go?  
Child : We have decided to spend the day at the Rajghat.  
Mother : How long will you remain there?  
Child : We have planned to spend four hours.  
Mother : Do you know the importance of Rajghat?  
Child : Yes, it is where Bapu, Father of the Nation was cremated.  
Mother : Therefore, you should first pay your home age to him.  
Child : That I won't forget. Thanks for your suggestion, mummy!
3. Child : Mummy, May I go to see a movie with my friends?  
Mother : Which movie?  
Child : 'Alice in Wonderland'. It is very interesting, our teacher told us.  
Mother : Have you asked your father about it?  
Child : No, not yet.  
Mother : You should ask him first.  
Child : I will do so once he comes back from the office.  
Mother : Good boy, if he allows, you can go.  
Child : Thank you so much, Mummy!  
Mother : You're always welcome my child.

## Grammar

- |        |          |         |        |
|--------|----------|---------|--------|
| 1. was | 2. were  | 3. was  | 4. was |
| 5. was | 6. was   | 7. were | 8. was |
| 9. was | 10. were |         |        |

## Word Wise

- A. 1. chef                      2. relief                      3. brief                      4. disbelief
- B. 1. Hamlet : The people of the hamlet lived peacefully.  
2. Silence : There was complete silence in the hall.  
3. Froze : The water of the lake froze due to extreme cold.  
4. Stick : The man killed the snake with stick.

### Activity Time

- |               |           |                  |                  |
|---------------|-----------|------------------|------------------|
| 1. Asia       | 2. Africa | 3. North America | 4. South America |
| 5. Antarctica | 6. Europe | 7. Australia     |                  |

### Project

- |            |   |        |
|------------|---|--------|
| 1. India   | - | Asia   |
| 2. France  | - | Europe |
| 3. Britain | - | Europe |
| 4. China   | - | Asia   |
| 5. Kenya   | - | Africa |

## Lesson-11 (The Mango Riddle)

### Objectives

- To enable students to understand that our presence of mind can keep us away from the problems.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills of the students by engaging them in discussions.
- To recapitulate 'simple past tense' and use the acquired knowledge in context.
- To learn to solve riddles.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Creative Writing
- Listening to a passage and answering question related to it.
- Practising Conversation
- Revision of simple past tense.
- Make Sentences
- Solving Riddles

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about two friends Anuj and Pankaj. Their characters were quite different. Once Pankaj tried to play trick on Anuj, but Anuj used his wit and was not befooled by Pankaj.

- Ask students if their friends play tricks on them. What kind of tricks befooled them? Were they interesting? Did they cause any harm? Is it fun to play tricks on others?
- Explain to them that playing tricks on others is not bad until you are befooling them. If you have an intention of befooling them, you're doing wrong.
- Elaborate what tricks are all about to the students. Tell them magic tricks are also to show illusions, they are not in real.
- Introduce to them the character of Anuj and Pankaj as friends and ask them to read the story to find out how Pankaj was trying to play a trick on Anuj.
- Tell them to read the story. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text.'
- Write the answers on the board to avoid spelling errors.
- Describe briefly merits of acting wisely and using wit of oneself.
- Carry out the 'Listening' activity as directed. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them simple past tense.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class. Also, ask the students to complete it and get it checked later in the class.

## Additional Questions

- Write description of Anuj's nature.
- Write description of Pankaj's nature.
- What did Pankaj see in month of October?
- What did Pankaj do to the mango?
- What did Anuj realise?
- What did Pankaj say to Anuj when he failed?
- What did Pankaj see on the roof?
- What did Anuj remind Pankaj?
- What is the moral of the story?

## Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time' and 'Life Skills' at home and get it checked later in class.

## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) cunning                      2. a) mango                      3. b) realised                      4. a) chest  
5. a) ladder
- B.** 1. True                                  2. False                                  3. True                                  4. True  
5. False
- C.** 1. hardworking                      2. opposite                              3. climbed                              4. boldly  
5. ladder
- D.**        **Said by**                      **Said to**  
1. Pankaj                                  Anuj  
2. Anuj                                      Pankaj  
3. Pankaj                                  Anuj
- E.** 1. Anuj and Pankaj were neighbours and friends.  
2. Anuj was simple, honest, hardworking and intelligent. On the other hand, Pankaj was a cunning fellow.  
3. Pankaj loved to spend time in idle gossips.  
4. Pankaj had a mango in his hand wrapped with a cloth.  
5. No, Anuj could not guess what was inside the cloth.  
6. Pankaj saw a chest on the roof of Anuj's house.  
7. Anuj was the clever of the two because he caught Pankaj in his own trap.

#### Writing

Once I had a greedy friend, who enjoyed parties at the cost of others. One day, we went for breakfast at a roadside shop and had snacks. When it was time to make payment of Rs 85, my friend asked me to pay, saying he had Rs 500 note. At this, the shopkeeper said that he could give him the note and he would return him the balance. My friend had no choice but to clear the payment.

## Listening

1. A mango tree can grow upto 60 feet tall.
2. Mango trees need hot, dry periods to give good crops.
3. A mango tree bears fruits after four to six years after plantation.
4. The colour of the flesh of a mango is usually deep yellow.
5. A mango has only one seed inside it.

## Speaking

- First Friend : Do you know when the mangoes grow?  
Second Friend : I think it's in winter.  
First Friend : No, the mangoes grow in the summer season.  
Second Friend : Yes, we love to drink chilled mango-shake.  
First Friend : Yes, and only in the summer we like to drink chilled things.  
Second Friend : And when do apples grow?  
First Friend : Apples grow in winter season.  
Second Friend : Thankyou, I didn't know it.

## Grammar

1. My friend lived in a village.
2. I helped my brother.
3. We decided to play a cricket match.
4. They showed me the photograph.
5. The boy climbed up the hill.
6. The little baby cried in pain.
7. Minu cleaned the table.
8. The cobbler mended the shoe.
9. The frog jumped into the pond.
10. The dog chased the cat.

## Word Wise

1. Neighbours : My neighbours are very kind and loving.
2. Habits : You should try to get rid of bad habits.
3. Guess : Can you guess what is inside the box?
4. Carry : Please carry this bag for me.

## Activity Time

1. a needle
2. a zip
3. a clock
4. wheelbarrow
5. a chair

## Life Skills

Do it yourself.

## Lesson-12

### (The Coconut Tree)

#### Objectives

- To make student realise the importance of being patient about the deeds we do.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate past continuous tense and use the acquired knowledge in context.
- To learn to be more creative.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Creative Writing
- Listening to a paragraph and answering questions related to it.
- Practising Conversation
- Revision of past continuous tense.
- Make Sentences
- Making bookmark using leaves.
- Writing three things which makes you curious.
- Naming fruit trees and flower plants.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The story is a Malaysian folk tale on how a coconut tree came into existence in world. It also teaches us lesson that we should be patient in our deeds.

- Ask students if they know from where did coconut tree come into existence? Ask them if coconut is useful for us. Do they like coconut? What all things you get from coconut tree?

- Elaborate by telling them uses of coconut.
  - “ It is used as food.
  - “ Its shell is used for making fibre.
  - “ It is used as bird feeders.
  - “ It is used to get coconut oil.
  - “ It is used to make toys for kids.
  - “ It is used to make medicines.
- After telling students about different uses of coconut, tell them to read the story by turn. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the text of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in ‘Vocabulary aids’ in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Describe briefly the importance of trees for humans and animals.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them past continuous tense.
- Have a discussion about ‘Word Wise’, ‘Activity Time’, ‘Life Skills’ and ‘Project’ in the class. Also, ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- Where did the old man live?
- What was the age of the old man?
- How was the young man?
- What did old man give to the young man?
- What did young man do in curiosity?
- What was the punishment for disobeying old man?
- What did young man do to serve mankind?

### **Home Assignment**

- Make sentences of the new words given in the ‘Vocabulary aids’.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later in class.

### **Evaluation and Assessment**

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the



students are reading in the class and try to correct them in punctuation and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) Malaysia                      2. b) wise                      3. c) asked                      4. b)coconut  
5. a) punishment
- B.** 1. True                      2. True                      3. False                      4. True  
5. True
- C.** 1. hut                      2. help                      3. left                      4. bursting  
5. coconut
- D.**        **Said by**                      **Said to**  
1. Young man                      Old man  
2. Old man                      Young man  
3. Young man                      Himself
- E.** 1. The old man lived in Malaysia.  
2. Some people believed that the old man was more than a hundred years old.  
3. Many people visited the old man everyday for help and blessings.  
4. The young man wanted to serve people all his life.  
5. The old man gave a magic box to the young man.  
6. The young man wanted to see what was there inside the box. So he opened it on the way.  
7. As soon as the young man opened the box, he was turned into a tall coconut tree.

#### Writing

A coconut tree is very tall. It grows along the sea coast. Everyone cannot climb it. Each and every part of it is useful. The most useful is, of course, its fruits. Coconut water quenches the thirst of the people. It is very tasty and has a great medicinal value. Its pulp is delicious to eat. The coconut oil is used for cooking and in medicines. Coconut fruit is used in religious ceremonies too.

#### Listening

1. A tropical climate can be characterised by significant heat and humidity.
2. Coconut trees can only grow in a tropical climate.
3. Kerala, Tamil Nadu, Puducherry, Andhra Pradesh.

#### Speaking

1. What do you have in your bag?  
It has some comic books.

2. What is there in this room?  
It has my toys.
3. Who is hiding in the bush?  
There is a rabbit.
4. Who is sitting in the car?  
The driver is sitting in the car.

### Grammar

2. The man was laughing.
3. He was doing his homework.
4. They were playing chess.
5. The servant was telling a lie.
6. The girls were plucking flowers.
7. The gardener was watering the plants.
8. You were making a noise.
9. My father was driving the car.
10. The sun was shining in the sky.

### Word Wise

- A.** Kuchcha House, Pucca House, Igloo, Multi Storeyed Building, Palace, Fort
- B.**
1. Sea : The ship sank into the sea.
  2. Wise : The old man is very wise.
  3. Box : The box is made of wood.
  4. Tree : There is a mango tree behind our house.

### Activity Time

Do it yourself.

### Life Skills

- I want to learn swimming.
- I want to learn magic tricks.
- I want to learn to play chess.

### Project

- | Fruits   | Flowers      |
|----------|--------------|
| 1. Apple | 1. Sunflower |
| 2. Lemon | 2. Rose      |
| 3. Guava | 3. Jasmine   |

# Lesson-13

## (Bring Me a Letter)

### Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining the importance of postman in everyone's life.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills.
- To revise 'contractions'.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Creative Writing
- Listening and completing the poem.
- Rearranging letters to form meaningful words.
- Revision of 'contractions'.
- Writing rhyming words.
- Make Sentences
- Solving Puzzle

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about postman who comes everyday to deliver letters. The little girl requests the postman to bring a letter from her fairy friend. She would wear her party frock and have tea with her friend.

- Ask students about the role of postman. What does a postman do? Have you met a postman? What would happen if there were no postmen? Does it brings joy when postman brings letter to you?
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples from daily life.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.

- Try to emphasise on rhyming words like do-you, tea-be, none-fun.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text.'
- Write the answers on the board to avoid spelling errors.
- Explain 'importance of letters for all of us' and ask students to add their views on it.
- Carry out the 'Listening' activity as directed and check and the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them 'contractions'.
- Have a discussion about 'Word Wise' and 'Activity Time' and ask the students to complete them and discuss it later in the class.

### Additional Questions

- Where the girl wants her letter to be delivered?
- From whom does the girl want a letter?
- What does the girl want to wear?
- What did the girl say to the postman at the end?
- What is the moral of the poem?
- Who is the poet if the poem?

### Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Do 'Activity Time' and get it checked later in class.
- Read the poem aloud and learn it for recitation.

### Evaluation and Assessment

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) garden                      2. b) party                      3. a) bring
- B.** 1. True                              2. True                              3. True
- C.** 1. The little girl requests the postman to bring her a letter from the fairy.  
2. The fairy has promised to come to tea.  
3. She asks the postman to write himself a letter and bring it to her if he doesn't know any fairy.

## Writing

The postman brings our letters, parcels etc. His uniform consists of a khaki shirt, trousers and a cap.

## Listening

See the mailman  
dressed in blue,  
will he bring a  
letter to you?  
He works when it rains,  
and when it snows,  
he even works  
when the wind blows.

## Speaking

- |          |           |           |
|----------|-----------|-----------|
| 1. bring | 2. frock  | 3. fun    |
| 4. fairy | 5. letter | 6. garden |

## Grammar

- |              |         |
|--------------|---------|
| 1. is not    | isn't   |
| 2. that is   | that's  |
| 3. she is    | she's   |
| 4. do not    | don't   |
| 5. I have    | I've    |
| 6. they have | they've |
| 7. did not   | didn't  |
| 8. you have  | you've  |

## Word Wise

- A.**
- |           |        |
|-----------|--------|
| 1. Late   | Gate   |
| 2. Pea    | Be     |
| 3. Better | Letter |
| 4. Bun    | Fun    |
- B.**
- |           |   |   |
|-----------|---|---|
| 1. Garden | : | There are many beautiful flowers in the garden. |
| 2. Fairy  | : | The little girl wanted to play with a fairy.    |
| 3. Party  | : | We shall attend our friend's party.             |
| 4. Fun    | : | It is fun to play with friends.                 |

## Activity Time

Do it yourself.

# The Wisdom of a Servant (Story of Read)

## Objectives

- To enable students to understand that even a simple looking ordinary man may be wise enough to offer a highly useful suggestion.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.

## Overview

- Reading Text
- New Vocabulary
- Practising and learning pronunciation.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a common man who suggested a great idea to weigh an elephant in olden days.

- Ask students if they know usually what is the weight of an elephant? How do you measure it today? Is it heavy or is it light?
- Tell them to read the story. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.

## Additional Questions

- What did mighty emperor of China received?
- How did the gift look?
- What did the emperor order the men?
- Why was emperor getting restless?
- What was the problem?
- Who gave idea to weigh the elephant?
- How did the man say to weigh the elephant?
- What is the moral of the story?

# Annual Examination Sample Paper-1

## Reading Section

Read the following passage carefully and answer the questions given below.

Charlie Bucket stared around the gigantic room in which he now found himself. The place was like a witch's kitchen! All about him black metal pots were boiling and bubbling on huge stoves, and kettles were hissing and pans were sizzling, and strange iron machines were clanking and spluttering and there were pipes running all over the ceiling and walls, and the whole place was filled with smoke and steam and delicious rich smells.

**A. Read the passage and choose the correct option.**

1. What was the colour of the metal pots?  
a) White                      b) Black                      c) Silver
2. What were hissing?  
a) Kettles                      b) Pans                      c) Snakes
3. The place was filled with\_\_\_\_\_.  
a) rich smell                      b) smoke                      c) both (a) and (b)

**B. Write the answers of the following questions.**

1. What is 'clanking and spluttering'?
2. Where did Charlie find himself?
3. What was the things with which whole place was filled?

**C. Tick (✓) the true sentences and cross ( X ) the false ones.**

1. Charlie Bucket stared around the gignatic room.
2. Silver metal pots were boiling.
3. Pipes were running all over the ceilings and walls.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

1. Creatures                      2. Glowing
3. Pleasant                      4. Bright

**B. When and how do you pray to God? Write in your own words.**

## Grammar Section

### A. Underline the common nouns and circle the proper nouns.

1. She walked up the stairs to her classroom.
2. We are celebrating Meena's birthday.
3. Tushar is going to the park.
4. Children will be visiting A.P.J. Museum on Wednesday.

### B. Change the following sentences into negative sentences.

1. My grandfather likes to play chess.
2. We go to the market on Thursday.
3. Children enjoy playing in the park.
4. I meet an old man at the bus stop.

## Text Section

### A. Answer the following questions.

1. Why is God called 'The Creator'?
2. Where did the old woman live?
3. What type of animals were there in olden days?

### B. Write (T) for true and (F) for false sentences.

1. All birds can fly.
2. The fairies sang above the old woman's grave and kept it green.
3. The domestic animals are very useful for us.



# Annual Examination Sample Paper-2

## Reading Section

Read the following passage carefully and answer the questions given below.

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book', thought Alice 'without pictures or conversation?' So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy chain would be worth the trouble of getting up and picking the daisies, when suddenly a white rabbit with pink eyes ran close to her.

**A. Read the passage and choose the correct option.**

- \_\_\_\_\_ was beginning to get tired.  
a) Alice                      b) A rabbit                      c) Puppy
- What was Alice's sister doing?  
a) Painting                      b) Sleeping                      c) Reading
- The day was \_\_\_\_\_.  
a) cold                      b) hot                      c) snowy

**B. Write the answers of the following questions.**

- Which word in the passage mean 'unintelligent'?
- Suddenly, what ran close by Alice?
- How was the book according to Alice?

**C. Tick (✓) the true sentences and cross (X) the false ones.**

- Alice was very fresh and active.
- Alice's sister was reading.
- The book had colours and pictures in it.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

- Striped                      2. Grave
- Fragrance                      4. Picked

**B. How are flowers useful to us? Write five sentences to describe the beauty and usefulness of flowers.**

## Grammar Section

### A. Complete the following sentences using 'can' or 'cannot'.

1. He is old. He \_\_\_\_\_ run.
2. My father is intelligent. He \_\_\_\_\_ solve mathematics problems easily.
3. Rohan is fat. He \_\_\_\_\_ take part in race.
4. Sheila is very lazy. She \_\_\_\_\_ wake up early in the morning.

### B. Fill in the collective nouns. Choose from the options provided.

Pride, Grove, Gang, Team

- \_\_\_\_\_ of trees  
\_\_\_\_\_ of thieves  
\_\_\_\_\_ of peacocks  
\_\_\_\_\_ of athletes

## Text Section

### A. Write the answers of the following questions.

1. Who lived on the apple tree?
2. Where did Kubera go first?
3. How does the rainbow look in the sky?

### B. Write (T) for true and (F) for false sentences.

1. Some mice lived under the roots.
2. Lord Shiva accepted Kubera's invitation for the feast.
3. Birds build their nest on ponds.

# Annual Examination Sample Paper-3

## Reading Section

Read the following passage carefully and answer the questions given below.

Hedgehogs have prickly spines everywhere except on their face, legs and bellies. By curling into a tight ball and tucking in their heads, tail and legs, they protect the parts of their bodies that do not have stiff, sharp spines. They depend on their spines for defence-both while they sleep and when they face enemies. When hedgehogs are born their spines are soft and short. Soon after birth, their spines harden, becoming stiffer, sharper and longer. Babies stay in the nest until they are about three week old. By that time, their eyes are open, their spines are effective, and they can safely follow their mother outside the nest as she looks for food.

**A. Read the passage and choose the correct option.**

1. The spines of a hedgehog are \_\_\_\_\_.  
a) prickly                      b) stiff                      c) both (a) and (b)
2. Hedgehogs depend on their spines for \_\_\_\_\_.  
a) drinking                      b) eating                      c) defence
3. Hedgehogs \_\_\_\_\_ their heads.  
a) rolling                      b) tucking                      c) round

**B. Write the answers of the following questions.**

1. When are the hedgehogs spines soft?
2. When do their spines harden?
3. Fill when do the babies stay in the nest?

**C. Tick (✓) the true sentences and cross (X) the false ones.**

1. Hedgehogs have prickly spines.
2. They depend on their skin for defence.
3. When their eyes open, their spines are effective.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

1. Curiosity                      2. Situation
3. Fence                      4. Spirit

**B. Write few lines on any domestic animal.**

## Grammar Section

### A. Complete the sentences with meaningful verbs.

1. Trisha \_\_\_\_\_ water for tea. (take)
2. The vehicle \_\_\_\_\_ on the road. (run)
3. My mother \_\_\_\_\_ at a school. (work)
4. The traveller \_\_\_\_\_ photographs. (click)

### B. Read the sentences and underline the adjectives.

1. The children enjoyed the sweet candies.
2. Tara wore a frilly dress.
3. The family drove in their new car.
4. The dirty clothes were lying on the floor.

## Text Section

### A. Answer the following questions.

1. Who was Sang Buaya? Where did he live?
2. What was the hardest thing for Nisha?
3. What does the line, 'I thought I could' imply?

### B. Write (T) for true and (F) for false sentences.

1. Sang Kancil's favorite pastime was to tease Sang Buaya.
2. Nisha was lying awake on her bed.
3. The engine sings under all circumstances.

# Annual Examination Sample Paper-4

## Reading Section

Read the following passage carefully and answer the questions given below.

Plants need food but they do not have to depend on people or animals to provide for them. Most plants are able to make their own food whenever they need it. This is done using light and the process is called photosynthesis. To make food plants need carbon dioxide, water and sunlight. Carbon dioxide from the air passes through tiny pores or holes on the leaves. Those pores are called stomata. Water is absorbed by the roots and passes through the stem on its way to the leaves. Sunlight is absorbed by a green chemical in the leaves.

**A. Read the passage and choose the correct option.**

- Plants are able to make their own \_\_\_\_\_.  
a) food                      b) light                      c) water
- Plants need water, \_\_\_\_\_ and \_\_\_\_\_.  
a) sunlight                  b) carbon dioxide          c) both (a) and (b)
- \_\_\_\_\_ is absorbed by the roots.  
a) Soil                          b) Water                      c) Oil

**B. Write the answers of the following questions.**

- What is photosynthesis?
- What are stomata?
- How is sunlight absorbed by the leaves?

**C. Tick (✓) the true sentences and cross (X) the false ones.**

- Plants depend on animals for food.
- Most plants can make their own food.
- Plants need only carbon dioxide to prepare food.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

- Orchard                      2. Barks
- Encouraged                  4. Sharp

**B. If you are together, you can face problems and find solutions easily. Write few lines on the topic 'Unity is Strength.'**

## Grammar Section

### A. Underline the prepositions in the following sentences.

1. The car is parked near the house.
2. They swam across the river.
3. We have our fruit break at 12 'o clock.
4. The man leaned against the wall.

### B. Match the contractions.

#### Column A

I've

Didn't

They've

Can't

#### Column B

They have

Cannot

I have

did not

## Text Section

### A. Answer the following questions.

1. Why did the old man come there?
2. How was Anuj and Pankaj different in nature?
3. In which country did the old man live?

### B. Write (T) for true and (F) for false sentences.

1. Kamera was a small hamlet in the dense forest of Africa.
2. Anuj and Pankaj were neighbours.
3. The young man was very selfish.

# Annual Examination Sample Paper-5

## Reading Section

Read the following passage carefully and answer the questions given below.

The weather keeps changing throughout the year and is different in different months. When the weather condition remains more or less the same for a few months, we call it a season. The five main season of India are summer, winter, rainy, spring and autumn. Each season last for a few months. Seasons change because of Earth's movement around the sun. Due to this movement, different parts of the Earth get direct heat of the Sun during different times of the year. The part of the Earth which gets direct heat has summer, while other has winter.

**A. Read the poem and choose the correct option.**

1. The weather keeps changing throughout the \_\_\_\_\_.  
a) day                      b) month                      c) year
2. Season's change because of Earth's movement around the \_\_\_\_\_.  
a) Sun                      b) Moon                      c) Planets
3. The part of earth which gets direct heat has \_\_\_\_\_.  
a) rainy season      b) summer                      c) winter

**B. Write the answers of the following questions.**

1. How are seasons caused?
2. What are main seasons in India?
3. Which part of Earth has winter?

**C. Tick (✓) the true sentences and cross (X) the false ones.**

1. The weather remains same throughout the year.
2. There are two main seasons in India.
3. When the weather remains same for a few months we call it season.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

1. Grand                      2. Wrath
3. Relieved                      4. Pride

**B. God does not like those people who show off or be boastful and arrogant to others. Write few lines on how one can be a good person without boasting to others.**

## Grammar Section

### A. Unscramble the names of these animals.

1. bezar \_\_\_\_\_
2. resoh \_\_\_\_\_
3. nilo \_\_\_\_\_
4. toag \_\_\_\_\_

### B. Arrange these words to make meaningful sentences.

1. cricket/Rina/ evening/ and /every/ Joe / play
2. school / a / library / my / big / has
3. Jack/ hill / up / the / Jill / and / went
4. lakes / Nainital / nine / has

## Text Section

### A. Answer the following questions.

1. Who has promised to come to tea?
2. Why has God given us lips?
3. What were there in the backyard of old woman's house?

### B. Write (T) for true and (F) for the false sentences.

1. She will wait for the postman at the garden gate.
2. Cold wind blows in winter.
3. The old woman heard the sound of weeping.



# Annual Examination Sample Paper-6

## Reading Section

Read the following passage carefully and answer the questions given below.

In villages, bullock-carts, tractors, motor cycles and bicycles are commonly used for travelling. In many places different animals help us with travelling and transporting goods. For instance camels are main means of transport in deserts. They are known as the 'ship of the desert'. If you go on a jungle safari you would probably ride on the elephant's back. In hilly areas where elephants cannot reach mules help in transportation. In towns and cities people use cars, scooters, motor cycles, buses, taxi and auto rickshaws to travel. They travel by bus, plane or train to other cities or towns. Aeroplanes also carry people from one country to another.

### A. Read the passage and choose the correct option.

- Which of these is not used in villages for travelling?  
a) Tractors                      b) Aeroplanes                      c) Bicycles
- Camels are the main means of transport in \_\_\_\_\_.  
a) water                      b) mountains                      c) deserts
- \_\_\_\_\_ is commonly used for jungle safari.  
a) Tiger                      b) Dog                      c) Elephant

### B. Write the answers of the following questions.

- Which means of transport is commonly used in villages?
- Who is known as 'the ship of desert'?
- What do people of towns and cities use to travel from one place to another?

### C. Tick (✓) the true sentences and cross (X) the false ones.

- Animals help us to travel.
- Elephants are used for travelling in hilly areas.
- Aeroplanes carry people from one country to another.

## Writing Section

### A. Form meaningful sentences by using the words given below.

- Wonder                      2. Nest                      3. Fluffy                      4. Suppose

### B. How many colours are there in a rainbow? Write their names.

### Grammar Section

**A. Fill in the blanks with the correct present tense form of verbs in the brackets.**

1. My father \_\_\_\_\_ in a hospital. (work)
2. Ankur \_\_\_\_\_ his teachers. (obey)
3. My mother \_\_\_\_\_ good food. (cook)
4. Sandhya and Bindu \_\_\_\_\_ well. (dance)

**B. Fill in the blanks with the present continuous form of the verbs given in brackets. Add the correct helping verbs.**

1. The soldier \_\_\_\_\_ a horse. (ride)
2. Muddy water \_\_\_\_\_ along the hilly path. (run)
3. They \_\_\_\_\_ on the sofa. (lie)
4. The children \_\_\_\_\_ on the floor. (sit)

### Text Section

**A. Answer the following questions.**

1. Where was the basket?
2. What did the animals do to save their homes?
3. Why was Kubera stunned?

**B. Write (T) for true and (F) for the false sentences.**

1. Zine was a cruel giant.
2. The farmer was not ready to listen to any arguments.
3. Ganesha was satisfied with Kubera's arrangement for the feast.

# Annual Examination Sample Paper-7

## Reading Section

Read the following passage carefully and answer the questions given below.

We use the word robot to mean any man made machine that can perform work or other actions normally performed by humans, either automatically or by remote control. Robotics is the science and study of robots. Most robots today are used to do repetitive actions or jobs considered to dangerous for humans. A Robot is ideal for going into a building that has a possible bomb. Robots are also used in factories to build-things like cars, candies and electronic goods. Robots are now used in medicine, for finding objects underwater and to explore other planets. Robotic technology has helped people who have lost arms or legs.

**A. Read the passage and choose the correct option.**

1. Robot is a man made \_\_\_\_\_.  
a) tool                      b) cycle                      c) machine
2. Robots do jobs which are \_\_\_\_\_ for humans.  
a) dangerous              b) easy                      c) impossible
3. Robots are used in \_\_\_\_\_.  
a) factories                b) medicines                c) both (a) and (b)

**B. Write the answer of the following questions.**

1. What are robots?
2. What is robotics?
3. How has robotic technology helped people?

**C. Tick (✓) the true sentences and cross (X) the false ones.**

1. Robots are used to do repetitive actions.
2. A robot is not ideal for going into a building that has a possible bomb.
3. Robot helps in finding objects underwater.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

1. Juicy                      2. Shocked
3. Delicious                4. Trouble

**B. 'We should think wisely before doing something'. Why it is necessary to think and take decision? Comment.**

### Grammar Section

**A. Write simple past forms of the following verbs.**

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. Win   | _____ | 4. Pack  | _____ |
| 2. Grab  | _____ | 5. Keep  | _____ |
| 3. Laugh | _____ | 6. Carry | _____ |

**B. Fill in the blanks using past form of the verbs given in the brackets.**

1. Swati \_\_\_\_\_ a letter. (write)
2. Neil \_\_\_\_\_ the tennis match last year. (win)
3. We \_\_\_\_\_ the museum yesterday. (visit)
4. The watchman \_\_\_\_\_ the gate. (close)

### Text Section

**A. Answer the following questions.**

1. What is never seen?
2. Why was Sang Buaya shocked?
3. Why was Nisha engrossed in deep thought?

**B. Write (T) for true and (F) for false sentences.**

1. The shape of the moon is square.
2. Sang Kancil had befooled all the crocodiles living in the river.
3. Nisha's class teacher was very strict.

# Annual Examination Sample Paper-8

## Reading Section

Read the following passage carefully and answer the questions given below.

Farming or agriculture is the main occupation of the people in villages. Indian farmers grow crops such as food grains, pulses, oil, seeds, cotton, spices, fruits, vegetables, tea and coffee. Good amount of water and fertile soil is required to grow healthy crops. The process of providing water for farming is known as irrigation. Water is made to reach the fields from sources such as wells, tube wells and canals. Some farmers rear animals in their farms. Cows, buffaloes and goats provide milk. In many areas bullocks help to plough the field. Some farmers do poultry farming. This involves rearing hens, ducks and geese for eggs and meat. Sheep are reared for wool.

**A. Read the passage and choose the correct option.**

- \_\_\_\_\_ in the process of providing water for farming.  
a) Irrigation      b) Draining      c) Farming
- Some farmers do \_\_\_\_\_ farming.  
a) chicken      b) poultry      c) eggs
- \_\_\_\_\_ soil is required for farming.  
a) Smooth      b) Fertile      c) Rough

**B. Write the answers of the following questions.**

- What is the main occupation of people of villages?
- What crops do Indian farmers grow?
- What is poultry farming?

**C. Tick (✓) the correct sentences and cross (X) the false ones.**

- Weels are used for irrigation.
- Cows, buffaloes and goats provides milk.
- Sheep are reared for milk.

## Writing Section

**A. Form meaningful sentences by using the words given below.**

1. Tiny                      2. Puzzled                      3. Pronounce                      4. Afraid

**B. How can you easily learn the spellings of words?**

### Grammar Section

**A. Fill in the blanks with the present continuous form of the verbs given in the brackets. Add the correct helping verbs (is / am/ are).**

1. The children \_\_\_\_\_ on the floor. (sit)
2. The man \_\_\_\_\_ with his son. (play)
3. We \_\_\_\_\_ classical music. (learn)
4. I \_\_\_\_\_ to meet my friend. (go)

**B. Fill in the blanks using the past form of the verbs given in the brackets.**

1. I \_\_\_\_\_ the answer to the question. (know)
2. Harish \_\_\_\_\_ for me in the lobby. (wait)
3. I \_\_\_\_\_ Suparna yesterday after five years. (meet)
4. Prince \_\_\_\_\_ into the pit. (fall)

### Text Section

**A. Answer the following questions.**

1. What does the engine sing as it goes up the hill?
2. What did the Chief of Kamera declared one day?
3. How did Pankaj love to spend his time?

**B. Write (T) for true and (F) for false sentences.**

1. We can easily hear the song of engine.
2. The old man came to ask some money.
3. Anuj could not guess what was there under the cloth.

# Annual Examination Sample Paper-9

## Reading Section

Read the following passage carefully and answer the questions given below.

A fox saw some bread and meat left by shepherds in the hollow of an oak tree. As he was very hungry, he crept into the hole and had a hearty meal. When he finished, he was so full that he was not able to get out, and began to cry and grieve his fate.

Another fox passing by heard his cries. He went up to him and inquired the cause of his misery. On learning what had happened, he said to him, "Ah! you will have to remain there, my friend, until you become such as you were when you crept in, and then you will easily get out."

### A. Read the passage and choose the correct option.

1. A fox found some \_\_\_\_\_.  
a) bread and milk    b) bread and meat    c) bread and butter
2. The fox was too \_\_\_\_\_ to come out of hollow.  
a) lazy                      b) thin                      c) full
3. Another fox inquired the cause of his \_\_\_\_\_.  
a) happiness              b) misery                      c) sadness

### B. Write the answers of the following questions.

1. Where was the bread and meat?
2. Who heard the fox cry?
3. Why was fox not able to come out of the hollow?

### C. Tick (✓) the correct sentences and cross (X) the false ones.

1. The fox was very hungry.
2. The fox did not eat properly.
3. The fox easily came out of the hollow.

## Writing Section

### A. Form meaningful sentences by using the words given below.

1. Travel                      2. Quietly                      3. Thought                      4. Pulls

### B. Imagine you recently visited an exhibition. Describe what all you saw there in your own words.

### Grammar Section

**A. Fill in the blanks with the correct present tense form of verbs in the brackets.**

1. The baker \_\_\_\_\_ wonderful cakes. (bake)
2. These pencils \_\_\_\_\_ to Sonu. (belong)
3. Ekta usually \_\_\_\_\_ her homework by 6 o'clock. (finish)
4. Dog \_\_\_\_\_ birth to many puppies at a time. (give)

**B. Fill in the blanks with suitable adverbs.**

1. The students clapped \_\_\_\_\_.
2. The dog barked \_\_\_\_\_.
3. We played \_\_\_\_\_.
4. The soldiers fought \_\_\_\_\_.

### Text Section

**A. Answer the following questions.**

1. Why did many people visit the old man every day?
2. What does she ask the postman to do if he doesn't know any fairy?
3. How did Nisha perform in the spelling test?

**B. Write (T) for true sentences and (F) for false sentences.**

1. The young man opened the box on the way.
2. She will wait for the postman at the garden gate.
3. Nisha felt presence of someone in the room.



# Annual Examination Sample Paper-10

## Reading Section

Read the following passage carefully and answer the questions given below.

Our Earth is huge but a globe is small round model or copy of the Earth. It shows different places on land and oceans on the Earth. We can only see half of the Earth at a time on a globe. We need to rotate the globe to see the other half. On a globe we can find a line running horizontally, which divides the globe into two equal parts. This imaginary line is called equator. It divides the Earth in two equal parts. Our Earth has many places on it but it is not possible to show all those places in detail on a globe. So, we use maps. A map is a flat drawing of the entire Earth or only a part of it. Maps make use of some commonly understood symbols to show states, capital, cities, towns, villages, mountains, rivers, deserts, water bodies and other places.

### A. Read the passage and choose the correct option.

- \_\_\_\_\_ is a round and small model of the Earth.  
a) Map                      b) Globe                      c) Equation
- \_\_\_\_\_ divides a globe into two equal halves.  
a) Equator                  b) Line                      c) Thread
- Our Earth has many \_\_\_\_\_ on it.  
a) spots                      b) cracks                      c) places

### B. Write the answers of the following questions.

- What is an equator?
- What are maps used for?
- What does a globe shows?

### C. Tick (✓) the correct sentences and cross (X) the false ones.

- Our Earth is too small.
- We need to rotate globe to see the other half.
- A map is a flat drawing.

## Writing Section

### A. Form meaningful sentences by using the words given below.

- Fairy                      2. Alone
- Wise                      4. Remember

### B. What are different uses of a coconut tree? Describe it in a few sentences.

## Grammar Section

### A. Complete the sentences with correct adjectives.

1. Put \_\_\_\_\_ honey into the lemonade. (few/ some)
2. The carpet was \_\_\_\_\_. (tired/ dusty)
3. The children enjoyed \_\_\_\_\_ mangoes. (rotten / juicy)
4. The furniture in the room was \_\_\_\_\_. (expensive / delicious)

### B. Choose the correct preposition to complete the sentences.

1. We walked \_\_\_\_\_ the stairs . (on / up )
2. Granny takes a walk \_\_\_\_\_ the park. (behind / in )
3. The deer jumped \_\_\_\_\_ the bushes. (over, with)
4. Everyone \_\_\_\_\_ Radhika was present. ( beneath, towards)

## Text Section

### A. Answer the following questions.

1. What challenge did the Chief give to the old man?
2. What did Pankaj have in his hand wrapped with the cloth?
3. Why did the young man open the box on the way?

### B. Write (T) for true and (F) for false sentences.

1. All good men are servants of one another.
2. Anuj spent his time in idle gossip.
3. Each and every part of coconut is a waste for us.

# Listening

## Lesson-1

### (All Things Bright and Beautiful)

A drop of water  
Is a speck of light  
Shining through the dark  
A drop of water  
Is a child's laugh  
Only one in the world

A drop of water  
Lights up a room  
For all to see its beauty  
A drop of water  
Joins its family  
To bring life to the world

## Lesson -2

### (The Tulip)

1. This was the favourite flower of Pandit Jawahar Lal Nehru.
2. This flower blooms only at night.
3. This is our National Flower.
4. We can get edible oil from this flower.
5. This flower smells like a rotten flesh.

## Lesson -3

### (The Old Woman's Animals)

Miku was a baby monkey. He loved to eat whatever he could lay his hands on. One day, he went to the village market. There were many shops. There were cloth shops, sweet shops and fruit shops. He stopped before a fruit shop. Some watermelons were kept in front of the shop. Miku wanted to taste it. When nobody was around, Miku took a big bite of a watermelon. But he didn't like it.

## Lesson -4

### (The Animals Saved their Homes )

Trees and plants are very useful to us. Rightly, they are called our best friends. Life on the earth would not have been possible without trees. They give shelter to many birds and animals. They give us many useful things. They give us food to eat, fibre to make our clothes, fodder for animals and fuel to burn. We make sweet fragrance from rose, jasmine and many other flowers. Trees take in carbon dioxide, we breathe out, and release oxygen which is essential for our survival.

## **Lesson -5**

### **(Kubera's Feast)**

The Ganga is the most sacred river of our country. It rises at a place that looks like the mouth of a cow. So it is called 'Gomukh'. It is a special ice cave, high up in the Himalayas. Bits of ice break off and melts. Thus, the water is formed. In the beginning, the Ganga is a little stream coming out of the Gomukh cave. As it flows ahead, other tiny streams join it. Thus, it becomes larger and broader. The Ganga flows on the hills up to Rishikesh. Then it comes down on the plains at Haridwar.

## **Lesson -6**

### **(I Wonder Why)**

comb	palm	tomb	knit
knee	knew	calf	half

## **Lesson -7**

### **(Sang Kancil)**

Vera's father was a forest officer. They lived in a big bungalow inside a forest. There was a family of deer that would come everyday up to the lawn of their bungalow. There was a fawn, doe and buck. Vera had named the buck as Timber. It was very shy so it kept its distance. But, the doe and the fawn were there every morning. But one day, only the doe came to the door. Vera wondered what had happened to the fawn! 'The doe looked very sad,' Vera thought. Also, she wouldn't eat and just stood there staring at her.

## **Lesson -8**

### **(Fun of Spelling )**

Dictate some words to the students and ask them to pronounce them after you. Also ask them to write the words in their notebooks.

## **Lesson -9**

### **(Song of the Engine)**

We can fly in a plane.  
We can ride on a train.  
In a boat, we will row.  
We can go, go, go!

We go near, we go for.  
In a bus or a car.  
We go high, we go low.  
So, where should we go?

## **Lesson -10**

### **(The Royal Servant)**

There lived a rich farmer in a village. He had plenty of land and a number of servants to work in them. Ramu was one of those servants. He was illiterate. But he was a greedy and cunning fellow. He always made some mischief or the other. One day, the farmer had gone to his field. Ramu was also with him. One of the farmer's friends came there. He gave the farmer a ripe mango from his orchard and a bottle of mango juice. The farmer covered the mango with a piece of cloth and kept it in a plate. Then he called Ramu and asked him to take the plate and the bottle home.

## **Lesson -11**

### **(The Mango Riddle)**

Mango trees are evergreen trees. A mango tree can grow up to 60 feet tall. Mango trees need hot, dry periods to give a good crop. In India, one can get the best varieties of mangoes in the summer. Some varieties ripen just after summer, during the monsoons.

The mango tree bears fruit four to six years after planting. The fruit can be golden yellow, green or deep red. The flesh of the fruit is usually deep yellow in colour. It is sweet and juicy with a very delicious flavour. The fruit has a single large seed inside it.

## **Lesson -12**

### **(The Coconut Tree)**

Coconut trees can only grow in a tropical climate. A tropical climate is characterised by significant heat and humidity. Coconut trees need significant rainfall to grow. The best weather conditions result in the best coconut fruit production. Traditional areas of coconut cultivation in India are Kerala, Tamil Nadu, Karnataka, Puducherry, Andhra Pradesh and so on.

## **Lesson-13**

### **(Bring Me a Letter)**

See the mailman  
dressed in blue,  
will he bring a  
letter to you?  
He works when it rains,  
and when it snows,  
he even works  
when the wind blows!

# Listening

## Lesson-1

### (All Things Bright and Beautiful)

A drop of water  
Is a speck of light  
Shining through the dark  
A drop of water  
Is a child's laugh  
Only one in the world

A drop of water  
Lights up a room  
For all to see its beauty  
A drop of water  
Joins its family  
To bring life to the world

## Lesson -2

### (The Tulip)

1. This was the favourite flower of Pandit Jawahar Lal Nehru.
2. This flower blooms only at night.
3. This is our National Flower.
4. We can get edible oil from this flower.
5. This flower smells like a rotten flesh.

## Lesson -3

### (The Old Woman's Animals)

Miku was a baby monkey. He loved to eat whatever he could lay his hands on. One day, he went to the village market. There were many shops. There were cloth shops, sweet shops and fruit shops. He stopped before a fruit shop. Some watermelons were kept in front of the shop. Miku wanted to taste it. When nobody was around, Miku took a big bite of a watermelon. But he didn't like it.

## Lesson -4

### (The Animals Saved their Homes )

Trees and plants are very useful to us. Rightly, they are called our best friends. Life on the earth would not have been possible without trees. They give shelter to many birds and animals. They give us many useful things. They give us food to eat, fibre to make our clothes, fodder for animals and fuel to burn. We make sweet fragrance from rose, jasmine and many other flowers. Trees take in carbon dioxide, we breathe out, and release oxygen which is essential for our survival.

## **Lesson -5**

### **(Kubera's Feast)**

The Ganga is the most sacred river of our country. It rises at a place that looks like the mouth of a cow. So it is called 'Gomukh'. It is a special ice cave, high up in the Himalayas. Bits of ice break off and melts. Thus, the water is formed. In the beginning, the Ganga is a little stream coming out of the Gomukh cave. As it flows ahead, other tiny streams join it. Thus, it becomes larger and broader. The Ganga flows on the hills up to Rishikesh. Then it comes down on the plains at Haridwar.

## **Lesson -6**

### **(I Wonder Why)**

comb	palm	tomb	knit
knee	knew	calf	half

## **Lesson -7**

### **(Sang Kancil)**

Vera's father was a forest officer. They lived in a big bungalow inside a forest. There was a family of deer that would come everyday up to the lawn of their bungalow. There was a fawn, doe and buck. Vera had named the buck as Timber. It was very shy so it kept its distance. But, the doe and the fawn were there every morning. But one day, only the doe came to the door. Vera wondered what had happened to the fawn! 'The doe looked very sad,' Vera thought. Also, she wouldn't eat and just stood there staring at her.

## **Lesson -8**

### **(Fun of Spelling )**

Dictate some words to the students and ask them to pronounce them after you. Also ask them to write the words in their notebooks.

## **Lesson -9**

### **(Song of the Engine)**

We can fly in a plane.  
We can ride on a train.  
In a boat, we will row.  
We can go, go, go!

We go near, we go for.  
In a bus or a car.  
We go high, we go low.  
So, where should we go?

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