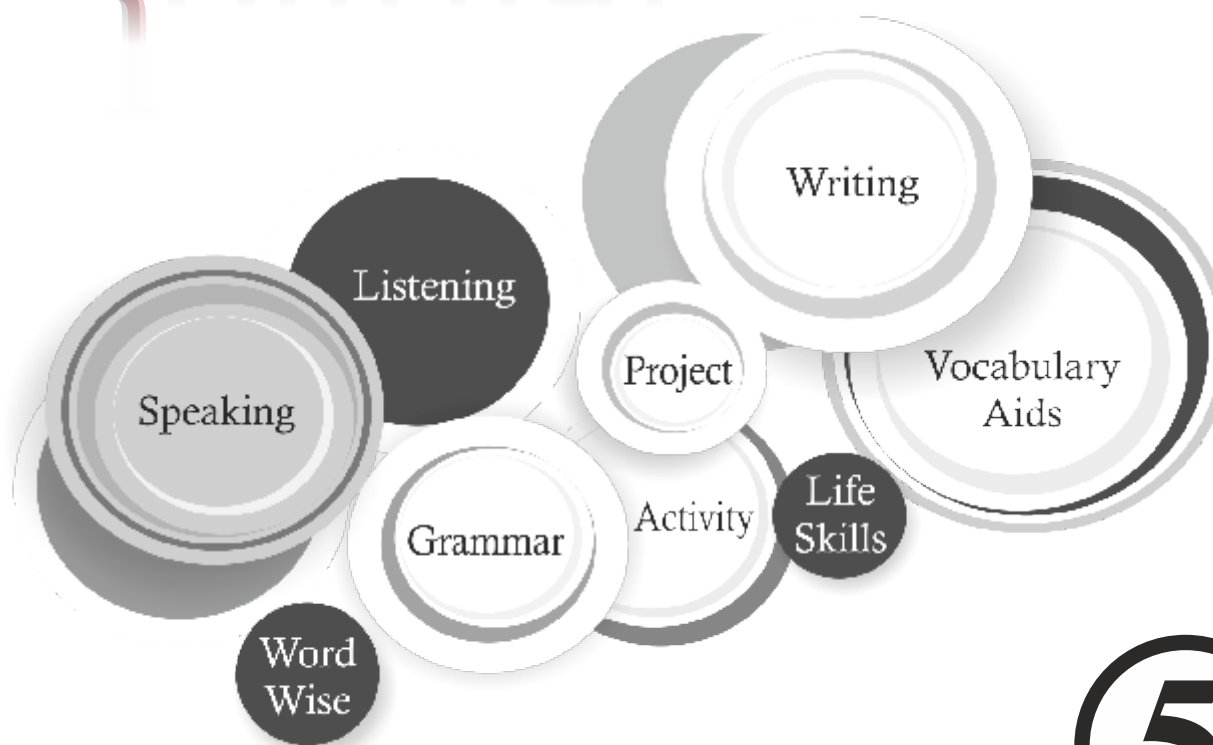


My Reading Journal

**Enhanced Edition
NEP 2020 Guidelines*



5

Teacher's Support



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Lesson-1

(The Wind)

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 to imagine the power and flow of wind around them.
- 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.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Writing symptoms of blowing wind.
- Writing words with same vowels.
- Revision of pronouns.
- Writing two rhyming words.
- Completing stanza of the poem.
- Writing names of different kinds of wind.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about wind. Nobody can see the wind although it blows all through the day and night. We can only feel its presence through its different activities. Nobody is sure about its form or shape.

- Ask the students to describe wind in their own words. Notice how they explain it to you.
- After this read the poem aloud to the students.
- Explain the importance of wind as mentioned in the poem. You can draw a flowchart on the board.

WIND

- * Flying kites
 - * Helps birds to fly
 - * Drying of clothes
 - * Sound produced by the wind
 - * Strong and cold
- Identify and define words that students do not know. Try to give them examples of natural things present around them other than wind.

- 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 high-sky, pass-grass, long-song, did-hid, call-all, long-song, cold-old, tree-me.
- 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 spellings of difficult words on the board to avoid spelling errors.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and practise pronunciation.
- Make students do the 'Grammar' section themselves explaining them pronouns.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' and the students to complete and discuss it later in the class.

Additional Questions

- Who is 'you' in the poem?
- What different things does the wind do?
- What is the nature of the wind?
- What does the wind sing?
- What is the moral of the poem?
- Who is the poet of the poem?

Home Assignment

- Read the poem aloud and learn it for recitation.
- Write short paragraph on 'Importance of Wind' in your notebook.

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. a) kites 2. b) loud 3. c) blower
- B.** 1. True 2. False 3. True
- C.** 1. The wind tosses the kites on high and blows the birds about the sky.
2. No, nobody knows about the shape and form of the wind.
3. The poet is confused whether the wind is young, old, a beast or simply a stronger child.

Writing

1. Drying of clothes 2. Moving of leaves 3. Blowing sound

Listening and Speaking

1. Hair - Pair, Fair
2. Clue - Blue, Glue
3. Wand - Band, Sand
4. Took - Book, Look

Grammar

1. them
2. you
3. They

Word Wise

- A.**
1. Class - Pass, Grass
 2. Kid - Did, Hid
 3. Wrong - Long, Song
 4. Sold - Cold, Old
- B.**
1. Are you young or old?
 2. Are you a beast of field and tree,

Activity Time

2. Storm : Strong wind with rain usually.
3. Tornado : A very strong wind that goes quickly round in a circle or funnel.

Life Skills

On a windy day

Lesson-2

(Onam- The Harvest Festival of Kerala)

Objectives

- To enable the students to understand and know more about Onam, the harvest festival of Kerala.
- # 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 countable and uncountable nouns and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Describing religious festival.
- Listening to the passage and answering questions related to it.
- Practising Conversation
- Revision of countable and uncountable nouns.
- Writing Synonyms
- Discussion about festivals.
- Collecting pictures of different festivals.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The lesson is about the celebration of festival of Onam, which is the harvest festival of Kerala. It depicts why do people celebrate Onam and what all they do as religious festivities in it.

- Discuss about the beauty of Kerala with students and then introduce the festival Onam for discussion. You can do this by making a flow chart on the board.

Onam

- | | |
|---|---|
| * Harvest festival of Kerala | * Story of Mahabali and Lord Vishnu |
| * Chingam (First month of Malayam Calender) | * Belief that Mahabali visit his people every year once |
| * Floral rangolies | * Ten days festival |
| * Well decorated mounds of earth | * Family prayers |
| * Well decorated | * Social functions |
| * Legend: Mahabali | * Kathakali |
| * Joyous feeling | * Snake Boat Race |
| * Clean houses | |

- Once the students have understood briefly about the Onam and the festivities related to it, ask them to read the chapter turn by turn. Guide them to read the dialogues with proper punctuation and 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 spellings of difficult words on the board to avoid spelling errors.

- Describe briefly about role of Lord Vishnu in subsiding Mahabali.
- Carry out the 'Listening' section as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of new words and conversation.
- Make students do the 'Grammar' section themselves after explaining them countable and uncountable 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

- What are festivals?
- What are different kinds of festivals celebrated in India?
- When is Onam celebrated?
- Why do we celebrate Onam?
- How do people celebrate Onam?
- Who was Mahabali?
- Who was jealous of Mahabali?
- Who was 'Vamana'?
- What did Lord Vishnu do with Mahabali?
- What wish did Mahabali ask from Lord Vishnu?
- How many days is the Onam festivals celebrated?
- What are the social functions that take place during Onam?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write a paragraph on your favourite festival in your notebook.
- Do '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) Kerala 2. b) rangolis 3. c) ten 4. c) mythological
5. b) many
- B.** 1. True 2. True 3. True 4. False
5. True
- C.** 1. Festivals bring changes in our life by giving us relief from our daily chores and filling us with new energy.

2. The festival of Onam is celebrated in Kerala around August-September every year.
3. Many preparations are made for the Onam festival. People clean their houses and plaster their courtyards with cow dung. Women make floral rangolis at the entrance of their homes. Two little, well decorated mounds of earth, representing Mahabali and Lord Vishnu are placed in the centre.
4. The legend of King Mahabali and Lord Vishnu, is His Vamana avatar is associated with Onam.
5. Mahabali, the King of Asuras, was the King of Kerala. He was not only strong and powerful but also kind and generous. So the people loved and respected him.
6. Vamana was Lord Vishnu in disguise. He wanted as much land as he could cover in three steps from Mahabali.
7. The snake boat race is the most exciting sports event held during Onam.

- D.** 1. south 2. rangolies 3. mounds 4. prayers
5. Vamana

- | E. | Said by | Said to |
|-----------|----------------|----------------|
| 1. | Vamana | Mahabali |
| 2. | Mahabali | Vamana |
| 3. | Vamana | Mahabali |

Writing

Of all the festivals celebrated in my region, I enjoy Diwali a lot. Also called the festival of lights, it makes us forget the past differences. We wish even our enemies and exchange gifts. The houses are illuminated and look beautiful. The Diwali night makes us think that we have come in a different world. At night, household members assemble to worship the Goddess of wealth and ask for prosperity and riches.

Listening

1. Dublin is the chief city of Ireland.
2. A grand feast is held here on Christmas Day for the poor children.
3. A famous minister of Dublin with other good people, arranges this feast for the children.
4. 'Ragged Schools' are the schools run for the poor children.
5. In these schools children are taught to read, to sew and do other useful things.

Speaking

Do it yourself.

Grammar

- | | | | |
|-------------|----------------|---------|-------------|
| 1. boy | - countable, | pond | - countable |
| 2. air | - uncountable, | village | - countable |
| 3. cattle | - countable, | field | - countable |
| 4. notebook | - countable | | |
| 5. students | - countable, | class | - countable |

Word Wise

- A.** 1. fast 2. form 3. palace 4. grow
5. hole

- B.**
1. Famous - Renowned, Eminent
 2. Relief - Aid, Respite
 3. Dense - Thick, Solid
 4. Decorate - Beautify, Adorn
 5. Represent - Symbolise, Stand for

Activity Time

Do it yourself.

Life Skills

Festivals change our mood and make us happy. They bring us together and make us forget our differences. On each festival, we get tasty dishes and exchange visits.

Project

Do it yourself.

Lesson-3 **(Tit for Tat)**

Objectives

- # To enable the students to understand that we should never try to befool others for our benefit.
- # To develop habit of reading with better understanding of text.
- # To develop interest of the 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 subject and predicate and use the acquired knowledge in context.
- # To form meaningful sentences from the words.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Paragraph Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of subject and predicate.
- Word Composition
- Making sentences from the words.

- Learning to react to a situation.
- Playing friendship bingo with your friend.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a jackal and a donkey, who were friends. While the donkey was simple, the jackal was cunning. Once, the jackal purposely put the donkey into trouble.

- Ask students whether it is good to be alone or to have fake and cunning friend. Listen to their answer and discuss accordingly.
- Explain the students that it is good to be alone than to be with someone who does not stand with you in your hard times. Having a fake and cunning friend is very dangerous and can be very harmful to us.
- Introduce the characters of the jackal and donkey to the students that they feel connected to the story.
- Now, ask the students to read the story turn by turn. Guide them to read the dialogues with proper punctuation and 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 spellings of difficult words on the board to avoid spelling errors.
- Describe briefly about the character of jackal and donkey.
- 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 subject and predicate.
- 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

- How was the nature of jackal and donkey?
- Where did jackal live?
- Why did jackal want to go to other side of the river?
- What did jackal say to the donkey?
- What did donkey assure the jackal?
- What did jackal do when he got impatient?
- What did the villagers think on hearing the noise?
- What did the villagers do with the donkey?
- Why was the donkey annoyed?
- What did the donkey do with the jackal?
- What was the moral of the story?

Home Assignment

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

- Write the characteristic traits of the jackal and the donkey in your notebook.
- Do '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) nature 2. a) field 3. c) melons 4. c) sticks
5. c) bother
- B.** 1. True 2. False 3. False 4. True
5. False
- C.** 1. The jackal and the donkey lived in a forest.
2. The jackal was cunning but the donkey was simple.
3. The jackal decided to go to the other side of the river because there were plenty of fish and crabs.
4. Soon after reaching the other side, the jackal ran towards the river and ate fish and crabs to his heart's content.
5. The jackal went round the field howling aloud to draw the attention of the villagers.
6. When the villagers heard the noise, they came running towards the field with their sticks. They saw the donkey and beat it mercilessly.
7. When the donkey and the jackal were in the middle of the river, the donkey began to roll over in the water. The jackal fell into the water and died. Thus, the donkey took its revenge.
- D.** 1. melons 2. nasty 3. comfortably 4. surrounded
5. hold
- E.** **Said by** **Said to**
1. Donkey Jackal
2. Villagers Each other
3. Jackal Donkey

Writing

The jackal and the donkey were great friends. But the jackal was very clever while the donkey was simple. Therefore, when the jackal suggested the donkey that they should go to the other side of the river because there are plenty of melons there, the donkey agreed happily. But in real, jackal was very cunning and was using donkey for the sake of crossing river to eat fish and crabs to his heart's content. The jackal was so selfish that as soon as he finished eating he started howling going round and round in the field. This made the villagers aware of roaming jackal around the field and eating and destroying the melons. But whom villagers came they saw that it was the donkey who was eating the melons, they beated the donkey until he was half dead and had fled out of the field. The donkey didn't say anything in return, rather he in anger drowned the jackal in the river for befooling him earlier.

Listening

1. The pack of jackals lived in a forest.
2. Their king saw a watermelon in a field.
3. He wanted to eat the fruit and so he brought it to his house.
4. The king was in a great confusion because he did not know how to eat the fruit.
5. He dropped the idea of asking about it from other jackals because he thought that by doing so he would only show his ignorance.

Speaking

1. Rajat : What does a cat eat?
Rohit : A cat eats mice.
2. Rajat : What does a lion like to eat?
Rohit : A lion eats only meat.
3. Rajat : A peacock is a colourful bird. What does it like to eat?
does it like to eat?
Rohit : A peacock likes to eat insects.

Grammar

- | A. | Subject | Predicate |
|----|-------------------|------------------------------------|
| | 1. Suman | helps her mother in the kitchen. |
| | 2. The bird | flew away. |
| | 3. The teacher | is teaching in the class. |
| | 4. The school | was decorated beautifully. |
| | 5. Chirag | went to Agra to see the Taj Mahal. |
| | 6. Some fishermen | are catching fish in the river. |
| | 7. The doctor | has examined the patient. |
- B.
1. An old man
 2. My friend
 3. The little girl
 4. Our school
 5. The woodcutter

Word Wise

- A.
- | | | | |
|-----------|----------|--------|----------|
| 1. burrow | 2. round | 3. ate | 4. field |
| 5. roll | | | |
- B.
1. Idea - It is a good idea to complete the work on time.
 2. Swimming - The ducks are swimming in the river.
 3. Impatient - Never be impatient in life.

Activity Time

Do it yourself.

Life Skills

No, the jackal wasn't a good friend. He left it alone to be beaten by the villagers. As such, the donkey left him alone to be pushed away in the strong current of the water.

Project

Do it yourself.

Lesson-4 (Funny Juan)

Objectives

- To enable the students to understand that being lazy and stupid makes a man look foolish and unworthy of carrying out responsibilities.
- 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 recapitulate 'changing sentences' and use the acquired knowledge in the context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing letter to a friend.
- Writing characteristic traits.
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Changing of Sentences
- Writing Antonyms
- Identifying and naming aquatic animals.
- Learning to react to a situation
- Drawing two things from the story.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a boy named Juan who was not only lazy but stupid as well. His parents were always unhappy for his stupidity and laziness. Laziness is a curse and hence the need to remain active.

- Ask students if they are asked by their mothers to go to the market and bring things for home. If yes, what all do they bring? They will reply things like vegetables, fruits, maggi etc.
- Also, ask them if they go alone or with someone. If they go alone, what all precautions have been told to them by their mothers to follow while buying things or while walking on the road. These include-
 - * Do not talk to strangers.

- * Do not buy unnecessary things.
 - * Walk on the footpath.
 - * Cross the road with the help of zebra crossing.
 - * Giving proper knowledge of prices of things.
- Once, the students have gained interest in the theme of the chapter, introduce the character of Juan to them so that they feel interconnected to the story. After giving brief description of the market, tell them to read the story by turn. Guide them to read the dialogues with proper intonation.
 - Assign one student as mother, one as Juan and one student to read the rest of the story. The teacher can also assist in further narration. This will make learning more fun.
 - Explain new words and their pronunciation while reading for better understanding of students.
 - Ask simple comprehensive questions to check students' understanding of the text.
 - Tell students the importance of getting familiar with new items in the market. Also, ask them to never go to the market alone, instead with any elder or their parents.
 - 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.
 - Carry out the 'Listening' activity as directed and check the work in the 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 how to change sentences.
 - 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

- Who was Juan?
- Why was mother fed up with Juan?
- Where was big tamarind tree?
- What did Juan's mother say to Juan while he was sleeping under the tree?
- What did Juan's mother asked him to bring from the market?
- What did Juan do with the crabs?
- Who did the woman pack the crabs?
- What did Juan say to the salt seller?
- What did Juan do with the crabs on his way back to home?
- Where did Juan keep the salt safely according to him?
- What did Juan's mother say when Juan reached home?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write a short paragraph on 'A Visit to the Market' in your notebook.
- Do '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. Try to emphasise on correct usage of punctuation and proper pronunciation of words. Assess them on the basis of random questions from the text and suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) lazily 2. a) eyes 3. c) crabs 4. c) five
5. a) wondering
- B.** 1. False 2. True 3. True 4. False
5. True
- C.** 1. Juan liked to spend his time sleeping or lying lazily under the sun.
2. Juan went to the market to buy crabs and salt.
3. Juan picked up a long twig and poked at the crabs to see whether the crabs were alive.
4. Juan heard his friends calling him to play. So he stopped on the way.
5. Juan kept the bag of salt in the river where the water was very shallow.
6. Juan returned empty handed because the crabs were gone and the salt had melted.
- D.** 1. fed-up 2. poked 3. salt 4. safe
5. tamarind
- E.** **Said by** **Said to**
1. Mother Juan
2. Friends Juan
3. Mother Juan

Writing

A. 37, East Kailash

New Delhi-110083

16th November, 20XX

Dear Mahesh,

I am going to narrate to you the story of a boy, Juan, who was not only lazy but foolish as well. He enjoyed being lazily lie under a tamarind tree. One day his mother woke him up and sent him to the market to buy some salt and five crabs.

He got five best crabs from a lady and salt from a men. Before getting the salt he had foolishly asked if the salt was salty. On the way back home, he was asked by his friends to come and play with them. He untied crabs and asked them to walk home. Wasn't it foolish on his part? He put the salt in the shallow water of the river and said to himself. "No one will walk away with it." He had no sense to realise that salt dissolves in water. How do you like the story of Juan?

Yours Lovingly

Raghav

- B.** Juan - Foolish, Obedient, Stupid
Juan's Mother - Caring, Short-tempered, Humble

Listening

1. Alexander was a great warrior and a noble King of Macedonia (Greece).
2. King Porus was a brave king of Punjab.
3. Alexander asked King Porus how he wished to be treated.
4. King Porus replied that he wished to be treated like a king.
5. King Porus' quality of fearlessness had impressed Alexander.

Speaking

- Mother : What's the matter? Why are you so late?
Juan : I was playing with my friends.
Mother : But where are the crabs? Did you not buy them?
Juan : Yes, I had bought five big crabs.
Mother : Where are the crabs then?
Juan : Didn't they reach home? I had then showed them the way.
Mother : What! How foolish you are! And where is the salt?
Juan : Somebody has stolen it.
Mother : Stolen! Where did you keep it?
Juan : I kept it in a safe place, in the shallow water of the river.

Grammar

1. Are the farmers ploughing their fields?
2. She does not know swimming.
3. Were the students in the class?
4. Does her uncle live in Mumbai?
5. He takes tea every morning.
6. Is the condition of the patient serious?
7. You talked to the stranger.
8. Are all the shops closed?
9. Was Juan's mother angry with him?
10. The teacher did not punish the naughty student.

Word Wise

1. lazy
2. buy
3. old
4. shallow
5. alive

Activity Time

Do it yourself.

Life Skills

Do it yourself.

Project

Do it yourself.

Try Again! (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 the students capability of imagining situations.
- # 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 enhance reading and listening skills by engaging students in discussions.

Overview

- Reading and reciting of poem.
- New Vocabulary
- Answering questions related to the poem.
- Emphasising on recitation skills.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about trying again and again until you achieve success is your life.

- Discuss the importance of never giving up on hard times or failures in life.
- Explain the students that it is very necessary to confront the situation and find solution to it, instead of being afraid or terrified by it.
- Ask them if they have fear of something. If yes, try to help them out by making them understand that we all are humans, we all make mistakes, but it is a good human who learns from his mistakes and walk ahead in life.
- Explain them that patience is the key to success to conquer anything in a righteous manner.
- Read the poem aloud to your students.
- Try to emphasise on rhyming words like heed-succeed, persevere-fear, fail-prevail, disgrace-race, hard-reward, do-you.
- Explain the moral of the poem to the students and ask them to implement it in their lives.

Additional Questions

- What is the lesson that we should heed?
- How can we conquer without fear?
- What should we do if we do not win the race?
- Which rule should we keep in view?
- Who is the poet of the poem?
- What is the name of the poem?

Lesson-5

(The Little Girl Who Saved the Kingdom)

Objectives

- # To enable the students to understand the importance of using wit timely with presence of mind which helps a desperate person to achieve the impossible.
- 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 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 similes and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing Paragraph
- Listening to the passage and answering questions related to it.
- Practising Conversation
- Revision of similes.
- Writing one word for expressions.
- Discussion on 'Intelligence in Power'.
- Finding out brain teasers.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a little girl Heena, who proved her intelligence by saving a kingdom. Everybody was surprised and shocked on her witty idea to flee away enemies from the outskirts of the kingdom.

- Ask the students about incidents from their lives where wit of a small child did wonder. Tell them to share the incidents in the class.

- Explain them how presence of mind can make you achieve things which according to others would be impossible to do.
- Now, introduce the character of Heena to the students so that they feel connected to the story. Ask the students to read the chapter turn by turn. Guide them to read the dialogue 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 spellings of difficult words on the board to avoid spelling errors.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them similes.
- 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 class.

Additional Questions

- How were the people of Sultanganj?
- How was the king of neighbouring kingdom?
- What was the plan of the king of the neighbouring kingdom?
- Why did the king of Sultanganj summoned everyone?
- Who was Heena?
- What did Heena asked the king?
- What was the idea of Heena?
- Was Heena's idea successful? How?
- How did Heena explain her idea to the king in the end?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write the character sketch of Heena in your notebook.
- Do '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) kingdom 2. a) subjects 3. b) greedy 4. c) six
5. b) reluctantly
- B.** 1. True 2. True 3. False 4. False
5. False
- C.** 1. The king of the neighbouring kingdom was jealous of the happiness and prosperity of his neighbour.
2. The king of Sultanganj built high walls all around the capital to safeguard it from the enemy.
3. When the enemy could not enter the capital they surrounded it for a long time.
4. The king of Sultanganj summoned all the people because the stock of food grains was almost exhausted.
5. Heena was an intelligent girl. She thought that she could do something to get rid of the problem. So she requested her father to take her to the king.
6. The enemy went away thinking that there was enough stock of food grains inside the capital and the king would never surrender.
7. Heena told that the enemy had thought that there must have been enough stock of food inside the capital even to feed the animals. They also thought that as long as there was enough food, it would not be possible to conquer the city. So, they lifted the seizure and went away.
- D.** 1. grew 2. captured 3. surrender 4. confidence
5. belongings
- E.**
- | Said by | Said to |
|---------|-------------|
| King | Little Girl |
| Girl | Men |
| King | Girl |

Writing

Heena asked the king to provide her with goat, some rice and gram. When everything was bought she made the goat feed rice and gram and asked the men to leave it in the field. The goat was left in the field. The enemy soldiers approached and took away goat to their camp. The next day people noticed that there was no sign of the enemy soldiers. The people were greatly astonished at sudden departure of the enemy. When asked by the King, the girl answered that the enemies would have tore the stomach of the goat and found rice and gram inside. Their enemies thought that they must have enough stock of food even to feed their animals so it was not possible for them to conquer the city. So they lifted the seizure and went away.

Listening

1. Greece and Troy were the two neighbouring countries.
2. The Greeks could not conquer Troy because they were having high walls on all sides of the kingdom.
3. The Greeks set up their camps in front of the main gates and waited for them to open.
4. They waited for ten long years for the gate to open.
5. At last, they built a large wooden horse which was hollow inside. They put some of their best soldiers inside the belly of the horse and left the place with all their belongings leaving the horse behind.

Speaking

King : I am really happy that the enemies have lifted the seizure. All the credit goes to you.

Heena : Thank you, your Majesty.

King : How did you do the trick?

Heena : It's very simple. I just fooled the enemies.

King : But how did you do that?

Heena : I fed the goat and sent it out.

King : But what has the goat to do with it?

Heena : When the enemies saw the goat they thought that we had enough food even to feed our animals.

King : Now I understand it. You are really a clever girl.

Grammar

- | | | | |
|-----------|----------|------------|-----------|
| 1. fox | 2. bat | 3. peacock | 4. fox |
| 5. hare | 6. lamb | 7. snail | 8. parrot |
| 9. monkey | 10. bull | | |

Word Wise

- | | | | |
|------------|----------|------------|-------------|
| 1. Capture | 2. Enemy | 3. Capital | 4. Summoned |
| 5. Stomach | | | |

Activity Time

Do it yourself.

Life Skills

Do it yourself.

Project

Do it yourself.

Lesson-6

(The Balloon Man)

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 to imagine the character of balloon as described in the poem.
- 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 adjectives.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Paragraph Writing
- Practising speaking tongue twister after listening carefully.
- Discussion with friends.
- Revision of adjectives.
- Writing Rhyming Words
- Making Sentences
- Colouring the picture.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about a balloon man who comes on market days. He brings balloons of different colours and sizes. He stands on the market square and sells balloons. Children throng around him to buy balloons.

- Ask the students if they have seen a balloon man near or in their locality. Ask them, what do they buy from him. What kind of balloons do you see in his hands? Discuss further details and ask them to share them in the class.

- Now, read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of different kinds of balloons present in the market today.
- 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 days-stays, bunch-lunch, green-between, day-away, string anything, go-below, high-sky.
- Explain the moral of the poem to the students.
- 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 spellings of difficult words on the board to avoid spelling errors.
- Explain the importance of selling balloons for a balloon man to earn his living.
- 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 adjectives.
- Have a discussion about 'Word Wise' and 'Activity time' and ask the students to complete and discuss it later in the class.

Additional Questions

- When does the balloon man come?
- Where does the balloon man stay?
- What colours of the balloon does he have?
- How are the balloons tied up?
- What will the balloon man do one day?
- Who is the poet of the poem?

Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Read the poem aloud and learn it for recitation.
- Draw a picture of balloons in your notebook.

Evaluation and Assessment

Evaluate and assess the 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) lovely 2. a) shining 3. a) blue
- B.** 1. False 2. True 3. False
- C.** 1. The balloon man comes on market days.
2. He holds balloons of all sizes and colours in his hand.
3. When there is a strong wind the balloons tug and tug like anything.

Writing

Yes, I do see a balloon seller each evening. As he arrived, he is surrounded by young children. Small babies approach with their parents. He himself appears like an exhibit flying balloons. They are red, purple, blue or green. They are small, big, long, short, round and even snake-shaped.

Listening

Do it yourself.

Speaking

Do it yourself.

Grammar

1. some 2. my 3. ten 4. naughty
5. Whose

Word Wise

- A.** 1. Much - Bunch, Lunch
2. Ray - Day, Away
3. Screen - Green, Between
- B.** 1. Lovely - The rainbow looks lovely in the sky.
2. Purple - She has a purple skirt.
3. Wind - The wind is strong today.
4. Tied - He has tied the branches with a rope.

Activity Time

Do it yourself.

The Pied Piper of Hamelin

(A Picture Story)

Objectives

- To develop habit of reading with better understanding of text.
- To develop interest of students for reading the 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 enhance reading and listening skills by engaging students in discussions.
- To practise dialogue reading efficiently.

Overview

- Reading of text.
- New Vocabulary
- Answering questions related to the text.
- Practising pronunciation of new words
- Practising Conversation

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about the Pied Piper of Hamelin, who promised to chase away mice from the town for the reward of 1000 gold coins. But, when he was given 100 coins by the mayor for the same, he got angry and therefore he took a revenge by chasing away children of the town to a cave and closing them inside it forever.

- Ask students if they have heard about this story before. Most of them would have, as it is very common.
- Introduce to them the character the Pied Piper and mayor of Hamelin.
- Select students and assign them different characters from the story.
- Now, read the story aloud in the class with the help of characters assigned in the class. Guide them to read the dialogue with proper intonations.
- 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 further discussion about the story and character of Pied Piper. Also, justify whether what happened in the end was right or wrong.
- Give additional questions to the students to answer and check their understanding of the text.

Additional Questions

- Where is Hamelin?
- What problem did the people of Hamelin face?
- Where did the people go with their problem?
- What did the mayor say to the people?
- What reward did the mayor promise to give to the Pied Piper?
- How did Pied Piper chase away the mice?
- What did Pied Piper do when he was given 100 gold coins by the mayor?
- What revenge did the Pied Piper take in the end?

Lesson-7 (Fire on the Hill)

Objectives

- # To enable the students to understand that being honest and witty is the best combination one can have.
- # 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 enhance reading and listening skills by engaging students in discussion.
- # To enable the students to understand and answer questions related to the text.
- # To recapitulate present indefinite tense and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing an incident.
- Listening to the paragraph carefully and answering questions related to it.
- Practising Conversation
- Revision of present indefinite tense.
- Narration of story.
- Collecting pictures of water bodies.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about wisdom conquering wealth. A boy named Seghal with his wisdom conquers the chieftain and marry his daughter as he loved her very much.

- Ask the students if they have read about true love stories before. True love is not found easily. It takes lot of hardships and difficulties to be successful if you truly love the person.
- Explain the students that being wealthy is not what matter to attain love of others, you also have to have wisdom and knowledge.
- Introduce the character of Seghal, who spent a whole night in the lake as he was committed to marry the daughter of chieftain and wanted to take her hand from his father by passing the test kept by her father.
- Now tell the students to read the story turn 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 if they understood it well.
- 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 the nature of chieftain in contrast with the nature of Seghal.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them present indefinite tense.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- How was the water of the lake?
- Who was the chieftain?
- Who was Seghal?
- Who was Ninza?
- What had the proud father declared for the marriage of his daughter?
- Why did Seghals' mother become worried?
- How did the chieftain reacted on hearing Seghal's desire?
- How did Seghal spent a night in the lake?
- Why did chieftain refused to marry his daughter with Seghal?
- What happened in the end of the story?

Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Write how Seghal's mother helped him to marry his love?
- Do '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 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) Kenyan 2. b) wisest 3. a) expressed 4. b) pot
5. a) laughed
- B.** 1. True 2. True 3. True 4. False
5. True
- C.** 1. Seghal was a poor young man. He was honest, intelligent and hardworking. Moreover, he was very polite and gentle and never boasted of his intelligence. He lived within that village with his old mother.
2. At night many wild animals from the nearby forests used to come to the lake to drink water. Therefore, the villagers never came to the lake at night. They were afraid that the wild animals might attack and kill them.
3. The chieftain thought that he was the wisest man of the village.
4. Seghal loved the chieftain's daughter and wanted to marry her. So he went to his house.
5. Seghal's mother lit a small fire on the nearby hill to keep away the wild animals.
6. The chieftain secretly sent some of his servants to keep away the wild animals.
7. The judge decided the case in favour of Seghal.
- D.** 1. fresh 2. boasted 3. yards 4. shivering
5. impatient
- E.** **Said by** **Said to**
1. Mother Seghal
2. Seghal Mother
3. Chieftain Seghal

Writing

I saw Seghal went to the lake and stood there in the cold water. The water came up to his chest. He was feeling much cold as I could see him shivering. Even chieftain's servant had climbed up the tree to keep a watch on him. Seghal's mother had lit a fire on a small hill about fifty yards away from the lake to keep away the wild animals. Seghal too saw the fire and understood his mother might have done it. All through the night, Seghal stood in the cold water of the lake fearlessly and patiently. To divert his attention from the bitter cold, he kept looking at the fire.

Listening

1. The kingdom of Kamera was situated in Africa.
2. The king was proud, haughty and cruel. So everybody was afraid of him.
3. The king was sitting in his court.
4. The people wanted to put up their grievances before the king.
5. The king proudly declared that he was the master of the whole world and all men were his servants.

Speaking

Chieftain : What's the matter? Why have you come to my house?

Seghal : I have fulfilled your condition. Now, please honour your promise.

Chieftain : Promise! What promise? Did I make any?

Seghal : You promised to give me your daughter. Ninza, in marriage if I could stand in cold water of the lake one whole night.

Chieftain : But you have cheated me. My servants say that while in water, you kept on driving the heat from the fire on the hill.

Seghal : Then I've no option but to approach the court for justice.

Chieftain : You are free to go anywhere, you like. I'm not afraid of your threat.

Seghal : Wait and see please, what I can do?

Grammar

2. The little boy doesn't fly a kite.

Does the little boy fly a kite?

3. The gardener doesn't water the plants everyday.

Does the gardener water the plants everyday?

4. The sun doesn't rise in the east.

Does the sun rise in the east?

5. We doesn't go to school on foot.

Do we go to school on foot?

6. The postman does not deliver our letters.

Does the postman deliver our letters?

7. The children don't play cricket in the park.

Do the children play cricket in the park?

8. The farmers do not plough their fields.

Do the farmers plough their plough?

9. Many vehicles do not run on this road.

Do many vehicles run on this road?

10. The dog does not bark at the strangers.

Does the dog bark at the strangers?

Word Wise

1. Boast

2. Abnormal

3. Chieftan

4. Yard

5. Judge

Activity Time

Do it yourself.

Project

Do it yourself.

Lesson-8 (Gratitude)

Objectives

- To enable the students to understand the importance of kindness is a divine virtue that brings happiness to the given as well as to the person who receives it.
- 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 subject and predicate and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Paragraph Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of subject and predicate.
- Word Composition
- Adding prefix and suffix.
- Sharing Incident
- Visit to a library.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about affection, love, kindness etc. the human qualities. These qualities make one great. Steela once showed her kindness to a tired and hungry boy. In later years, she got back a manifold return.

- Ask the students if they know meaning of kindness and gratitude. Explain them the importance of being affectionate, kind, generous etc. It brings joy in our lives.
- Explain the students about 'Karma Cycle' what you do, you receive the same back. If you do good, you get good in return. If you do bad, you get bad in return.
- Introduce the character of Stella was a kind young girl who helped others as told by her mother. She

was rewarded for this when she was critically ill and admitted in a big hospital, a doctor paid her fees because she had helped him in his youth once.

- Now ask the students to read the story turn by turn. Guide them to read the dialogue 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 their meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Describe briefly about 'Act of kindness'.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them subject and predicate.
- 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 should we do good deeds?
- Who was Stella?
- Why did everybody love Stella?
- What did Stella do with the boy?
- How did Stella help the boy?
- What happened when specialist was going through Stella's report?
- What was written in the bill of Stella?
- Why did tears of joy flood Stella's eyes?
- Who was the doctor?

Home Assignment

- Make sentences from new words given in the 'Vocabulary aids'.
- Write short note on Dr. Howard Atwood Kelly in your notebook.
- Do '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) America 2. a) magazine 3. b) incident 4. a) struggle
5. c) top
- B.** 1. True 2. True 3. False 4. True
5. True
- C.** 1. Stella was kind and sympathetic to one and all. Everybody loved and admired her because of her sweet nature.
2. A little boy knocked at the door one day. He looked tired, hungry and thirsty.
3. Stella gave him a glass of milk instead of water because she felt that he was hungry.
4. The local doctors referred Stella to a big hospital because they could not diagnose the cause of illness.
5. While going through her medical report, the name of the town, Stella came from, caught the specialist's attention.
6. The specialist was the little boy whom Stella had once given a glass of milk instead of water. He took special interest to cure Stella because of his gratitude for her.
7. When Stella opened the bill, she found the sentence 'Paid in full with one glass of milk' written on it.
- D.** 1. surprised 2. hesitation 3. critically 4. attention
5. doctors
- E.** **Said by** **Said to**
1. Boy Stella
2. Stella Boy
3. Boy Stella

Writing

Yes, it is a fact that a good deed never goes unrewarded. Stella, a young girl, gave Howard, then a young boy, not only a glass of water but milk. She knew he was hungry. When asked how much he had to pay, the answer was, "nothing, my mother has taught never to accept anything in return for a kind deed".

After many years of this, Stella got herself treated in a hospital, when she recovered, she was afraid that the bill of the hospital was going to be a huge amount. But she was surprised to see the following words written on top of the bill: "Paid in full with one glass of milk."

Listening

1. The fairies were playing in a garden.
2. One of the fairies hurt her wing while playing.
3. The fairy tried to find out a shelter because she could not fly back to the fairyland with her friends and had to stay on the earth.
4. The fairy changed herself into a little girl with a shabby dress.
5. A rich but obstinate, proud and suspicious lady came out when the fairy knocked at the door.

Speaking

- Stella : Who are you and what do you want?
Boy : I'm Howard. I am thirsty. Will you please give me a glass of water?
Stella : Just wait, let me bring something for you.
Boy : (Surprised) What's this? I had asked only for water.
Stella : But you seem to be hungry. So I have brought it for you.
Boy : Thank you. But how much have I to pay for this glass of milk?
Stella : Nothing, my mother taught me that we should not accept anything in return for kindness.
Boy : Thank you again. I shall always remember your kindness.

Grammar

Subject	Predicate
1. My little sister	is very naughty.
2. Some girls	are plucking flowers.
3. The cat	is chasing the rat.
4. India	is our motherland.
5. The children	are teasing the poor animals.
6. The sun	rises in the east.
7. The angry teacher	punished the naughty student.
8. A beautiful bird	was singing sweetly.
9. My grandfather	was reading the newspaper.
10. We	have finished our homework.

Word Wise

1. cast 2. drawing 3. closely 4. case
5. huge

Activity Time

1. Friendship, Friendly
2. Politeness, Impolite
3. Agreement, Disagree

Life Skills

Do it yourself.

Project

Do it yourself.

Lesson-9

(Fire Judgement)

Objectives

- # To enable the students to understand that one must never fail to pronounce moral judgement.
- To develop habit of reading with better understanding of text.
- To develop interest of the 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 removal of adverb 'too'.

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 the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of removal of adverb 'too'.
- Writing one word for expressions.
- Completing the grid with abstract nouns.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about fair judgement based on the humanitarian ground. The magistrate was just in observing consequences and nature of witness present for solving the case.

- Ask students if they have ever been in a situation where they need judgement of their elders. If yes, share the incidents in the class.
- Explain the students that it is very important to be fair and just while taking decision because you cannot be unfair with an innocent person.
- Also, talk about the importance of evidences and facts stated by the people to prove themselves right in the court. Accordingly, the judgement is taken and the case proceeds further.

- Once, the students have been introduced to the theme of the story, ask them to read the story turn by turn. Guide them to read the dialogue 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 the innocence of peasant and cunning hen owner.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them removal of adverb too.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- Where did peasant live?
- How did the peasant work?
- What happened when peasant stumbled upon a stone?
- Why did the owner of poultry shop demand for hundred coins?
- What kind of man was the magistrate?
- What was the poultry shop owner arguing?
- Why was there a gasp from the crowd?
- Why did the magistrate say 'the law is away fair'?
- What did the magistrate ask the poultry shop owner to give the peasant?
- How was the judgement fair?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write about contrasting characteristic traits of the peasant and poultry shop owner.
- Do '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) China 2. c) sack 3. a) magistrate 4. b) gasp
5. a) one hundred
- B.** 1. False 2. False 3. True 4. True
5. False
- C.** 1. The peasant earned his livelihood by working in other's field. When he had no work in the field, he worked as a labourer in the local market.
2. One day, while carrying a heavy sack on his head, the peasant stumbled and the sack fell down from his head killing the hen.
3. The owner demanded a hundred coins in lieu of his hen.
4. Nobody could understand what the peasant was saying because fear had made his speech incoherent.
5. The owner of the chicken was overjoyed because he thought that the magistrate had decided the case in his favour.
6. The magistrate asked the owner to give a whole sack of grain to the peasant.
7. In the end, the owner said that he would not take any money from the peasant.
- D.** 1. peasant 2. speech 3. shrewd 4. gasp
5. fair
- E.** **Said by** **Said to**
1. Magistrate Peasant
2. Magistrate Owner of chicken
3. Poultry farm owner Magistrate

Writing

Once I had an interesting case to decide. The owner of a poultry shop accused a peasant of crushing his hen under the sack of grains. So, he dragged the poor peasant to the court. He wanted a hundred coins to be paid in compensation, though it was worth only a few coins. He pleaded that the chicken would have grown into a plump bird in another two years and would have fetched him the amount, he was asking for.

I turned to the peasant and said that the poultry owner had the right to be paid what he was asking for. The owner was delighted to hear this. Then I asked him how much grain could have hen eaten in a year. He replied half sack. So I replied in two years it could have eaten whole sack. "Please give this man the sack of grains, you have saved for hen", I said. The chicken owner knew that the sack of grains would cost him more than hundred coins. So he folded his hands and pleaded that he needed no compensation.

Listening

1. King Solomon was the king of Israel.
2. He was famous for his justice.
3. Two women came to his court one day.
4. They were quarrelling over a child.
5. Everybody was surprised at the strange order of Solomon.

Speaking

- Magistrate : What exactly had happened?
- Peasant : I was carrying a heavy sack when it fell down on the hen.
- Magistrate : But how did it fall down?
- Peasant : I stumbled upon a big stone and lost my balance.
- Magistrate : Oh! So you have killed the hen?
- Peasant : I agree. But I did not do it intentionally.
- Magistrate : In that case, you have to pay its price to its owner.
- Peasant : I am a poor man. I am unable to pay what he is demanding.
- Magistrate : Why didn't you pay, whatever you had, to the owner?
- Peasant : I did, but he was not ready to accept it.

Grammar

1. Nitin is so young that he cannot do the work.
2. She is so lazy that she cannot get up early.
3. The woman is so fat that she cannot walk fast.
4. The Principal is so busy that he cannot melt the students.
5. The lion is so old that it cannot hunt.

Word Wise

1. Peasant
2. Sack
3. Magistrate
4. Incident
5. Verdict

Activity Time

Do it yourself.

Project

Do it yourself.

Lesson-10

(Snow White and the Seven Dwarfs)

Objectives

- To enable the students to understand that vanity leads to destruction.
- To develop habit of reading and 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 proper degree of comparison of adjectives.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Match the following.
- Imaginary Writing
- Listening to the paragraph and answering questions related to it.
- Practising Conversation
- Revision of proper degree of comparison.
- Writing Synonyms
- Enacting Play
- Writing Antonyms

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

This is a very popular story 'Snow White and the Seven Dwarfs'. It is one of the finest children stories in English literature. Snow White was a beautiful little girl. She was innocent in comparison. Her step mother was cruel and selfish. She was a witch who wanted to remain the most beautiful woman in the world forever.

- Ask the students if they have read about the story or the story itself before, as it is a very common story. Every children magazine has it.
- Talk about the disney version of Snow White and her appearance as depicted in the movie. The students will be able to understand the story in a better way with the help of illustration.

- Once, the students have gained interest tell them to read the story turn by turn. Guide them to read the dialogue 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Describe briefly about the character of witch.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them degree of comparison of adjectives.
- 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

- Who was a witch?
- What did the magic mirror do?
- Who was Snow White?
- Why did mirror answer differently one day?
- Why did Queen flew into terrible rage?
- What did the Queen order the huntsman?
- Why was Snow White frightened?
- Why did the Queen scream in rage?
- How did the Queen die?
- What happened when young Prince came?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write a short note on 'helpful and loving dwarfs'.
- Do '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 remedial measures.

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) mirror 2. c) huntsman 3. b) forest 4. c) tricked
5. c) seven
- B.** 1. True 2. True 3. True 4. True
5. False
- C.** 1. The wicked Queen possessed a magic mirror.
2. The Queen was jealous of Snow White because she thought that some day the mirror would say she was fairer than the Queen.
3. The Queen ordered the huntsman to take Snow White and kill her in the forest.
4. The huntsman showed the Queen the heart of an animal, he had killed, to prove that he had killed Snow White.
5. In the end, the wicked Queen fell down in a deep dark hole in the ground.
6. Snow White had eaten the poisoned apple given by the wicked Queen. So she became unconscious.
7. When the Prince kissed Snow White, she regained her conscience and sat up.
- D.** 1. step-daughter 2. calmed 3. horse 4. woman
5. wicked
- E.** 1. d) 2. c) 3. e) 4. b)
5. a)

Writing

After having been left alone in the forest, she reached a little cottage in a clearing. There lived seven dwarfs in it. They were quite kind and courteous to her. They gave her shelter and food. In return, she took care of cleaning the cottage and preparing meals for them.

Listening

1. Little Peachling had heard that the Orges' Island was full of treasures.
2. He went to the Orges' Island to fight with the giants and get the treasures.
3. A pleasant, a monkey and a dog accompanied him in his mission.
4. He had taken the King of the Ogres a prisoner, so, all the Ogres surrendered before him.
5. The treasure of the Ogres contained caps and coats that made their wearers invisible, precious stones and jewels, gold and silver.

Speaking

Huntsman : Why have you called me, Your Majesty?

Queen : You have to carry out an urgent task.

Huntsman : I am always at your service, Your Majesty.

Queen : Take Snow White deep in the forest and kill her.
 Huntsman : Kill Snow White! But why?
 Queen : Don't ask any question, and return only after you have killed her. And don't forget to bring her heart to me after doing the job.
 Huntsman : I have completed the assigned job, Your Majesty.
 Queen : Well done! Where is the heart?
 Huntsman : It is on the table wrapped in a piece of cloth.

Grammar

- | | | | |
|-------------|--------------|-------------|-------------------|
| 1. best | 2. largest | 3. cleverer | 4. good |
| 5. bigger | 6. strongest | 7. weak | 8. more difficult |
| 9. heaviest | 10. taller | | |

Word Wise

- | | | |
|-------------|---|--------|
| 1. pleased | - | happy |
| 2. assist | - | help |
| 3. enormous | - | huge |
| 4. peak | - | top |
| 5. porter | - | bearer |

Activity Time

Do it yourself.

Life Skills

Do it yourself.

Project

Do it yourself.

Lesson-11 (The Selfless Tree)

Objectives

- # To enable the students to understand the importance of trees in our lives.
- # 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 common nouns and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Paragraph Writing
- Listening to the passage and answering questions related to it.
- Practising Conversation
- Revision of common nouns.
- Word Composition
- Planting Saplings
- Thanking Others
- Making chart on usefulness of trees.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about the trees, which are the best and most beautiful gift from nature, our green friends. They provide us everything without expecting anything from us in return.

- Ask the students to tell how trees are useful to us. Make a flowchart on the board with their answers.

Trees

- gives us wood, timber etc.
- gives us shelter.
- gives us food.
- gives us medicines.
- gives us perfumes.
- gives us spices.
- cleans our environment.
- gives us oxygen etc.
- Once the students have discussed all these points explain them why we should conserve trees and protect them.
- Now, ask the students to read the chapter turn 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Describe briefly about the by products of the trees.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them common 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

- Where did the poor boy live?
- What did the poor boy do with the tree?
- What did the boy do when he was feeling hungry?
- After eating apples, what did the boy do?
- What happened when boy grew older?
- What did the tree tell to sell and earn money?
- What did the boy do before getting married?
- How tree helped the boy in making boat?
- What did tree offer in the end to the old man?

Home Assignment

- Make sentences of new words given in the 'Vocabulary aids'.
- Write about the sacrifices of tree made for the boy in the story.
- Do '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) company | 2. a) enjoyed | 3. c) under | 4. a) town |
| | 5. c) selfless | | | |
| B. | 1. True | 2. False | 3. True | 4. True |
| | 5. False | | | |

- C.
1. Both the boy and the tree loved each other very much. Everyday he would come and climb the tree and swing from its branches. The tree also loved the boy's childlike naughtiness.
 2. When the boy was hungry, the tree helped him by giving some ripe apples to eat.
 3. When the boy was in need of money for business, the tree asked him to take its apples and leaves and sell them in the market.
 4. When the boy was getting married, the tree helped him by giving its branches to build a house for himself and for his wife and children.
 5. The boy needed a boat for going across the river for business. The tree helped him by giving its trunk for making the boat.
 6. The boy, now an old man, refused to sit on the tree's stump because he was old and weak and feeling cold.
 7. The story teaches us about the greatness of trees always ready to sacrifice everything and expecting nothing in return.

- D.
1. childlike
 2. nothing
 3. job
 4. joy
 5. sacrificed

E.	Said by	Said to
1.	Tree	Man
2.	Man	Tree
3.	Man	Tree

Writing

Trees give us greenery and save us from pollution. We get oxygen and air from trees. They give us shade and fruits. They provide shelter for birds and animals. They are useful in getting furniture and timber for buildings. Many of them even have medicinal value.

Listening

1. Trees are our green friends.
2. They provide us with a charming surrounding and thus help us to remain calm and cool.
3. We cut and destroy trees for our daily needs.
4. We should remember that we cannot survive without trees.
5. We must stop cutting trees to save them from destruction. We should plant and grow more and more trees.

Speaking

- Archana : What is the best gift of nature?
- Tina : Trees are the best gift of nature.
- Archana : Why do you say so?
- Tina : Because they help us in many ways.
- Archana : Can you name some benefits from trees?
- Tina : Why not? We get shade and oxygen.

- Archana : Is it all?
 Tina : Not at all! They also give us fruits.
 Archana : Do we get all our fruits from trees?
 Tina : Yes, we get most of them from trees.
 Archana : Are they necessary for our health?
 Tina : Yes, they are necessary for our health as they are full of vitamins, advantageous sugar and many medicinal benefits.

Grammar

- | | | | |
|----------------|-----------|---------|------------|
| 1. Flower | 2. Season | 3. Days | 4. Quality |
| 5. Wild Animal | | | |

Word Wise

- | | | | |
|--------------|------------|----------|----------|
| 1. childlike | 2. plucked | 3. older | 4. waved |
|--------------|------------|----------|----------|

Activity Time

Do it yourself.

Life Skills

Do it yourself.

Project

Do it yourself.

Lesson-12 (Three Advice)

Objectives

- To enable the students to understand that one is likely to be duped because of taking everyone seriously out of greed.
- 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 the questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate use of prepositions and using the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing about character of Motilal.
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of prepositions.
- Writing one word for expressions.
- Learning to react to a situation.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a man named Motilal, who released the parrot thinking that he would get a fortune. But what he got instead was the greatest lesson of his life.

- Ask the students if they have seen birds being sold at shops or by people roaming around. Is it right to cage up a bird? Discuss it in the class.
- Introduce the character of Motilal, a fowler who did the same but was too greedy. A parrot befooled him by saying that it will give him three advices if Motilal set it free. This will help the students to feel connected to the story.
- Talk about parrots and their habitat. They have a tendency to copy humans and speak what is taught to them. The same happens with the parrot of Motilal, whom he thought was a divine bird.
- Ask the students to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of the text.
- Discuss generalised concept 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Describe briefly about fowler Motilal.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them prepositions.
- 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 class.

Additional Questions

- Who was Motilal?
- What did Motilal do with the parrot?
- What happened when Motilal was feeding the parrot one day?
- Why was Motilal baffled?
- What did parrot request everyday?
- Why did Motilal release the parrot?
- What advices did the parrot give to Motilal?
- What did parrot tell that it had in its stomach?
- What is the moral of the story?

Home Assignment

- Make sentences from new words given in the 'Vocabulary aids'.
- Write about clever parrot in your notebook.
- Do '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. 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) forest 2. b) feeding 3. c) cage 4. c) hopped
5. b) gaping
- B.** 1. True 2. False 3. True 4. True
5. False
- C.** 1. Motilal was a fowler. He caught birds and sold them in the village market.
2. Motilal did not sell the parrot in the market because he liked it so much.
3. Motilal was baffled to see the parrot talking. He thought that it must be a divine bird.
4. When Motilal released the bird, it hopped out of the cage and sat on his hand.
5. Motilal was a poor man and had no money. So the first advice of the parrot was useless to him.
6. The third advice of the parrot to Motilal was to listen and learn and listen with his mind instead of just with his ears. It proved its authenticity because Motilal had blindly believed in what the parrot had told him about the gems in its stomach.
7. Motilal was left gaping because the parrot had befooled him.
- D.** 1. village 2. human 3. make 4. gems
5. flew

E.	Said by	Said to
1.	Motilal	Parrot
2.	Parrot	Motilal
3.	Motilal	Parrot

Writing

A. Motilal was a fowler and spent most of time catching birds. He used to sell them in the village market. One day he caught a parrot along with other birds. He liked it so much that he kept it in a cage. Motilal was surprised when he found the parrot talking like a human being one day. It repeatedly requested him to be freed but Motilal would deny.

However, Motilal relaxed, when the parrot promised to give him three pieces of good advice. But he was, actually befooled on account of his greed.

B. Yes, Motilal was greedy. He released the parrot from the cage, as he was assured of being given three pieces of good advice. He thought that the bird's advice could help him earn money. He felt sorry for releasing the parrot, when it told that it had two gems in the stomach.

Listening

1. The name of the Lucky Bird was Huma.
2. It saw the man in dire poverty. So it felt pity on the poor man.
3. The Lucky Bird deposited a golden egg near the poor man's head. Thus, it tried to help him.
4. The poor man went to a shopkeeper with the egg and showed it to him.
5. The shopkeeper offered to pay one hundred rupees for the egg.

Speaking

Do it yourself.

Grammar

- | | | | |
|-----------------|------------|-------------|------------|
| 1. b) with | 2. c) over | 3. a) since | 4. b) upon |
| 5. a) in, c) of | 6. a) in | 7. a) by | |

Word Wise

- | | | | |
|-----------|----------|------------|------------|
| 1. Market | 2. Bleak | 3. Freedom | 4. Stomach |
| 5. Gape | | | |

Activity Time

No, keeping birds in cages is inhuman and unjust. They are born to live freely and not to be kept in cages. By doing so, we make them prisoners and take away from them their freedom and family.

Life Skills

- Take a guide along and follow instructions.
- Move away from baby animals.
- Leave the forest at the time appointed by forest guards.

Project

Do it yourself.

Lesson-13

(The Sandy Road)

Objectives

- To enable the students to learn to react to situations without losing hope.
- 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 'active and passive'.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing informal letter.
- Listening to the passage and answering questions related to it carefully.
- Practising Conversation
- Revision of 'active and passive'.
- Writing one word for expressions.
- Identifying different water bodies and naming them.
- Making list of necessary things.
- Learning to use online dictionary.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a man named Karim, who with his men were caught in the worst condition in the middle of the desert. They had no water to drink and no fire wood to cook their food. They had hope and came out of the situation by not giving up.

- Ask students if they have ever seen a desert. If not, tell them to find out more about desert and the life of people living in the desert.

- Introduce to them character of Karim, who was a big merchant and had to travel from place to place for work. It was his hope that saved him in the desert.
- Now ask the students to read the chapter turn by turn. Guide them to read with proper pronunciation and punctuation.
- 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 spellings of difficult words on the board to avoid spelling errors.
- Describe briefly how camel survive in the desert.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining active and passive voice.
- 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

- Who was Karim?
- Why is camel called ship of the desert?
- Why did Karim say to his nun before starting their journey?
- Who was pilot?
- What did they all do during day break?
- What is an oasis?
- What did pilot say one morning?
- Why did Karim asked to lighten burden of the camels?
- What had happened when pilot woke up?
- What did Karim do when he came to know that they were going wrong?
- What is the moral of the story?

Home Assignment

- Make sentences from the new words given in the 'Vocabulary aids'.
- Write few lines on the character of Karim in your notebook.
- Do '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) merchant 2. a) camel 3. b) spring 4. c) pilot
5. b) axe
- B.** 1. True 2. False 3. True 4. True
5. True
- C.** 1. Karim was a rich merchant who lived in Baghdad. He sold fine silks and carpets to distant places.
2. He decided to go to the other side of the sandy desert to sell his merchandise.
3. A caravan is a group of people travelling together across a desert on camels' back. A caravan is necessary for travelling across the desert because camels are the only animals that can travel across the desert with heavy loads.
4. During the daytime, the sun shone brightly and it was so hot that no one would walk upon the sand. So, they decided to travel at night only.
5. An oasis is a pleasant place in a desert where water can be found. They were happy to find an oasis because they were tired after a long and strenuous journey across the sand.
6. When the pilot fell asleep, the camels had turned and were at the same place from where they had started the previous day.
7. The men were in great despair because there was no water to drink and no firewood either to cook their food. Karim went out in search of water. Thus, he helped them out.
- D.** 1. sand 2. pilot 3. canvas 4. caravan
5. oasis
- E.** **Said by** **Said to**
1. Karim Men
2. Karim Men
3. Karim Men

Writing

126, B-Block

Darool Daralal

Tehran, Iran

24th November, 20XX

Dear Karim

Hope you are fine with your brothers, sisters and Ammi. You will be glad to know that we have arrived safely in Iran after an arduous but exciting journey through the long sandy desert. It was impossible to move on our camels during the days because of terrible heat, sandy winds and glare of the sun. We would, therefore stop and rest and move on at night. One of us worked as the pilot, riding ahead of us. The stars above us served as our guide.

After moving for three nights continuously, we reached near an oasis with lots of trees and a cool spring. It

was a real paradise for us. Our journey came to an end after we had travelled for another five days.

With Love

Your Father

Listening

1. The selfish merchant lived in a small kingdom.
2. I did not rain in the kingdom for three consecutive years.
3. The farmers could not plough their fields because there was no water.
4. The king was worried because people of the kingdom began to starve.
5. One of the merchants suggested to buy food grains from neighbouring states.

Speaking

- Lakshay : The Sahara is the largest desert in the world.
Akshay : Have you ever seen a desert?
Lakshay : No, but I have read about it in books.
Akshay : Is there any desert in our country?
Lakshay : Yes, there is a desert. It is called the 'Thar' desert.
Akshay : Where is this desert located?
Lakshay : It is located in Rajasthan.

Grammar

1. The plants are being watered by the gardener.
2. The little boy is being helped by the old man.
3. The patient has been examined by the doctor.
4. The question has been solved by my friend.
5. Football is played in the park by some children.
6. The plate was broken by the servant.
7. The injured man was taken to the hospital by the people.
8. The movie has been seen by us.
9. Mice are killed by cats.
10. A new table was being made by the carpenter.

Word Wise

1. Desert
2. Pilot
3. Canvas
4. Caravan
5. Oasis

Activity Time

1. Sea
2. Waterfall
3. Lake
4. Lagoon
5. Oasis
6. River

Life Skills

Do it yourself.

Project

Do it yourself.

Lesson-14

(The Town Child)

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' ability to imagine the scene of town with contrast to that of a village.
- 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.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Dairy Entry
- Listening to the poem and filling up the blanks.
- Arranging debate in class.
- Revision of modals.
- Writing rhyming words.
- Differentiating between towns and villages.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about town life which is quite different from the village life. There are certain advantages of living in a town.

- Ask students if they like life at village or life in a town. Why? What are the reasons for their statements and comments? Add up to their knowledge.
- Many students will be having their roots from the villages. Ask them if they go there to meet their grandparents. Do they enjoy there more than the towns? Have a discussion about it.
- Now, highlight the major differences of the life of villagers and town people.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of natural beauty of the villages.
- 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 sheet-feet, trams-lambs, row-go, hear-near, love-above, blue-too.
- 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 of difficult words on the board to avoid spelling errors.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher to practise debate.
- Make students do the 'Grammar' section themselves after explaining them modals.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' and ask the students to complete it and discuss it later in the class.

Additional Questions

- Where does the poet live?
- What does the poet see around himself?
- Why is there smoke everywhere?
- Where does the poet wish to go?
- What is the one thing that poet loves?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Read the poem aloud and learn it for recitation.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) traffic 2. a) smoke 3. c) love
- B.** 1. False 2. True 3. True
- C.** 1. The street where the child lives is crowded with traffic and people.
2. One can hear the noise of moving vehicles in a busy street.
3. The child wishes to have forests near his house.

Writing

Dear Diary,

Tuesday, 8:00 pm

Today I was thinking what my life would have been if I would have been living in a village instead of town. There is peace and pollution free environment in the villages. We do not have to hear the honks of the cars day and night. It is noisy everywhere in the town. We see buses, cars, trams all around us. Our life is filled with the smoky air of the towns. Big buildings, many houses but no greenery to play with friends. This is the life of town people. I wish I would have got a chance to be there among the meadows and lambs in the village.

Listening

There's no one to play with
At all.
And I should be lonely
For hours,
Were it not for the birds
And the flowers.

Speaking

Do it yourself.

Grammar

2. Can Ability
3. Can Offer
4. May Possibility
5. Might Possibility

Word Wise

1. Meet - Street, Feet
2. Dear - Hear, Near
3. Low - Row, Go

Activity Time

Town

1. Heavy traffic
2. Train
3. Tall building
4. Petrol pump
5. Park

Village

1. Meadow
2. Green field
3. Mud house
4. Bullock cart
5. Chaupal
6. Pond
7. Herd of cattle

Life Skills

Things

- | Things | Villages | Towns |
|---------------------|----------|-------|
| Building | X | ✓ |
| Metro | X | ✓ |
| Railway stations | X | ✓ |
| Airports | X | ✓ |
| Microwave | X | ✓ |
| Malls | X | ✓ |
| Offices | X | ✓ |
| Departmental stores | X | ✓ |
| Gaming hub | X | ✓ |
| Warehouse | X | ✓ |
| Sports complex | X | ✓ |

Villages

Towns

Louis Pasteur

(Story to Read)

Objectives

- # 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 engaging students in discussions.
- To practise dialogue reading efficiently.

Overview

- Reading of text.
- New Vocabulary
- Answering questions related to the text.
- Practising comprehensive questions.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about Louis Pasteur who is considered to be the greatest scientist of France. He was very determined and wanted to find out the reason and cure of germs present around us. He made vaccines for many diseases, majorly of rabies. He also brought in the method of pasteurisation to save milk from getting spoilt early.

- Ask the students if they know what pasteurisation is. Pasteurising is a scientific method of boiling fresh milk and then cooling it in such a way that all the bacteria present in it should be killed.
- Discuss about Louis Pasteur and his achievements in the world of science.
- Now read the story aloud. Students too can read it turn by turn. Guide them to read with proper pronunciation and 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 further discussion about 'Works of Louis Pasteur' in the class. Also, discuss how patience and determination brings positive results in one's life.
- Give additional questions to the students to answer and check their understanding of the text.

Additional Questions

- What do you mean by pasteurising?
- Who was Louis Pasteur?
- What did Louis' professor said to him?
- What are germs? Where are they present?
- How can we get rid of germs?
- Name few diseases for which Pasteur found out vaccines.
- How did Pasteur save the boy?
- Why is world thankful to Louis Pasteur?
- What is the moral of the story?

Annual Examination Sample Paper-1

Reading Section

Read the following passage and answer the following questions.

A little boy was playing near a farm when he saw a signboard, 'Puppies for Sale'. He checked his pockets and found enough money to buy a small puppy. He requested the farmer to show him the puppies. The farmer let out a shrill whistle and out of the doghouse came running four little balls of fur! The boy's eyes lit up with delight. He then noticed another puppy, very small in size, running towards him in an awkward manner, trying his best to catch up with the others. The little boy made up his mind to buy that puppy. The farmer tried to dissuade him "that puppy limps. He will never be able to run and play with you like the other puppies," he said. "Choose another one." The boy quietly rolled up one leg of his trousers to reveal a wooden leg. He then looked up at the farmer and said, "I don't run too well myself, and the puppy will need someone who understands.

A. Read the passage and choose the correct option.

1. The little boy was playing near a _____.
a) house b) garden c) farm
2. The boy had enough money to buy a small _____.
a) chocolate b) puppy c) kitten
3. The farmer tried to _____ the little boy.
a) persuade b) motivate c) dissuade
4. One leg of the boy was a _____ leg.
a) metal b) wooden c) plastic

B. Write the answer of the following questions.

1. What happened when the farmer whistled?
2. Why did the farmer ask the boy to choose another puppy?
3. Why did the boy take the puppy that limped?
4. How did the boy know that the farmer was selling puppies?

Writing Section

A. Form meaningful sentences by the words given below.

1. Beast
2. Chores
3. Sleek
4. Burrow

B. Describe a religious festival celebrated in your region. Also, write what you did during the festival.

Grammar Section

A. Fill in the blanks with suitable prepositions.

1. The horse is _____ the stable.
2. He got angry _____ me.
3. Do not go _____ the river.

4. He jumped _____ the gate.
5. He sat _____ a chair.

B. Fill in the blanks with appropriate conjunctions.

1. Be just _____ fear not.
2. I ran fast, _____ I missed the train.
3. Make haste, _____ you will be late.
4. _____ you try, you will not succeed.
5. I am sure _____ he said so.

Text Section

A. Answer the following questions.

1. What does the wind do with the kites and the birds?
2. How do festivals bring change in our life?
3. What preparations are made for the festival of Onam?
4. Where did the Jackal and the donkey live?
5. How did the donkey take its revenge?

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

1. The wind blows all the time.
2. Chingam, is the first month of Malayalam Calender.
3. Indra is the King of the Devas.
4. The Jackal lived in a burrow on the bank of a big river.
5. The Jackal did not get any crab on the other side of the river.

Annual Examination Sample Paper-2

Reading Section

Read the following passage and answer the following questions.

I was tired and went to sleep. Chunky, my dog, pulled my shirt and woke me up. I smelt smoke! A fire! I tried to open the door of my room but it was too hot to touch. The fire must be outside. I soaked some towels in water and put them along the bottom of the door.

Then I tried the telephone but the line was dead. I started coughing as some smoke was now getting past the towels and filling the room. Then I heard the fire alarm go off. I now lay on the floor waiting for help to arrive. Time seemed to stand still. Soon the sound of the fire engines reached my ears. I rushed to the window and started shouting and waving. Chunky barked loudly. Moments later the firemen broke open the door and saved us. I hugged Chunky, who had woken me up in time and saved my life.

A. Read the passage and choose the correct option.

1. The door was too _____ to touch.
a) cold b) hot c) small
2. The telephone line was _____ .
a) working b) on fire c) dead
3. _____ seemed to stand still.
a) Time b) The boy c) Chunky
4. Chunky woke the boy and saved his _____ .
a) sleep b) time c) life

B. Write the answer of the following questions.

1. Why did Chunky wake his master up?
2. What did the boy do when he realised that there was a fire outside?
3. How did the boy and Chunky attract the attention of the firemen?
4. Who is the real hero of this story?

Writing Section

A. Form meaningful sentences by the words given below.

1. Shallow 2. Safeguard 3. Prosperous 4. Throng

B. Write a brief letter to your friend narrating the foolishness of Juan.

Grammar Section

A. Convert the following sentences from the active voice to the passive voice.

1. The cat killed the mouse.
2. The mat cut down the tree.
3. His teacher praised him.
4. They have videographed the programme.
5. Rama was making a kite.

B. Choose the right word.

1. My aunt/uncle is a widow.
2. She is my elder brother/sister.
3. My granny is an old man/woman.
4. This gentleman/lady is my husband.
5. The hen/cock lays eggs every day.

Text Section

A. Answer the following questions.

1. How did Juan like to spend his time?

2. Where did Juan keep the bag of salt?
3. Why was the king of the neighbouring kingdom jealous?
4. Why did the king of Sultanganj summon all the people?
5. What does the balloon man hold in his hand?

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

1. The balloon man comes every day.
2. The king of Sultanganj was a very cruel man.
3. Heena was the only daughter of the king.
4. Juan was an intelligent but lazy boy.
5. Juan went to market to buy salt and crab.

Annual Examination Sample Paper-3

Reading Section

Read the following passage and answer the following questions.

Making a scarecrow stand in a field is as old as farming. A scarecrow is every farmers' friend and protector of crops . He frightens away birds and animals and even people who dare to steal from the fields.

Standing in a field, a scarecrow look as scary as anyone could possibly be. An old cap on his head and a dirty patched coat is what the scarecrow wears. He is made up of bamboo sticks, branches, wood pieces, stuffed cloth and straw. Some farmers even hang old shoes on the scarecrow and place dark glasses on his face to make him look real.

The tallest scarecrow ever made was 'Stretch II' constructed by the Spears family of Ontario, Canada. The scarecrow stood about 31m tall. The common scarecrows, however, are never so huge but they stand erect and watchful day in and day out.

A. Read the passage and choose the correct option.

1. A scarecrow is every farmers' _____ .
 a) enemy b) friend c) worker
2. A scarecrow _____ birds and animals.
 a) frightens b) loves c) kills
3. The tallest scarecrow was _____ m tall
 a) 21 b) 31 c) 41
4. Farmers toy do make their scarecrows as _____ as possible.
 a) unreal b) real c) both (a) and (b)

B. Write the answer of the following questions.

1. Why is a scarecrow called a farmer's friend?
2. Why is a scarecrow made to look scary?

3. What is a scarecrow made up of?
4. Name the tallest scarecrow. Who built him?

Writing Section

A. Form meaningful sentences by the words given below.

1. Abnormal
2. Commitment
3. Critically
4. Plump

B. How did the magistrate decide the case? Write in your own words.

Grammar Section

A. Change the gender and rewrite the following sentences.

1. My grandfather is the author of many children books.
2. The woman asked her daughters to go to school.
3. The bridegroom rode on a mare.
4. The father called his sons and asked them to go to the king.
5. The boys went for a picnic yesterday.

B. Use the correct form of the interrogative pronoun in the following:

1. _____ wishes to see you?
2. _____ did she say was the winner?
3. _____ of the girls can sew the best?
4. _____ was that speaking to you?
5. _____ of you has done this?

Text Section

A. Answer the following questions.

1. Why did the villages not come to the lake at night?
2. Why did Seghal go to the Chieftain's house?
3. Why did Stella give the boy a glass of milk instead of water?
4. What caught the specialist's attention while going through Stella's medical report?
5. What did the magistrate ask the owner to give to the peasant?

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

1. The poor man was not ready to pay anything to the owner.
2. The boy looked tired, hungry and thirsty.
3. He asked Stella for a glass of milk.
4. Seghal accepted the challenge of the chieftain.
5. The chieftain had sent his son to keep a watch over Seghal.

Annual Examination Sample Paper-4

Reading Section

Read the following passage and answer the following questions.

World Tourism Day is on the 27th of September and Rohan has decided to go on a round the world tour. To travel outside India, he must have a passport and a visa for every country that he wants to visit.

When he goes to Paris to see the Eiffel Tower, he will be in France. He will need euros to buy things.

When he visits the tower of London, or the Big Ben, he will need pounds to buy a t-shirt and a key chain from a souvenir shop.

In New York, he will see the statue of Liberty. He will have to buy a ticket in dollars to climb to the top. He will also visit Niagara Falls that lie on the border between Canada and the United States of America.

Finally when he returns to India he will have to change all the foreign currencies into Indian rupees.

A. Read the passage and choose the correct option.

1. He will go to Paris to visit the _____ tower.
a) Eiffel b) London c) cellphone
2. When he visits the Big Ben he will need _____ to buy a t-shirt and a keychain.
a) dollars b) euros c) pounds
3. Niagara _____ lies between Canada and the United States of America.
a) river b) falls c) bridge
4. When he returns to India he will have to change all the foreign currencies into Indian _____.
a) dollars b) pounds c) rupees

B. Write the answer of the following questions.

1. When is world tourism day celebrated?
2. What documents does one need to travel outside India?
3. Where can you see the Big Ben?
4. Where will you pay for a ticket in US dollars?

Writing Section

A. Form meaningful sentences by the words given below.

1. Cackled 2. Pursuit 3. Selfless 4. Divine

B. How did the seven dwarfs treat Snow White? Write in your own words.

Grammar Section

A. Fill in the blanks using appropriate pronouns.

1. She washes her clothes _____ .
2. We enjoyed _____ at the party.

3. The little boy sat by _____ .
4. He absented _____ from the class.
5. The minister _____ said this.

B. Pick out the adjectives in the following sentences.

1. The horse is a noble animal.
2. Kolkata is a big city.
3. Lead is a heavy metal.
4. The cow is a useful animal.
5. The rose is a beautiful flower.

Text Section

A. Answer the following questions.

1. Why did Snow White become unconscious?
2. What happened when the prince kissed Snow White?
3. How did the tree help the boy when he was getting married?
4. Why did the boy, now old, refuse to sit on the tree's stump?
5. Why was the first advice of the parrot useless to Motilal?

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

- | | |
|--|--------------------------|
| 1. Motilal loved money more than anything else. | <input type="checkbox"/> |
| 2. The apple tree did not like the naughtiness of the boy. | <input type="checkbox"/> |
| 3. The tree helped the boy every time in need. | <input type="checkbox"/> |
| 4. The huntsman was a good man. | <input type="checkbox"/> |
| 5. The seven dwarfs killed the wicked queen. | <input type="checkbox"/> |

Annual Examination Sample Paper-5

Reading Section

Read the following passage and answer the following questions.

We wear clothes to look decent and smart. Clothes also protect us from heat, wind, rain, cold and insect bites. What kind of clothes we wear depends upon the climate in which we live the part of the world or country where we come from influences the way we dress up. Also, our dress depends upon the occasion children in schools and some people doing a special job like policemen, postmen and pilots wear a special dress called uniform.

Our clothes should allow free flow of air. They should be comfortable and allow free movement of limbs. When the weather is wet and rainy, we wear water-proof clothes and gumboots. In hot weather it is best to wear cotton clothes which absorb sweat and keep us cool. People living in very cold places wear woollen clothes to keep themselves warm. In hot, dry deserts, people wear long robes and scarves to protect them from the heat of the sun.

A. Read the passage and choose the correct option.

1. The kinds of clothes we wear depend upon the _____.
a) climate b) the place we live in c) both a) and b)
2. Our clothes should allow a free flow of _____.
a) water b) air c) sunlight
3. Cotton clothes help us to keep _____.
a) cool b) warm c) waterproof
4. People wear long robes and scarves to protect them from the _____ of the sun.
a) heat b) cold c) rays

B. Write the answer of the following questions.

1. Why do we wear clothes?
2. What is a uniform?
3. What are the factors that influence the clothes that we wear?
4. Why do we wear cotton clothes in hot weather?

Writing Section

A. Form meaningful sentences by the words given below.

1. Lighten 2. Meadows 3. Toss 4. Jealous

- B.** Karim decided to write a letter to his son narrating their experience during the journey. Write a letter on his behalf.

Grammar Section

A. Point out the adjectives and identify the degree of comparison.

1. The poor woman had seen happier days.
2. Make less noise.
3. That child has a slight cold.
4. A live ass is stronger than a dead lion.
5. Solomon was one of the wisest men.

B. Pick out the verbs in the following sentences.

1. The girl sings sweetly.
2. The boy stood on the burning deck.
3. Cocks crow in the morning.
4. Cats see in the dark.
5. The boy fell in the water.

Text Section

A. Answer the following questions.

1. Who was Karim? What was his business?
2. Why did Karim decide to go to the other side of the sandy desert?
3. What does the child wish to have near his house?
4. What noise can one hear in a busy street?
5. Does anybody know about the shape and form of the wind?

B. Write 'T' for true and 'F' for false sentences.

1. The blowing wind keeps on changing its shape.
2. Karim had hired many camels for the journey.
3. The pilot could guide the caravan with the help of the stars.
4. The child has no house to live in.
5. The child likes the open sky above his head.

Annual Examination Sample Paper-6

Reading Section

Read the following passage and answer the following questions.

The colours and markings on the body of some animals match the surroundings in which they live. This makes it difficult to spot them. This art of hiding among the surroundings and not being clearly visible is called camouflage. Animals use camouflage to hide from their enemies. They can also creep up quietly on their prey without being seen.

A tiger's coat has a pattern of dark and light stripes. This makes it hard to spot it when it creeps through long grass.

The leaf-insect has markings on its wings that look just like the veins of a leaf. It is very difficult to spot the insect sitting on the leaf. The stick-insect looks like a thin twig. It is brown and stick-like in appearance. It can easily hide among the twigs.

The baby seal is snow white in colour. Its fur keeps it warm and hides it in the snow in winters. The clever chameleon can change the colour of its skin. This means it can hide in a number of different places.

A. Read the passage and choose the correct option.

1. The colours and markings on the body of some animals match the _____ in which they live.
a) surroundings b) house c) land
2. Animals use camouflage to hide from _____.
a) friends b) themselves c) enemies
3. A _____ coat has a pattern of dark and light stripes.
a) seal's b) chameleon's c) tiger's
4. Chameleon can change the colour of its _____.
a) legs b) skin c) surroundings

B. Write the answer of the following questions.

1. What is camouflage?
2. How does camouflage help some animals?
3. Why is it difficult to spot a leaf-insect among the leaves?
4. How does a tiger camouflage itself?

Writing Section

A. Form meaningful sentences by the words given below.

1. Cunning
2. Habit
3. Twig
4. Conquer

B. A good friend never puts his friend in danger. But was the Jackal really a good friend? Write in your own words the punishment he should get for his mischief.

Grammar Section

A. Complete the following by supplying an object.

1. The horse kicked _____.
2. The teacher punished _____.
3. Hari worked _____ correctly.
4. My brother wrote this _____.
5. He broke _____.

B. Fill in the blanks with the correct form of the verbs given in brackets.

1. Anita wasn't at home, she had _____ (go) to the shops.
2. We have already _____ (have) lunch.
3. This was the first time she had _____ (do) her homework.
4. They have _____ (begin) painting the living room.
5. We have _____ (keep) this secret for three years.

Text Section

A. Answer the following questions.

1. What is the legend associated with Onam?
2. Who was Vamana? What did he want from Mahabali?
3. Why did the Jackal go round the field howling aloud?
4. What did the villagers do when they heard the noise?
5. What did Juan do to see whether the crabs were alive?

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

1. Juan's mother did not like Juan's habit.
2. Juan got 10 crabs from the old woman in market.
3. The villagers beat the donkey badly.
4. The donkey tried to save the Jackal but failed.
5. Festivals give us relief form our daily chores.

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Annual Examination Sample Paper-7

Reading Section

Read the following poem and answer the following questions.

A giant Gorilla came to tea,
Whoever asked him? It wasn't me.
He came in through the kitchen wall.
It took six chairs to seat him all.
He drank his tea straight from the pot,
And sandwiches-he ate the lot.
He poked the jellies to make them wobble.
Then swallowed them with just one gobble.
And that remained on the plate was the cake.
There was nothing else for him to take.
When he had eaten then I showed him door.
And hoped he'd go now there was no more.
Instead he ate the door as well.
Except for the knocker and the bell.
After that he at last decided to go.
Who invited him? I'd like to know.

A. Read the poem and choose the correct option.

1. A giant _____ came to tea.
a) guest b) dog c) gorilla
2. The Gorilla came in through the _____ wall.
a) bathroom b) kitchen c) bedroom
3. All that remained on the plate was _____ .
a) cake b) jelly c) nothing
4. He ate the _____ as well.
a) cake b) door c) sandwiches

B. Write the answer of the following questions.

1. How did the Gorilla drink his tea?
2. What all did the Gorilla eat and drink?
3. Where did the Gorilla sit?
4. After doing what did the Gorilla decided to go?

Writing Section

A. Form meaningful sentences by the words given below.

1. Carts
2. Sailing
3. Shivering
4. Diagnose

B. The enemies were in no mood to lift their seizure. However, Heena, a young and intelligent girl, saved the kingdom. Write briefly what she did to solve the problem.

Grammar Section

A. Find out 'subjects' and 'predicates' from the following sentences.

1. No one can help a dying duck in a thunderstorm.
2. God helps those who help others.
3. Truth never dies.
4. Every man is the maker of his own destiny.
5. Opportunity never knocks the door.

B. Use 'do not' or 'does not' in the following sentences.

1. They watch TV at your house.
2. The sun shines brightly in the sky.
3. John wears different hats to succeed in his life.
4. Birds of same feather have a proper coordination.
5. Sam likes to spend time with his family.

Text Section

A. Answer the following questions.

1. Why did the enemy go away?
2. What reason did Heena give for the enemy's departure?
3. What happens when there is a strong wind?
4. What did the chieftain do to keep a watch on Seghal?
5. In whose favour did the judge decide the case?

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

1. The chieftain was a proud man.
2. The judge was very intelligent and wise.
3. Sometime, balloon man releases some balloons in the air.
4. Sultanganj was in the north of India.
5. The people of the kingdom were laborious.

Annual Examination Sample Paper-8

Reading Section

Read the following poem and answer the following questions.

You're a nuisance, I declare;
You tease me so, it isn't fair.
You pounce on me from everywhere,
And seize my hat, and clutch my hair.
And tie my clothes in knots, and tear
The leaves and blossom from the pear.
I wish that I could set a snare
To catch you-but I shouldn't dare
For, though you tease me, I declare,

O wind, if you were never there,
I don't think I could manage, quite,
To sail my boat or fly my kite.

A. Read the poem and choose the correct option.

1. The wind pounces on the poet from _____.
a) nowhere b) everywhere c) above
2. The wind ties the poet's _____ in knots.
a) clothes b) hat c) hair
3. The poet wants to _____ the wind.
a) stop b) catch c) both a) and b)
4. If the wind wasn't there, the poet could not fly his _____.
a) boat b) kite c) hair

B. Write the answer of the following questions.

1. Whom is the child addressing in the poem?
2. Mention any two things that annoy the child.
3. What would happen if there was no wind?
4. Suggest an appropriate title for the poem.

Writing Section

A. Form meaningful sentences with words given below.

1. Incoherent 2. Adamant 3. Disguised 4. Childlike

B. The good deed you do today may benefit you or someone you love at the least expected time. Do you agree? Write in your own words.

Grammar Section

A. Fill in the blanks with adjectives.

1. The girl has a _____ voice.
2. Be a _____ boy.
3. The lion is a _____ animal.
4. What a _____ best the elephant is!
5. In _____ weather we often get thirsty.

B. Complete the sentences using the verbs in the bracket in simple present tense.

1. The stars _____ (shine) at night.
2. Birds _____ (fly) with their wings.
3. Fish _____ (live) in water.
4. The plane _____ (fly) at 6:15.
5. Goats _____ (eat) grass.

Text Section

A. Answer the following questions.

1. Why did everybody love and admire Stella?
2. Where did the local doctors refer Stella and why?
3. How did the peasant earn his livelihood?
4. How did the hen die?
5. What did the Queen order his huntsman to do?

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

1. Snow White was very happy with the seven dwarfs.
2. The Queen was a witch who dabbled in magic and word spells.
3. The peasant knowingly killed the chicken.
4. The magistrate decide the case in favour of the peasant.
5. Stella was suffering from a rare disease.

Annual Examination Sample Paper-9

Reading Section

Read the following poem and answer the following questions.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake beneath the trees,
Fluttering and dancing in the breeze,
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed- and gazed- but little thought
What wealth the show to me had brought;
For oft, when on my couch I lie
I vacant or in pensive mood,
They flash upon that inward eye
which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

A. Read the poem and choose the correct option.

- Where was the crowd of daffodils?
a) Beside the lake b) Beneath the trees c) Both a) and b)
- Who or what "twinkled on the milky way"?
a) The stars b) The daffodils c) The clouds
- The poet wandered lonely as a _____.
a) star b) cloud c) wave
- The daffodils were fluttering and dancing in the _____.
a) clouds b) breeze c) waves

B. Write the answer of the following questions.

- Where did the lonely clouds float?
- What did the poet saw at a glance?
- Why was the poet gay?
- What does the poet's heart fill with?

Writing Section

A. Form meaningful sentences with the words given below.

- Precious 2. Baffled 3. Despair 4. Woods

B. How do trees help us? Describe briefly.

Grammar Section

A. Find out 'subject' and 'predicate' from the following sentences.

- He is facing a chicken and egg problem.
- No pains, no gains.
- Solomon was a wise king.
- Her eyes are home of silent prayers.
- God is invisible.

B. Use 'do not' or 'does not' in the following sentences.

- This black sheep creates so many problems.
- Your father looks like a true blue blood.
- She gets a feather in her cap by getting a gold medal.
- The grey beard man teaches English very nicely.
- You think about your future.

Text Section

A. Answer the following questions.

- What did the tree ask the boy to do when he was in need of money for business?
- Why did Motilal not sell the parrot in the market?
- What did the bird do when Motilal released him?
- Why did Karim and the people with him decided to travel at night only?
- What happened when the pilot fell asleep?

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

1. Karim sold silks and carpets to distant places.
2. An oasis is pleasant place in desert.
3. Motilal earned his livelihood by catching birds.
4. Motilal sold the parrot in the village market.
5. The boy made a boat with the trunk of the apple tree.

Annual Examination Sample Paper-10

Reading Section

Read the following passage and answer the following questions.

A.P.J. Abdul Kalam was the 11th President of India. He was a great man with a high level of intellect. Born and raised in Rameshwaram, Tamil Nadu, the young Kalam studied Physics at the St. Joseph's College, Tiruchirappalli, and Aerospace Engineering at the Madras Institute of Technology (MIT), Chennai, I think he must have been a good student throughout his school years. Popularly known as the Missile Man of India, Dr. Kalam had led India from one accomplishment to another in space technology. He is credited with a pivotal role that he played in India's Pokhran-II nuclear tests in 1998, after the original nuclear test by India in 1974. However, some detractors believe that Dr. Kalam was without any authority and was merely carrying on the work of Homi J. Bhabha and Vikram Sarabhai. Be as it may, the United Nations recognised Dr. Kalam's 19th birthday as World Students' Day. He had been conferred with the Padma Bhushan in 1981 and the Padma Vibhushan in 1990 for his work with ISRO and DRDO and his role as a scientific advisor to the Government. He received India's highest civilian honour, the Bharat Ratna, in 1997 for his valuable contribution to the scientific research and modernisation of defence technology in India.

A. Read the passage and choose the correct option.

1. Abdul Kalam was the 11th _____ of India.
a) Prime Minister b) President c) Chief Minister
2. Young Kalam studied _____ at the St. Joseph's College.
a) Chemistry b) Biology c) Physics
3. Abdul Kalam was known as the _____ man of India.
a) Missile b) Iron c) Super
4. The United Nations recognised Dr. Kalam's _____ birthday as World Students' Day.
a) 69th b) 89th c) 79th

B. Write the answer of the following questions.

1. Who was Abdul Kalam?
2. Where did Abdul Kalam live and where did he study?
3. Why was Abdul Kalam known as the 'Missile Man of India'?
4. What awards did Abdul Kalam receive?

Writing Section

A. Form meaningful sentences by the words given below.

1. Hid
2. Mounds
3. Spectators
4. Assured

B. Write a diary entry on how you feel living in a town.

Grammar Section

A. Complete the following by supplying an object.

1. The cow gives _____.
2. The sun gives _____.
3. The mason built _____.
4. The tailor made _____.
5. The policeman caught _____.

B. Fill in the blanks with appropriate forms of verbs.

1. Birds _____ nests in trees.
2. The tailor _____ me a new coat.
3. The snake _____ the man
4. We _____ cricket.
5. All the boys _____ their teacher.

Text Section

A. Answer the following questions.

1. How is the street where the child lives?
2. What is the poet confused about?
3. When is the festival of Onam celebrated in Kerala?
4. Who was Mahabali?
5. What is the most exciting sports event held during Onam?

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

1. Indra went to Lord Shiva for help.
2. Vamana covered the earth and heaven in two steps.
3. The festival of Onam is celebrated for ten days.
4. We can only feel the presence of the passing wind.
5. The child does not like the noises he hear.

Listening Section

Lesson – 1 (The Wind)

Franceband book there blue

Lesson – 2 (Onam–The Harvest Festival of Kerala)

Dublin is the chief city of Ireland. On Christmas day, a great feast is held here. The feast is made for the poor children. In that city, there are a great many little ones who are very, very poor. Some of them are only half-clad, and all are very ragged. They are made to seat at long, narrow tables, which are covered with a white cloth. A famous minister of Dublin, with other good people, arranges this great feast for the children. Some other kind people of the city look after these poor children. They also run what they call 'ragged schools,' where many of these poor children are taught to read, to sew, and do other useful things.

Lesson – 3 (Tit for Tat)

Once, there lived a pack of jackals in a forest. One evening, their King saw a watermelon in a field. He had never seen that type of fruit before. He wanted to eat the fruit and carried it to his house. However, he was in a great confusion about how to eat the fruit. At first, he thought of asking the other jackals. But after a second thought, he dropped the idea. He felt that by asking the other jackals, he would only show his ignorance. The other jackals might laugh at him that their King is a foolish fellow who does not even know how to eat a fruit.

Lesson – 4 (Funny Juan)

Alexander was a great warrior and a noble King of Macedonia (Greece). He was a brave and courageous King. Many stories are told about his greatness. Once he came to India. A great battle was fought between the army of Alexander and King Porus, the brave King of Punjab. Porus was defeated and taken in prison. He was produced before Alexander who asked him, "How do you wish me to treat you?" Porus replied boldly, "As a King should treat another King." Alexander was so impressed with his fearlessness that he not only released him with honour but also returned his kingdom.

Lesson – 5 (The Little Girl Who Saved the Kingdom)

Greece and Troy were two neighbouring countries. Once, the Greeks attacked Troy. But they could not conquer it because there were high walls on all sides of the kingdom. The Greeks set up their camps in front of the main gates and waited for it to open. They thought that the Trojans would surrender as soon as their stock of grains was finished.

But the gates were not opened for ten long years. At last, the Greeks built a large Wooden Horse which was hollow inside. They put some of their best soldiers inside the belly of the horse. Then they left the place with all their belongings, leaving the horse behind. .

Lesson – 6 **(The Balloon Man)**

1. Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?
2. Betty Botter bought some butter
But she said the butter's bitter
If I put it in my batter, it will make my batter bitter
But a bit of better butter will make my batter better
So 'twas better Betty Botter bought a bit of better butter.
3. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
He would chuck, he would, as much as he could, and chuck as much wood
As a woodchuck would if a woodchuck could chuck wood

Lesson – 7

(Fire on the Hill)

Kamera was a small native kingdom in Africa. The King of Kamera was proud and haughty. He was very cruel as well. Everybody was afraid of him. One day, the king was sitting in his court. Many people of the kingdom had come to see him. They had some grievances to be put up before the King. They were raising slogans in favour of him. All these things made the King more arrogant. "I am the master of the whole world and all men are my servants." He proudly declared. Everyone was silent. Nobody said anything.

Lesson – 8

(Gratitude)

Once, some fairies came down on the earth. They were playing in a garden when one of them hurt her wing. She could not fly back to the fairyland with her friends. So she had to stay on the earth. She was very tired and wanted to take rest. But before that she had to find out a shelter. She changed herself into a little girl with shabby dress. She moved around and knocked at the door of a big house. Hearing the knock, a rich lady came out. She was an obstinate, proud and suspicious lady. "Who are you? Why have you knocked at my door?" she asked in a harsh tone.

Lesson – 9

(Fair Judgement)

King Solomon of Israel was famous for his justice. Once, two women came to his court for justice. One of them had a baby in her lap. They were quarrelling over the baby. Both of them were claiming that the baby was hers. It was a strange case. The King thought for some time and then asked one of his servants to bring a sword. He ordered that the baby should be cut into two and be given one half to each woman. Everybody was surprised at this strange order. But the King was unmoved.

Lesson – 10

(Snow White and the Seven Dwarfs)

Little Peachling was very brave. He had heard that the Ogres' Island was full of treasures. Many giants lived in that island and protected the treasures. He went there to fight with the giants and get the treasures. A pheasant, a monkey and a dog were his companions. He fought a great battle with the Ogres and defeated them. He took the King of the Ogres to prison. So, all the Ogres surrendered before him and brought out their hidden treasure. There were caps and coats that made their wearers invisible, precious stones and jewels, gold and silver.

Lesson – 11

(The Selfless Tree)

Trees are our green friends. They are immensely useful to all of us. They give us so much, taking almost nothing in return! They provide us with a charming surrounding and help us to remain calm and cool. But what do we give them in return? We cut and destroy them ruthlessly for our daily needs. We should remember that we cannot survive without trees. Therefore, we should work together and save them from destruction. At the same time, we must grow more and more trees.

Lesson – 12

(Three Advice)

Huma was a Lucky-Bird who lived in a forest. One day, it saw a poor man lying under a tree in the forest. Seeing the man in dire poverty, the bird felt pity on him. So it flew down beside him and dropped a golden egg near his head. Then it flew away. When the man woke up and saw the golden egg, he was very glad. He picked it up and wrapped it in his waist band. He went to a shopkeeper and showed him the egg. The shopkeeper was a greedy man who offered to pay one hundred rupees for the egg. The poor man had no idea about the value of the egg; so he sold it to the shopkeeper and went home happily.

Lesson – 13

(The Sandy Road)

There lived a selfish merchant in a small kingdom. He had stores full of grains which he sold at high rates. Once there was a severe drought in the whole kingdom. It didn't rain for three consecutive years. The farmers could not plough their fields and no crops could be grown. People began to starve. The king was worried. He wanted to save the people from starvation. One day, he called a meeting of all his ministers and other rich merchants of the kingdom. He discussed with them the problem and sought their advice. One of the merchants advised him to buy food grains from the neighbouring states so that the people could be saved.

Lesson – 14

(The Town Child)

My home is a house

Near a wood

I'd live in a street

If I could!

I do wish someone

Lived near.

There's no one to play with

At all.

The trees are so high

And so tall:

And I should be lonely

For hours,

Were it not for the birds

And the flowers.