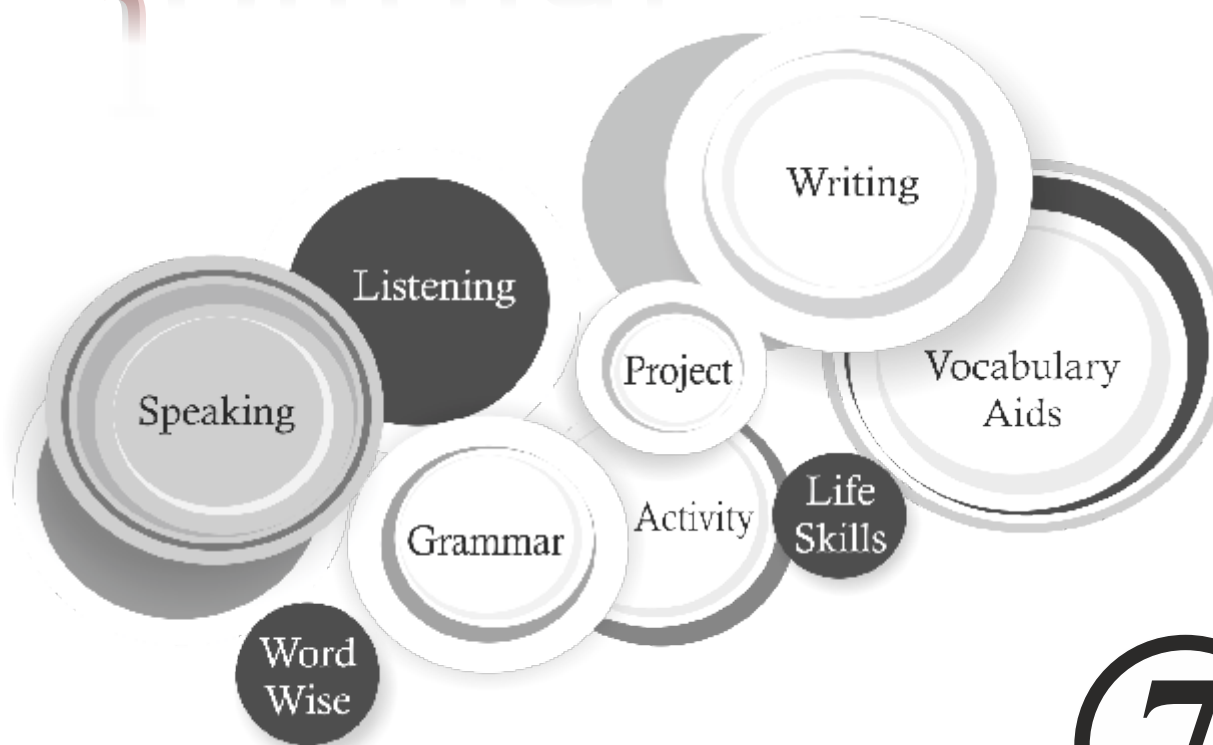


# My Reading Journal

*\*Enhanced Edition  
NEP 2020 Guidelines*



7

*Teacher's Support*



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# Lesson-1

## (Courage)

### 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 understand the importance of having courage to achieve goals in life.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.
- To learn to write summary of the poem.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Explaining lives of the poem.
- Writing summary of the poem.
- Listening to the poem and answering 'True' and 'False'.
- Discussion on making right decisions.
- Finding pairs of rhyming words from the poem.
- Writing words related to courage.
- Learning to react to a situation.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about courage, the greatest quality in life. It helps us to achieve our goals. Nothing is impossible for a man with courage. The poem explains the meaning of courage in different ways.

- Ask students if they try again to achieve things even if they fail once or twice. Listen to their answers carefully, it will help you to understand their psychology.
- Explain the students that being afraid is not the key to achieve goals, rather you have to be courageous and strong enough to face the reality that comes and hinders our set motives.
- Now read the poem aloud to the students.
- Identify and define words that students do not know. Try to give them examples of getting less marks and grades in exams. One should not feel disheartened and try again to get better and good grades. A man who tries again and again never fails in life.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.

- Try to emphasise on rhyming words like hold-told, way-stay, us-fuss, resound-ground.
- Explain them the rhyme scheme of the poem, i.e., abcb.
- 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 class teacher and arrange discussions.
- Have a discussion about 'Word Wise' and 'Life Skills' in the class. Also, ask the students to elaborate their thoughts.

**Additional Questions**

- What is courage?
- Why is courage called as conviction?
- How is courage a desire to maintain our integrity?
- How can we shape our world with courage?
- How is courage a recognition?
- How can courage place you at top of the mountain?

**Home Assignment**

- Elaborate and write your views on the poem in your notebook.
- Read the poem aloud and learn it for recitation.

**Evaluation and Assessment**

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

## Teacher's Support

### Understanding the Text

**Reading**

A. 1. True   2. True   3. True

B. 1. Courage is the strength to stand up

When it's easier to fall down and lose hold.

It is the conviction to explore new horizons

When it's easier to believe what we've been told.

2. Courage is the will to shape our world

When it's easier to let someone else do it for us. It is the recognition that none of us are perfect

When it's easier to criticize others and fuss.

3. Courage is the strength to stand up

When it's easier to fall down and lose hold.

It is the conviction to explore new horizons.

When it's easier to believe what we've been told.

- C. 1. It is easy to be dishonest. But we need courage to maintain our honesty and truthfulness.
- 2. Courage makes a man as solid as a rock that remains firm under all circumstances.
- D. 1. The poet defines courage as a combination of desire, will power and strength to achieve something.
- 2. We should try to shape our world because it would help us do things, the way we like.
- 3. Courage inculcates in a man the spirit of freedom in boy, mind and soul in a man.

### Writing

Courage makes us stand up and explore new horizons. It helps us maintain our integrity and move forward even in adverse situations. We can shape the world, as we like, only when we are blessed with courage. It makes us believe that no one is perfect in this world and finding faults with others is of no use.

### Listening

- 1. False
- 2. False
- 3. True
- 4. False
- 5. True

### Speaking

- A. If a man is blessed with courage, he does not waver in taking a decision. It is quick and instant. In case, he is not courageous, he is quite often misled and misses the chance to move ahead.
- B.
  - Save a drowning child.
  - Rush an accident victim to the nearby hospital.
  - Side with the one who is being bullied.
  - Help the people affected by a calamity.

### Word Wise

- A.
  - Hold - Told; Bold, Cold
  - Way - Stay; May, Hay
  - Us - Fuss; Bus, Octopus
  - Resound - Ground; Hound, Pound
- B.
  - Strength
  - Conviction
  - Explore
  - Criticism
  - Horizons
  - Resound
  - Integrity
  - Bravery

### Life Skills

- 2. I will confront the shopkeeper because he cannot befool a small child to earn more profit.

## Lesson-2

### (The Child's Return)

#### Objectives

- # To enable the students to understand the importance of respecting the sincerity and dedication of someone which should not be doubted without checking the facts and finding out the real cause.
- # 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 formation of adjective and use the acquired knowledge in context.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to text.
- Quoting lines from the text.
- Who said to whom?
- Reference to context.
- HOTS
- Writing views on the story.
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of formation of adjective.
- Writing words for expressions.
- Writing Antonyms
- Making sentences from phrasal verbs.
- Discussion on importance of being vigilant and careful.
- Collecting information about rivers.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The story is about Raicharan, who was an honest family servant who looked after the little son of his master. Once, he took the child to the riverbank for a walk. On demand of the little boy, Raicharan went to pluck some flowers leaving him alone. When he returned back, he could not find the boy. He was fired by

his master, as Anukul's wife (master's wife) could not believe that Raicharan was not responsible or involved in the missing of the boy.

- Ask students if they have old servants at their home. What all do they do for them? How do their family treat them? Are they trustworthy?
- With the reply of the students shift the discussion on trusting our helpers. Though we should never trust anyone blindly but we should also not degrade someone without knowing the reality.
- Introduce the character of Raicharan to the students and ask them 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board.
- Carry out '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 to the 'Grammar' section themselves, after explaining formation of adjectives.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- How can you say Raicharan was honest?
- Who was Anukul?
- Where was Anukul transferred?
- Who was Phailna?
- Why did Anukul persuade his wife to suspect Raicharan?
- How did Raicharan bring up his child, Phailna?
- How did Raicharan decide to bring back happiness of Anukul and his wife?
- What did Raicharan reply on being asked for proof by Anukul?
- What did Phailan asked Anukul to do for Raicharan?
- Why did Anukul send money to Raicharan's village?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write characteristic traits of Raicharan, Anukul, Anukul's wife and Phailna 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. entrusted                      2. crawl                              3. laden                              4. child  
5. speechless
- B.** 1. True                              2. True                              3. False                              4. False  
5. False
- C.** 1. Raicharan, with his total loyalty, earned the love of the child and the confidence of Anukul's wife.  
2. At last, he left the child on the pram and went to pick some flowers for him.  
3. Anukul persuaded her not to suspect Raicharan.  
4. He thought it would be an offence to be happy with a son of his own after what had happened to his master's little child.  
5. Though Phailna was angry initially for having been denied his noble birthright, probably he wanted to be grateful and asked his father to forgive Raicharan and recommended a monthly pension.
- D.**      **Said by**                              **Said to**
- |              |               |
|--------------|---------------|
| 1. Child     | Raicharan     |
| 2. Raicharan | Child         |
| 3. Raicharan | Anukul's wife |
- E.** 1. Anukul was transferred to a district on the banks of the river Padma. Raicharan also went with the family. Anukul kept himself busy in his work while Raicharan took care of the child and played with him whole day long.  
2. When Raicharan reached the pram after plucking a handful of flowers, he was shocked to find the pram empty. He looked all around but the child was not to be found anywhere. Therefore, Raicharan froze in fear.  
3. Phailna asked Anukul to forgive Raicharan and recommended a monthly pension for him. At the end of the month, Anukul sent some money to Raicharan's village. But the money came back, for no person in the name of Raicharan could be found there. After leaving his child, Raicharan did not go to his home rather went somewhere, where he could not be contacted by his son in future.
- F.** 1. Raicharan was an honest family servant who looked after the little son of his master.  
2. Anukul's little son called Raicharan as 'Chan-na'.  
3. The baby wanted to have flowers for itself at the riverbank.  
4. Raicharan was only twelve years old when he came to his master's house as a servant.  
5. Raicharan took the baby on the pram near the river Padma for a ride.  
6. He left the baby alone because the baby was crying for kadamba flowers that were at a distance.  
7. Raicharan went back to his village because he was dismissed from his job.  
8. Raicharan firmly believed that Anukul's son had been reborn in his house.  
9. Phailna was brought up by his father as if he was the son of a rich man. Raicharan was determined to give the best of him. So he sold his small piece of land and went to Calcutta (Kolkata). He found employment as a servant and sent Phailna to a school, although he himself lived on a meagre handful of rice.



10. Raicharan visited Anukul's house after twelve years to give them his own child, Phailna, whom he had told them to have been stolen and had kept with him.
- G.** 1. There was a great difference between the Raicharan's entry and his son's entry into Anukul's house. Raicharan had entered there as a servant, while his son entered there as the heir of the family.
2. Phailna recommended a monthly pension for Raicharan because he wanted to be grateful to the man who had looked after him for so many years.

**Writing**

Raicharan could not be blamed for being insincere and careless. He had been hardworking and dedicated to his master and loving to his son too. His only fault was that he left the little child on the pram and went to collect the flowers for him.

**Listening**

1. The narrator was sitting in his study when the Kabuliwala came to him.
2. At first, the narrator could not recognise him because he had grown weak; there was no sack on his back, nor any turban on head.
3. The Kabuliwala wanted to meet Mini, the narrator's daughter.
4. The Kabuliwala gave a small packet of dried raisins, nuts and almonds to the narrator for Mini.
5. a) Tribute    b) Ritual    c) Decline

**Speaking**

Do it yourself.

**Grammar**

- A.** 1. Power + ful = Powerful
2. Job + less = Jobless
3. Remark + able = Remarkable
4. Artist + ic = Artistic
5. Self + ish = Selfish
6. Haste + y = Hasty
7. Love + able = Lovable
8. Act + ive = Active
9. Study + ous = Studious
10. Accident + al = Accidental

- B.** 1. She did not attempt all the questions.
2. We know where the man lives.
3. How sweet the mango is!
4. Do this exercise every morning.
5. How beautiful the picture is!

**Word Wise**

- A.** 1. transfer    2. Padma    3. paddy    4. mud
5. pram

- B.**
1. Busy                      Idle
  2. Fresh                    Stale
  3. Danger                  Safety
  4. Firmly                   Loosely
  5. Gratified                Ungrateful
- C.**
1. Mohan grew up in a middle class family.
  2. I take out time for my painting class during my weekends.
  3. The boss asked Ramesh to get out of the conference room, on being found sleeping during the conference.
  4. The teacher asked us to bring up problems to her everyday after solving the exercises.
  5. The baby sitter look at the child when the mother is not at home.

### Life Skills

While dealing with a dedicated, household servant for a sudden loss, we must avoid being harsh. Instant decisions are to be avoided. We have to be cool and calm and listen to the point of the so called accused. Make detailed enquiry and then arrive at any harsh decision.

### Project

	Name	Originates from	Merges in
1.	Ganga	Gangotri	The Bay of Bengal
2.	Brahmaputra	Angsi Glacier Tibet, China	Ganges Delta, Bay of Bengal
3.	Indus	Sengge Zaugoo and Gar, Tibbet Plateau, China	Thatta (Sindh) Pakistan
4.	Godavari	Brahmagiri mountains, Traymballeshwar, Nashik	Antarvedi, Andhra Pradesh, Bay of Bengal
5.	Narmada	Naramada Kind, Amarkantak Hills, Shahdoe, Madhya Pradesh	Gulf of Khambhat, Gujarat, Arabian Sea

## Lesson-3 (Jack and the Beanstalk)

### Objectives

- # To enable the students to understand that we must take advantage of the opportunity that life provides us.
- # 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 direct and indirect speech 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.
- Match the following.
- HOTS
- Imaginary Writing
- Listening to the passage and answering questions related to it.
- Enacting an imaginary conversation.
- Revision of direct speech.
- Writing one word for the expressions.
- Writing one word for the definitions.
- Learning to react to a situation.
- Gathering information about castle.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about Jack, a poor little boy who lived with his widowed mother. Once, his mother asked him to go to the market to sell their only cow. On the way, he met a funny old man who offered him five magic beans for his cow. Jack returned home with the beans.

- Ask the students if they have been ever asked by their mother to sell off something to someone and bring back money in return. If not, have they seen their parents selling off old stuff in exchange of money.
- You can also give examples of OLX, Quicker apps which are used widely in India to sell off old stuff and get money in return.
- Now, introduce to them the character of Jack, who was told to sell off old cow by his mother, but in return he didn't get money rather got magical beans. Initially he was scolded by his mother, but those beans changed the life of Jack and his mother.
- To know what happens next 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher and practise pronunciation of words.

- Make students do the 'Grammar' section themselves after explaining them direct speech.
- Have a discussion about 'Word Wise', '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 Jack?
- What did Jack's mother ask him to do one day?
- Whom did Jack met on his way?
- What did funny man ask Jack to do?
- What did the funny man tell about the beans?
- What was Jack's mother reaction on seeing five dry beans?
- What had happened over night?
- What happened when Jack climbed up the beanstalk?
- What was giant ogre doing?
- What did Jack bring down from the grim castle?
- How was Jack's experience to climb up the beanstalk next time?
- What happened in the end?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write about the experience of Jack while climbing the beanstalk and getting rid of giant ogre.
- 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

- |           |   |             |                |             |
|-----------|---|-------------|----------------|-------------|
| <b>A.</b> | 1. c) cow   | 2. b) beans | 3. a) thrashed | 4. c) human |
| <b>B.</b> | 1. True   | 2. True     | 3. True        | 4. False    |
|           | 5. False  |             |                |             |
| <b>C.</b> | 1. money  | 2. craned   | 3. stems       | 4. thumped  |
|           | 5. toppling                                       |             |                |             |
| <b>D.</b> | 1. c) Jack to take the cow to the village market. |             |                |             |
|           | 2. d) twinkle in his eye.                         |             |                |             |
|           | 3. a) through the clouds.                         |             |                |             |
|           | 4. e) shut from inside.                           |             |                |             |
|           | 5. b) with a loud thud.                           |             |                |             |

- E.
1. One day, Jack's mom asked Jack to take the cow to the village market and sell it. She asked him to try to get as much money as he could for the cow.
  2. Jack handed five dry old beans in his mother's hand. She thought it was foolish of him. She became furious and thrashed him soundly. Then she threw the beans out of the window.
  3. Jack was young; he was habituated to climb up and down the beanstalk. But the ogre was old and soon got tired. By the time Jack had got down the beanstalk again, the ogre was only half way down from the top.
  4. Jack met a funny little old man on way to the village market. He offered Jack five dry beans in lieu of the cow.
  5. When Jack returned with the beans his mother became furious. She thrashed him soundly and threw the beans out of the window.
  6. When Jack looked out of the window he saw that the five beanstalks had twined round one another and had gone up right through the clouds.
  7. Climbing on the beanstalk, Jack reached a grim castle.
  8. Jack had heard that the ogres eat human flesh.
  9. Jack decided to make another trip up the beanstalk to collect some more gold as all his money was spent.
  10. The hen that Jack had brought from the castle laid one golden egg everyday, which he and his mother sold in the market and became the richest family of the town.
- F.
1. The gold coins brought by Jack from the grim castle did not last longer because their expenditure had increased as a result of sufficient money in their hands.
  2. The ogre could not catch Jack because he was young and habituat in climbing up and down the beanstalk, while the ogre was old and got tired very soon. In the end, Jack chopped down the beanstalk and the ogre fell down making a deep hole in the ground from where he could not get out.

### Writing

I was asked by my mother to sell old cow. I met a funny old man who asked me to sell my old cow for five dry beans. He claimed that the beans had magical power. He told me that those magic beans will bring good luck and will remove poverty. I got those five dry beans home. My mother was angry and threw them out of the window. When I saw outside through the window next morning, I could not believe my eyes. Overnight, the beans had grown as thick as tree trunks. The top of the beanstalk went right through the clouds. I climbed it and reached a castle. I went in and found delicious porridge being cooked. I found a giant ogre who ate only porridge. After eating it, ogre went to sleep. I saw near him bags of jewels and gold kept on a table. I picked up a little boy of gold coins and climbed down my cottage.

### Listening

1. The miller's first two sons were clever but the youngest one was simple and innocent.
2. The eldest son got the windmill after the miller's death.
3. The youngest son was sad because only the cat, named Tom, was left for him.
4. The miller's son was very surprised to see that his cat could talk.
5. a) Youngest                      b) Worse                      c) Misunderstood

## Speaking

- Jack : Did you call me, mother?  
Mother : Yes, Jack! You know that our cow has stopped giving milk.  
Jack : What do you want me to do, mother?  
Mother : Why don't you take it to the market and sell it to someone?  
Jack : It's really a good idea, mother. With the money, we get, we can lead comfortably for some days. When do you want me to take it to the market?  
Mother : Why not, tomorrow itself.

## Grammar

1. The principal said, "The examination will start from tomorrow".
2. Madhu said to me, "Where do you live?"
3. My mother said to me, "I am going to the market to buy vegetables."
4. Shiela said to her friend, "I shall go to the circus tomorrow."
5. The teacher said to the students, "Honesty is the best policy."
6. I said to your brother, "I cannot help you."
7. Mohit said to me, "We are playing cricket."
8. Ruchi said to her mother, "I have learnt my lesson."
9. My father said to me, "We will go for a picnic tomorrow."
10. Anju said to her friend, "You have made a blunder."

## Word Wise

- A.** 1. beanstalk                      2. twinkle                      3. trunk                      4. cauldron  
5. porridge
- B.** 1. Possession                      2. Lieu                      3. Selling                      4. Cauldron  
5. Habituated                      6. Gradually

## Life Skills

Do it yourself.

## Project

- A.** Do it yourself.
- B.** Yes, undoubtedly Jack was a brave and courageous boy. He was not afraid to climb the beanstalk and reach high through the clouds. Even the presence of giant ogre in the castle could not stop him from picking a bag of gold and bring it to his cottage.

# Lesson-4

## (The First Voyage to India)

### Objectives

- To enable the students to learn more about the first voyage to India.
- 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 words.
- To explain the moral of the story to the students by relating to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate adjectives.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Fill in the blanks.
- Match the following.
- Give reasons why?
- HOTS
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation.
- Revision of adjectives.
- Rewriting Sentences
- Writing one word for expressions.
- Making sentences of phrasal verbs.
- Identifying different spices.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about the first voyage to India. Since, ancient times, many European countries to find a sea route to India. Vasco da Gama was one among them and he was the first to reach India. He did not earn much wealth for Portugal. But it helped people know how to reach India from Europe by sea.

- Ask the students if they have knowledge about Vasco da Gama. If not, tell them to find information about him through internet.
- Explain them that Vasco da Gama was the first person to explore India, he was the one who showed the route to Europeans of India. After his voyage, Europeans discovered the immense wealth of the countries of the East. Slowly the European nations started ruling over them. India was also taken over by the British and ruled for almost two hundred years.

- Explain to them that the voyage was not easy at that time, many people lost their lives during voyages. Only ferocious and capable persons were able to complete it. The route of the expedition was chalked out around Africa. In those days, there was no other way to reach India from Europe.
- Now 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 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 answers on the board to avoid spelling errors.
- Describe briefly about discovery of India.
- 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 adjectives.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- Why was India known as 'golden bird'?
- Why were Europeans attracted to India?
- Who was King Emmanuel?
- Who was Vasco da Gama?
- Who had earlier sailed to the tip of Africa?
- Why was it difficult to sail in the middle of the Atlantic Ocean?
- Who was Zamorin?
- What made Vasco da Gama astonished in the Zamorin's court?
- How was the first meeting between Vasco da Gama and Zamorin?
- Was Vasco da Gama's voyage helpful?

### **Home Assignment**

- Make sentences from the words given in the 'Vocabulary aids'.
- Write a short note on 'Voyage to India by Vasco da Gama'.
- 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. c) invaders                      2. a) Portugal                      3. b) Calicut                      4. c) Calicut
- B.** 1. True                                  2. True                                  3. False                                  4. True
5. True
- C.** 1. deserts                              2. wealth                              3. Canary                              4. Zamorin
5. trade
- D.** 1. d) want to pay the merchants.  
2. a) was chalked out around Africa.  
3. e) the middle of the Atlantic Ocean.  
4. c) in Calicut for three months.  
5. b) started ruling over them.
- E.** 1. India was known as the golden bird of the Europeans because it was famous for its immense wealth, silk and spices.  
2. King Emmanuel of Portugal did not want to pay the merchants. He wanted to buy spices directly from India. For this he wanted to establish direct trade links with India and thought of finding a sea route to India. A sea route to India would mean a lot of wealth for Portugal. It would make them rich.  
3. Bartholomew Diaz advised Vasco da Gama not to sail too close to the coast. The sea near the coast was rough and the currents were very strong.
- F.** 1. Since ancient times, India was known as the golden bird to the Europeans.  
2. Vasco da Gama started his journey towards India on the 8<sup>th</sup> of July, 1497.  
3. The discovery of a sea route to India was an important event because it helped the Europeans reach India through the sea.  
4. On 18<sup>th</sup> May, 1498, the fleet touched the city of Calicut.  
5. The Europeans were attracted towards India mainly because they could earn wealth through trade.  
6. King Emmanuel wanted to establish direct trade links with India so that he could avoid the merchants and buy spices directly from there.  
7. Vasco da Gama was a retired naval officer and noble man. He belonged to Portugal.  
8. On the 8<sup>th</sup> July, 1497, Vasco da Gama started his journey towards India from Lisbon, the capital of Portugal.  
9. Vasco da Gama reached the Malabar Coast of India first.  
10. The importance of Vasco da Gama's discovery was immense, as it helped people know how to reach India from Europe by sea.
- G.** 1. Portugal and other European nations bought spices from the merchants who took them to Europe through the deserts of Arabia and sold them at a high profit. If Portugal could find out a sea route to India, the country could have earned that profit. So a sea route to India would have meant a lot of wealth for them.

- Vasco da Gama requested Zamorin to allow them to trade in Calicut. Zamorin put up the condition before Vasco da Gama that before starting the trade, he had to give presents to the Zamorin and also pay taxes.

### Writing

Dear John,

How are you? Hope you are doing fine. I am writing this letter to inform you about difficulties I had to face on my way to discovery of India.

I commanded the first Portuguese expedition to India and set sail from Lisbon on 8<sup>th</sup> July, 1497. We reached Cape Verde Islands on 26<sup>th</sup> July, and stopped for a few days to have some rest. We sailed down the middle of the Atlantic Ocean facing ferocious winds blowing from the south west. On 7<sup>th</sup> April, 1498, our fleet passed the port of Mombasa. A week later, we dropped anchor at Malindi, a big port on the coast of Africa. As the route ahead was unknown, when we had reached the Malabar Coast on 18<sup>th</sup> May, 1498. On an whole, it was a great journey. Write back soon.

Your Lovingly

Vasco da Gama

### Listening

- The Victoria Falls is located on the Zambezi River.
- David Livingstone was a Scottish missionary and a famous explorea.
- The noise of the Victoria Falls can be heard from a distance of 40kms.
- The local tribe calls the Victoria Falls 'Mosi-oa-Tunya' meaning the smoke that thunders'.
- a) Voyager                                      b) Appeal                                      c) Fog

### Speaking

Do it yourself.

### Grammar

- A.**
- |                   |            |                     |                   |
|-------------------|------------|---------------------|-------------------|
| 1. stronger       | 2. deepest | 3. more intelligent | 4. most beautiful |
| 5. healthier      | 6. best    | 7. largest          | 8. more difficult |
| 9. more ferocious | 10. taller |                     |                   |
- B.**
- Did Columbus discover America?
  - Your brother did not come to me last evening.
  - His cycle was stolen by a thief.
  - My sister is singing a melodious song.
  - Did students solve all the questions?

### Word Wise

- A.**
- |           |              |           |          |
|-----------|--------------|-----------|----------|
| 1. spices | 2. merchants | 3. desert | 4. coast |
| 5. anchor |              |           |          |
- B.**
- |          |   |            |
|----------|---|------------|
| Europe   | : | Europeans  |
| Portugal | : | Portuguese |
| France   | : | French     |
| Africa   | : | Africans   |

China	:	Chinese
Germany	:	Germans
Canada	:	Canadians
Netherlands	:	Dutch
Switzerland	:	Swiss
Denmark	:	Dane

- C.**
- |    |  |  |
|----|--|--|
| 1. | · Give up (admit defeat)                 | - I don't like to give up in challenging situations.     |
|    | · Give in (admit defeat)                 | - Sheela has to give in to teacher's order.              |
|    | · Give away (a thing that is give free)  | - Put your give away pile straight into a large box.     |
|    | · Give out (be completely used up)       | - Plants give out oxygen during photosynthesis.          |
| 2. | · Take up (to fill or occupy)            | - Working on my project, takes up a lot of time.         |
|    | · Take out (to remove)                   | - The trash smells bad. Could you take it out please?    |
|    | · Take after (to resemble in appearance) | - John takes after his father.                           |
|    | · Take over (to assume control)          | - The leader of my group left so I decided to take over. |

### Life Skills

Do it yourself.

### Project

- A.** Bay leaves  
Black pepper  
Cinnamon  
Fenugreek seeds  
Tamarind  
Cloves  
Saffron  
Cardamom
- B.** Do it yourself.

## The Nightingale and the Glow-Worm (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 the nightingale and the glow worm.

- Discuss about the conversation between the nightingale and the glow worm.
- Explain them that everything around them is created by God, so is the nightingale's voice and worm's light.
- Tell them that the worm was clever enough to explain nightingale indirectly that he too is unique like nightingale.
- Explain them that every man is unique and he has unique abilities. So, we should respect the differences.
- Read the poem aloud to your students.
- Try to emphasise on rhyming words long-song, might-appetite, around-ground, dark-spark, top-crop, intent-eloquent, divine-shine, light-night, oration-approbation, tells-else.
- Explain them the moral of the poem and ask to implement it in their lives.
- Tell them the rhyme scheme of the poem i.e., aabb.

## Additional Questions

- What did the nightingale do all day long?
- What was nightingale feeling?
- What did nightingale find?
- What did the nightingale think to do with the glow-worm?
- What was the power divine?
- How could they make a night beautiful?
- What is the moral of the poem?

# Lesson-5 (Helen Keller)

## Objectives

- # To enable the students to understand that being disabled should not be considered a deterrent. Nothing is impossible in this world. If someone has the will to accomplish a task with sincerity, no difficulty or disability can stand in his/her way.
- 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 prepositions and use the acquired knowledge in context.

### **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Match the following.
- Reference to context.
- HOTS
- Paragraph Writing
- Listening to a passage and answering questions related to it.
- Practising imaginary conversation.
- Revision of prepositions.
- Changing nouns into adjectives.
- Writing one word for expressions.
- Finding meaning of idioms and using it in sentences.
- Writing few things that handicapped people can do.
- Giving presentation on blind people.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about Helen Keller who has set an example before us and inspires us to follow it. Hard work with strong determination is the only secret of success.

- Ask students if they have heard anything about Helen Keller before. If yes, tell them to share the information in the class.
- Explain them that Helen Keller was a blind and deaf girl, not by birth but since she was nineteen months old. She didn't know how to communicate, her teacher Annie taught her to form words and soon she learnt to express herself through actions and read and write in Braille.
- Give reference of this lesson in the textbook to the students to see how alphabets are learnt and made by blind students.
- Once the students have gained interest in the story of Helen Keller, ask them to read the lesson turn by turn. Guide them to read with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of text.
- 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 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.
- Describe briefly the hardships faced by Helen Keller in her early childhood.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise imaginary conversation.
- Make students do the 'Grammar' section themselves after explaining them prepositions and changing nouns into adverbs.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in class.

**Additional Questions**

- Who was Helen Keller?
- Why did Americans send money to owner of the dog?
- How did Helen use simple signs to communicate initially?
- Who was Annie Sullivan?
- What was the mission of Annie Sullivan?
- How was the nature of Helen towards studies?
- How was the learning power of Helen?
- What all did Annie and Helen do together?
- Which book did Helen write on Annie?
- How did Helen motivate others?

**Home Assignment**

- Make sentences of the words given in the 'Vocabulary aids'.
- Write short note on 'Annie Sullivan as the best teacher one can have'.
- 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) dog                      2. b) special                      3. c) three                      4. a) Braille
- B.** 1. True                      2. False                      3. True                      4. True  
5. False
- C.** 1. c) blind and deaf.  
2. e) self-willed by nature.  
3. b) that she was spelling a word.  
4. a) for nearly fifty years.  
5. d) after Annie's death.

- D.**
1. The little girl did not buy any dog for herself. She had another plan. She sent the money to Tomy Stringer, a poor, blind boy. She wanted Stringer to be sent to a special school for the blind.
  2. Annie made up her mind that she would help at least one blind child to have education. She spent her whole life to fulfil this mission.
  3. Annie was a patient teacher. She began with the teaching of words. She taught Helen even on the days she was almost impossible to control, she taught her with great patience.
  4. Annie and Helen went all around the globe and spoke to different people. They gave new hope and encouragement to the disabled. Often, Helen gave examples of her own life and told them that they could overcome their difficulties with determined efforts.
  5. Annie died in 1936. Helen missed her dearly. She started writing a book about Annie. Unluckily, her notes were destroyed in a house fire. She had to redo all the labour. At last in 1955, 'Teacher' was published.
- E.**
1. Helen Keller was born a healthy child on June 27, 1880 at Tuscumbia.
  2. Tomy Stringer was a poor blind boy.
  3. Helen Keller passed away in 1968.
  4. The law in Tuscumbia regarding dogs was that if any dog was found moving around the town without its master, it was put to death.
  5. When Helen was only nineteen months old, she had a strange kind of fever. The fever left her blind and deaf.
  6. Helen used simple signs of shaking of head for 'no' and a nod for 'yes'.
  7. Annie Sullivan was an expert in teaching the blind.
  8. 'Finger Alphabet' is a sign language for teaching the blind. In it different positions of the fingers stand for different letters.
  9. The name of the book Helen wrote about Annie was 'Teacher'.
  10. Helen Keller helped the disabled all over the world by giving them a new hope and encouragement. Often, she gave examples of her own life and told them that they could overcome their difficulties with determined efforts.
- F.**
1. Annie had herself been blind for a time but recovered her eyesight, though partly. Her experience of blindness had given her much sympathy for the blind and she had made up her mind that she would help at least one blind child to have education. So she agreed to teach Helen Keller.
  2. Helen Keller's life story inspires millions of physically challenged people all over the world and bring a new ray of light for them as they understand that they too can overcome their difficulties with determined efforts.

## Writing

Apart from being a good teacher, Annie had a great patience, love and affection. She would hold Helen's fingers lightly in her hand and make different signs with them. Different positions of fingers stood for different letters. Thus, she could teach her three hundred words in three months. Then she was taught the Braille system for reading and writing.

## Listening

1. Florence Nightingale is popularly famous as 'The Lady with the Lamp'.

2. Her ambition ,since childhood was to become a nurse and help the suffering people.
3. Ladies from good families did not become nurses because they were paid little wages and got little respect from the people.
4. She got her first chance of nursing when her grandmother fell ill.
5. a) Adulthood                      b) Disrespect                      c) Weakness

### Speaking

Do it yourself.

### Grammar

- A.** 1. at                                      2. in                                      3. at                                      4. in  
 5. in                                      6. in                                      7. by                                      8. from  
 9. near                                      10. with
- B.** 1. Angry                                      2. Beautiful                                      3. Easy                                      4. Intelligent  
 5. Lucky                                      6. Dusty                                      7. Natural                                      8. Strong  
 9. True                                      10. Zealous
- C.** 1. Why are you angry?  
 2. The rose is a beautiful flower.  
 3. It's an easy question. Try to solve it.  
 4. My mother is an intelligent lady.  
 5. I'm lucky to win the prize.  
 6. It is dusty outside.  
 7. I love natural acting.  
 8. He is strong like a bull.  
 9. Do you know the true value of speaking the truth?  
 10. I'm a zealous supporter of Anna.

### Word Wise

- A.** 1. deaf                                      2. sign                                      3. expert                                      4. mission  
 5. Braille
- B.** 1. To see eye to eye (be in full agreement) - The boss and I do not see eye to eye.  
 2. To pull someone's leg (to tease someone) - Mohan was just pulling Sita's leg when he said that he was not feeling well.  
 3. To be on toes (being alert )- I am always on my toes when the teacher comes to the class.  
 4. To have cold feet (loss of courage) - Rohan gets cold feet once again about going on a trip to Europe.  
 5. To cry the heart out (to cry) - Sunita really cried her heart out on her mother's death.  
 6. To have sweet tooth (craving for sweets) - Mary eats candy bar everyday because she has a sweet tooth.  
 7. To give a cold shoulder ( to ignore someone) I thought she really liked me, but the next day she gave me the cold shoulder.  
 8. To keep the chin up (to encourage someone) - You should always keep your chin up.

### Life Skills

First they must develop self confidence. They can easily serve as guards and guides. Dancing and singing



can also be practised by them. Training in different vocations like leather work, knitting and tailoring can also be provided.

## **Project**

Do it yourself.

# **Lesson-6 (Timothy)**

## **Objectives**

- To enable the students to understand that even wild animals and pet birds can be our good friends and recognise us even after a long gap of separation. They enjoy the company, living with us and mourn our loss.
- To develop habit of reading with better understanding of text.
- To develop interest of students with 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 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 forms of adjectives and use the acquired knowledge in context.

## **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- Reference to context.
- HOTS
- Diary Entry
- Listening to the passage and answering questions related to it.
- Practising imaginary conversation.
- Revision of proper form of adjectives.
- Writing one word for expressions.
- Making compound words.
- Writing ways to show that you care for animals.
- Preparing report on tiger.

## **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a grandfather who found a tiger cub in the forest. He named him Timothy and raised him. However, when he grew up and became menacing he handed him over to the zoo. Once, he wanted to meet Timothy and started petting another tiger unknowingly.

- Ask the students if they have ever gone to the zoo or seen a tiger in real.
- Discuss about the characteristics of the tiger, its ferociousness, its looks, speed, cleverness etc.
- Now, introduce the character of Timothy to the students. Tell them how the narrator's grandfather found him and brought him up in their home itself. Also, talk about Toto, the monkey and a small mongrel puppy.
- Discuss with the students how Timothy's nature changed when he became four years old. This was the reason he had to be shifted to the zoo.
- Now, the students have become familiar with the theme of the story ask them to read the lesson turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of text.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check 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 different animals and their houses.
- 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 forms of adjectives.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

## Additional Questions

- Why was grandfather requested to accompany the party?
- Why were all giving hope to find a tiger?
- What destination did grandfather have?
- Who was Timothy?
- How was Timothy brought up?
- Who were the companions of Timothy?
- What habits did Timothy have?
- Why was Timothy shifted to zoo?
- What happened when grandfather visited the zoo?
- What happened in the end of the story?

## Home Assignment

- Make sentences from the words given in the 'Vocabulary aids'.
- Can we pet wild animals? Why or why not?
- 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. 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) elephants                      2. a) amusements                      3. c) creep                      4. a) Lucknow  
5. c) forehead
- B.** 1. False                      2. True                      3. True                      4. True  
5. True
- C.**        **Said by**                      **Said to**  
1. Zoo Keeper                      Grandfather  
2. Grandfather                      Zoo Keeper  
3. Zoo Keeper                      Grandfather
- D.** 1. The grandfather found a tiger cub and picked him up and brought home. Therefore, he had the distinction of being the only member of the party to have bagged any tiger cub dead or alive.  
2. When Timothy became four years old, a change came to him; he grew steadily less friendly to others. When out for a walk with me, he would try to steal away to stalk a rat or someone's pet dog.  
3. The zoo keeper said to grandfather to keep on telling him more about the tiger because he was new to the zoo.  
4. The zoo keeper wanted to explain the grandfather that Timothy died two months ago due to pneumonia and the tiger in the cage was not Timothy.  
5. The grandfather was stammering and hold his breath after knowing that the tiger which was licking him was not Timothy. Therefore, he suddenly withdrew his hand from the cage.
- E.** 1. The grandfather went on a hunting expedition in the Terai Jungle.  
2. The narrator's grandfather was requested to accompany the party because he knew the forests of the Shivalik Hills better than any other person.  
3. Grandfather found the tiger cub hiding among the roots of a banyan tree in the forests of the Shivalik Hills. He named him 'Timothy'.  
4. Toto was a monkey. It would pull Timothy by the tail and then climb up the curtains if Timothy lost his temper.  
5. Timothy loved to play with the narrator by creeping closer and closer to him and then suddenly making a dash for his feet rolling over on his back and pretending to bite his ankles.  
6. When Timothy became four years old, a change came to him, he grew steadily less friendly to others. Watching this, Grandfather decided to transfer him to a zoo.  
7. When grandfather put his hand through the bars of the tiger's cage, he approached the bars and allowed him to put both hands around his head and licked his hands. Thus, the tiger showed his affection to the grandfather.  
8. The old keeper stammered while talking to the grandfather because it was not Timothy with whom the grandfather was playing but another tiger that was still wild and dangerous.



# Lesson-7

## (The Solitary Reaper)

### 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 scene described by the poet.
- 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 with reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Quoting lines from the poem.
- Explaining Stanzas
- Writing brief summary of the poem.
- Listening to the poem and answering questions related to it.
- Discussion about nature.
- Writing words for expressions.
- Writing Antonyms
- Writing rhyming words.
- Describing a natural scene.
- Preparing list of things one can find during the harvest season.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem portrays a lone village girl cutting and gathering crops in the field. While doing her work, she is singing a song. Though the poet is unable to understand her language or the theme of the song, the tune of the song haunts him for long.

- Ask students if they have ever been to fields and noticed the beauty of nature all around.
- Explain them how farmers cut the ripe crops and bind them together. They do this with the help of a sickle.
- Ask them do they sing song when they are doing some work and liking it. If yes, correlate it to the reaping and singing of the little girl as described by the poet.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of natural things around them. Talk to them about the beauty of nature and how the little girl was enjoying the task she was doing.

- 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 lass- pass, grain- strain, profound- sound, heard- bird, sings things, lay-day, pain- again, ending- bending, still- hill, more- bore.
- Explain the rhyme scheme of the poem i.e., ababccdd (except first and last stanza the "A" rhyme is off).
- 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.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher and practise pronunciation of words.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class and ask the students to complete and discuss it later in the class.

### Additional Questions

- What was little girl doing in the field?
- How did poet compare nightingale with the girl?
- How was voice of the girl breaking silence?
- Did the poet understand the song?
- Why was poet motionless and still?
- How was music thrilling the heart of the poet?

### Home Assignment

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

### 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 poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) gently                      2. a) nightingale                      3. b) sorrow
- B.** 1. True                              2. False                                  3. True
- C.** 1. I listened, motionless and still,  
And, as I mounted up the hill
2. Will no one tell me what she sings?
3. No nightingale did ever chant  
More welcome notes to weary band
4. Whatever the theme, the Maiden song  
As if her song could have no ending,

- D.**
1. The whole valley is full with the melody of the solitary reaper.
  2. The song haunted the poet even after he heard it no more.

**Writing**

While moving alone in a valley, the poet heard the song of the maiden. She was singing, while reaping and binding the grain in her field. The song was really sweet, had a melancholy note and kept the poet spell bound. It remained in his memory for quite a long time after it was heard.

**Listening**

1. The trees are nature's gold.
2. The spring season is talked about in the beginning.
3. The leaves dry up and fall off the trees when autumn comes.
4. 'Eden' here refers to the Eden garden that was paradise on earth on coming of autumn even Eden seems in grief as all the flowers and leaves dry up.
5. The occurrence of day and night is a change seen in nature on a daily basis.

**Speaking**

Do it yourself.

**Word Wise**

- A.**
- |             |          |             |           |
|-------------|----------|-------------|-----------|
| 1. Solitary | 2. Bands | 3. Profound | 4. Strain |
| 5. Humble   |          |             |           |
- B.**
- |               |   |           |
|---------------|---|-----------|
| 1. Solitary   | - | Sociable  |
| 2. Melancholy | - | Happiness |
| 3. Weary      | - | Fresh     |
| 4. Silence    | - | Noise     |
| 5. Farthest   | - | Closest   |
| 6. Humble     | - | Rude      |
| 7. Loss       | - | Gain      |
| 8. Motionless | - | Moving    |
- C.**
- |            |   |         |
|------------|---|---------|
| · Lass     | - | Pass    |
| · Grain    | - | Strain  |
| · Profound | - | Sound   |
| · Heard    | - | Bird    |
| · Sings    | - | Things  |
| · Lay      | - | Day     |
| · Pain     | - | Again   |
| · Ending   | - | Bending |
| · Still    | - | Hill    |
| · Bore     | - | More    |

**Life Skills**

Do it yourself.

**Project**

Do it yourself.

# Lesson-8

## (The Country Mouse and the Town Mouse)

### Objectives

- To enable the students to understand that it's better to live happily with little and be content, rather than live with abundant but in fear all your life.
- To develop habit of reading with better understanding of text.
- To develop interest of students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of adverbs 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?
- Reference to context.
- HOTS
- Diary Entry
- Listening to the passage carefully and answering questions related to it.
- Framing imaginary conversation.
- Revision of adverbs.
- Making sentences from adverbs.
- Writing one word for expressions.
- Naming houses of animals.
- Writing antonym and synonym.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about the fine food and normal food that rats eat. It is basically based on the comparison of Country Mouse and Town Mouse. The Country Mouse is simple, work hard for his living and eat simple food without fear. Whereas, Town Mouse likes luxurious life, wants to have fine dining but is always afraid to get caught and killed by other animals or humans.



- Discuss about the menace the mice creates in our home. In search of food, mice keep on roaming from one place to another and makes hole everywhere. This brings infections and diseases at home.
- Ask students do we also take care about the mice that are roaming around in our country side. The answer is 'no'.
- With this introduce the character of Country Mouse and Town Mouse to the students and help them to correlate it with their lives.
- Ask them to read the story turn by turn. Guide them to read 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.
- Describe briefly about the lifestyle of Country Mouse and Town Mouse.
- 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 by explaining them adverbs.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- Which Mouse was laborious?
- Why did the Town Mouse accept the invitation?
- How was Town Mouse welcomed?
- Why was Town Mouse not delighted on seeing the food served?
- Why did Mrs. Country Mouse get angry?
- How was Country Mouse welcomed by Town House?
- Where did the Town Mouse take the Country Mouse?
- Why did Country Mouse said to Town Mouse in the end?

### **Home Assignment**

- Make sentences from the new words given in the 'Vocabulary aids'.
- Compare and contrast the character of Country Mouse and Town Mouse.
- 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. pleased                      2. trotted                      3. dining                      4. assured  
5. fierce
- B.** 1. False                      2. False                      3. False                      4. True  
5. True
- C.**        **Said by**                      **Said to**  
1. Town Mouse                      Country Mouse  
2. Country Mouse's Wife                      Town Mouse  
3. Town Mouse                      Country Mouse
- D.** 1. The Town Mouse was not liking the food that was served to her at Country Mouse's place.  
2. The Country Mouse wanted to change the ugly topic because he didn't want fight to take place between Town Mouse and Mrs. Country Mouse.  
3. When Country Mouse was told to be careful so that nobody sees them, he got baffled.  
4. The door of the room opened and the servants brought two dogs to catch the mice.
- E.** 1. The Country Mouse had made his home in a hole under the stones of a wall.  
2. The dogs scratched at the hole for a long time to find the mice.  
3. The Town Mouse came to the house of the Country Mouse because the letter had invited her to spend a few days with him in the country.  
4. Mrs. Country Mouse became irritated because the Town Mouse had made fun of the food served.  
5. To change the ugly topic, the Country Mouse began to ask Town Mouse questions about town life.  
6. The sight of all kinds of dainties kept on the table for a grand feast made the Country Mouse's mouth water.  
7. When the Country Mouse was about to start his feast, the door opened and a group of people came into the room. They had to run away in fear and hide in the hole.  
8. Before leaving, the Country Mouse said to his aunt, "Fine food is all very well, dear aunt, but one still goes hungry if one is not allowed to eat it! Give me my barley corn and safety rather than ham and continuous runs for life! Good bye, my dear aunt, I'm off".
- F.** 1. The Town Mouse lived in a city far away from the village where one of her relatives lived. She was vain, proud and boastful and suffered from a superiority complex. She was not courteous too. This is clear from her reaction, while enjoying the party hosted by the Country Mouse.  
2. In the party, hosted by the Town Mouse, nothing could be eaten because of the constant fear of being caught and thrashed. As they had to start eating. There entered the people, making the mice run to hide for safety. As soon as they had left, a servant entered with two dogs, making them run away again for safety. Finally, the Country Mouse had to leave without eating. While leaving, she said, "fine food is very well, but one still goes hungry, if one is not allowed to eat it".

## Writing

Monday, 12<sup>th</sup> December, 20XX

9:00 pm

Today, I went to the town as I was called by my aunt for lunch. She told me not to speak anything and not to make noise. We went to a place which was well decorated and fine dining was placed there. There were many chairs around the table. The Town Mouse hopped on the table with me. I was amazed to see so much of food. But soon people came there, nothing could be eaten because of the constant fear of being caught and thrashed. We had to run to save our life, because the servant come in with two dogs to catch us. I holded my ears and thanked God that I am a Country Mouse and not a Town Mouse and came running back to my home.

## Listening

1. The mouse went out to the fields to see what he could eat.
2. He saw a smooth, shiny acorn, lying in the grass.
3. When he touched it with his paw, it rolled away from him.
4. When he slipped down the hole, he saw some stairs going down into the earth. He went down the stairs until suddenly he saw a tiny door at the foot of the stairs.
5. a) Glossy                                      b) Forward                                      c) Lay out

## Speaking

Do it yourself.

## Grammar

- A.**
1. Swiftly                      -                      The car moved swiftly on the road.
  2. Fast                              -                      Rohan ran fast in the race.
  3. Happily                      -                      Seema and Ram happily got married to each other.
  4. Seriously                      -                      I am seriously not interested to take part in this competition.
  5. Easily                              -                      She will easily complete this project by tomorrow.
  6. Definitely                      -                      I will definitely complain against you to the principal.
- B.**
1. soundly                      2. hurriedly                      3. easily                      4. swiftly
  5. smoothly                      6. eagerly                      7. yesterday                      8. early
  9. very                              10. sadly

## Word Wise

- A.**
1. prince                      2. whiskers                      3. larder                      4. fur
  5. barley
- B.**
1. b) hive                      2. a) den                      3. e) kennel                      4. c) nest
  5. f) stable                      6. d) shed                      7. l) sty                      8. j) aquarium
  9. h) tree                      10. g) hole

<b>C. Word</b>	<b>Synonym</b>	<b>Antonym</b>
1. Intention	Aim	Inadvertency
2. Superiority	Supremacy	Inferiority
3. Delicious	Mouth-watering	Inedible
4. Baffled	Puzzle	Clear
5. Nibble	Take Small Bites	Gobble

**Life Skills**

Home is one of the best places on earth. No matter wherever you go, there is something special about our home that attracts us. It is the peaceful atmosphere, the loving family members, the cherished memories and the bond that you share with one another. There is no other beautiful place than your home. Whether the home is big or small, it is lovely to be there and enjoy the precious time with the family members.

**Project**

Do it yourself.

# Lesson-9

## (The Happy Prince)

### Objectives

- # To enable the students to understand that a friend in need is a friend indeed and it's the most precious possession in the world.
- To develop habit of reading with better understanding of text.
- To develop interest of students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of prepositions 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?
- Reference to context.
- HOTS
- Writing diary entry.
- Listening to the passage carefully and answer the questions related to it.
- Framing imaginary conversation.
- Choosing suitable prepositions.
- Writing one word for the expressions.
- Naming People
- Completing words using 'er' or 'or'.
- Services that can be rendered to needy people.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about kind hearted Happy Prince's desire to remove the sufferings of the common people and the sacrifice of the little Swallow who tried to help him in his endeavour.

- Ask students if they have heard about generous king before. Who was it? Tell them to share it with class.
- Now, talk about the character of Happy Prince, who was a statue but saw the suffering of mankind and took help of the Swallow to fulfill the needs of the poor. You can draw a flowchart on the board.

## Prince+Swallow

- \* Ruby from sword hilt = Poor boy and his mother
- \* Sapphire of eye = Young man in garret
- \* Sapphire of other eye = Little girl with torn shoes.
- \* Leaf of fine gold = To many poor people to remove misery and poverty.

Therefore, they were chosen as most precious things in the city by the Angels.

- Now 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher and practise conversation.
- Make students do the 'Grammar' section themselves after explaining them prepositions.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### Additional Questions

- Where was the statue of Happy Prince?
- What all did the statue of Happy Prince had?
- Why did Swallow want to have rest?
- What was golden bedroom of the Swallow?
- Why were the eyes of Happy Prince filled with tears?
- Who all did the Swallow and Happy Prince help?
- Why did the Swallow grow colder and colder?
- What was the last wish of the Swallow?
- What comment did the Mayor pass on seeing the statue of the Happy Prince?
- What did Angels of God bring when asked to bring two most precious things in the city?

### Home Assignment

- Make sentences from the words given in the 'Vocabulary aids'.
- Write few ways in which you can help the poor or needy people around you.
- 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) gilded                      2. a) Swallow                      3. b) lanterns                      4. c) hearth  
5. a) leaden
- B.** 1. True                              2. False                              3. True                              4. True  
5. False
- C.** 1. sword                              2. Egypt                              3. flew                              4. rosier  
5. crack
- D.**        **Said by**                              **Said to**  
1. Swallow                              Himself  
2. Happy Prince                              Swallow  
3. Mayor                              Councillors
- E.** 1. The Swallow was alighted just between the feet of Happy Prince. The Happy Prince was crying and his tears feel like drops of water on the Swallow, when he was trying to sleep.  
2. From the place where the statue of Prince was he could see all the ugliness and misery of the city. This made his heart made of lead cry for others.  
3. The Swallow fanned the boy's forehead with his wings. Therefore, boy felt relieved and cool.  
4. When the Happy Prince asked the Swallow to pluck one eye of his and give it to the young man in a garret, the Swallow denied and started weeping.  
5. The Swallow picked off leaf after leaf of fine gold and gave it to poors. The children were happy to be able to eat food which was not possible before.  
6. When God asked his Angels to bring him the two most precious things that were in the city, the Angels brought him the leaden heart and the dead bird.
- F.** 1. The statue of the Happy Prince stood on a tall column high above the city.  
2. The little Swallow alighted just between the feet of the Happy Prince.  
3. The little Swallow requested the Happy Prince to allow him to kiss his hand before dying.  
4. The statue of the Happy Prince was gilded over with thin leaves of fine gold. For eyes, he had two bright sapphires. A large red ruby glowed on his sword hilt.  
5. The little Swallow alighted at the feet of Happy Prince because it was night and he was tired after flying all day long. So he wanted to have some rest.  
6. The Swallow felt quite warm because he had done a good act.  
7. The Happy Prince sent the ruby from his sword hilt for the poor seamstress.  
8. The Happy Prince sent the sapphire, fixed at his other eye, for the little girl in the square.  
9. The little Swallow was not ready to leave the Happy Prince because the Prince had become completely blind.  
10. The people pulled down the statue of the Happy Prince and melted it in a furnace because it had lost its beauty and looked ugly.

- G.**
- Poverty is a curse. It brings all sorts of sufferings and troubles to a man. Therefore, it is the cause of all the miseries in life.
  - The two most precious things that the Angel took to God were the laden heart of the Happy Prince and the dead body of the Swallow. He chose them because the Happy Prince and the Swallow had sacrificed their lives while serving the poor.

### Writing

Monday, 20<sup>th</sup> May, 20XX

8:00pm

I am called the Happy Prince. But I am really not happy. The misery of the people gives me so much pain that I feel like crying all the time. Not far from me, there is a poor seamstress in a street. Her hands are pricked by the needle, as she has no thimble. Her young son is sick and is asking for oranges which she can't afford. I see another man in a garret working on a play. But he can't write because of cold. He has no money to buy firewood. Over and above, just below me, there is a poor girl who is a rag picker. She is without shoes and stockings and has no scarf to cover her head. I tried to help them by sending ruby and a sapphire through the Swallow. But a lot is needed to be done to overcome the suffering of the people.

Happy Prince

### Listening

- The incident happened in America.
- Rosa felt grateful because the bus was nearly empty.
- No, the driver of the bus did not know Rosa.
- The rule for Black passengers for using a public transport was that Black passengers had to give up their seats when white passengers came in. They had to get off the bus and go round to the back door. They could then get on the bus again and travel as standing passengers.
- |          |             |              |
|----------|-------------|--------------|
| a) Empty | b) Thankful | c) Community |
|----------|-------------|--------------|

### Speaking

Do it yourself.

### Grammar

- |          |               |          |           |
|----------|---------------|----------|-----------|
| 1. in    | 2. to,in      | 3. to    | 4. in     |
| 5. at    | 6. on         | 7. on    | 8. at     |
| 9. in    | 10. in        | 11. into | 12. under |
| 13. over | 14. in, under | 15. in   |           |

### Word Wise

- |           |              |               |                |               |
|-----------|--------------|---------------|----------------|---------------|
| <b>A.</b> | 1. gilded    | 2. Swallow    | 3. thimble     | 4. pedestal   |
|           | 5. mayor     |               |                |               |
| <b>B.</b> | 1. Tailor    | 2. Postman    | 3. Play writer | 4. Rag picker |
|           | 5. Begger    |               |                |               |
| <b>C.</b> | 1. Countries | 2. Messenger  | 3. Lanterns    | 4. Fever      |
|           | 5. Mayor     | 6. Counsellor | 7. Longer      | 8. Director   |
|           | 9. Hunger    | 10. Work      |                |               |



## Life Skills

Do it yourself.

## Project

Do it yourself.

# Lesson-10 (Dilemma)

## Objectives

- To enable the students to understand that the best service to your parents is to understand and respect their feelings. They are the ones who deserve credit for what you are.
- To develop habit of reading with better understanding of text.
- To develop interest of students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate different verb forms and use the acquired knowledge in the context.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- Reference to context.
- HOTS
- Writing Letter
- Listening to the passage and answering questions related to it.
- Practising imaginary conversation.
- Revision of verb forms.
- Writing synonyms and antonyms.
- Holding group discussion.
- Effect of technology on people.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a boy named Sumit, who decided to give up his studies and help his father as he was alone and needed help to perform his duties. The main thing is that the decision was of Sumit himself and not of his father and mother.

- Ask students what all do they do at home to make their parents happy. Listen to their answers.
- Now, ask them how can they help them in day to day life. Tell them to enlist few ways by which they help their parents at home.
- Now, introduce the character of Sumit to the students. Explain them in short how Sumit was in dilemma to tell the biggest decision of his life to his mother and father. He was afraid as he didn't know they will accept it or not.
- 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 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 importance of choosing one's career wisely.
- 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 different forms of verbs.
- Have discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in class.

### **Additional Questions**

- Why were students going home?
- Why was Sumit absorbed in deep thoughts?
- What he thought his parents will never approve?
- What was the dilemma?
- How can you say his mother was happy to see him?
- Why did the voice of father quiver?
- What sympathy did Sumit have with his father?
- Why did mother's superb cooking went unnoticed?
- What did Sumit say in croaky voice?

### **Home Assignment**

- Make sentences of the words given in the 'Vocabulary aids'.
- Write a paragraph on 'Loving Son Like Sumit' 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. False                                  2. False                                  3. True                                  4. False  
5. False
- B.**        **Said by**                                  **Said to**
- |           |        |
|-----------|--------|
| 1. Mother | Sumit  |
| 2. Sumit  | Father |
| 3. Father | Sumit  |
- C.** 1. Sumit was still thinking as he boarded the train. He had taken a decision which he know his parents could never approve because they loved him so much.  
2. Sumit was quite accustomed with his mother giving vent to her feelings. He knew how to comfort her.  
3. Sumit met his father with deep sympathy and very few words because he how his father had faced all the harsh realities of life.  
4. Throughout the dinner, Sumit kept on explaining his mother and father why he wanted to be a farmer.  
5. Sumit's eyes were filled with tears, he did not care if others saw them. He was emotional. When he decided to be a farmer and told his mom and dad.
- D.** 1. Sumit was absorbed in deep thought because he was in doubt whether his parents would approve his decision or not.  
2. Sumit decided to walk down to his house because he needed time to prepare himself before talking to his parents about his decision.  
3. Sumit told about his decision to his parents after dinner.  
4. Sumit had decided to discontinue his studies and stay at the farmhouse to help his father. He was in doubt whether his parents would approve his decision or not.  
5. When Sumit reached home, his mother was feeding the cows.  
6. When Sumit's father met him, his lean face flushed with happiness.  
7. His father was forced to pre-mature retirement because he could not bear the strain of two wars.  
8. About his future plan, Sumit told his parents that he wanted to stay at home and work in their field so that he could strengthen his father's hands.  
9. Yes, his parents were very happy to know about his plan. It became evident when his father said that they would be happiest if he could join them there, on the farm.
- E.** 1. No, Sumit was not selfish. This is why he gave up the idea of becoming an engineer, a doctor or trying for a competitive exam. He knew how hard his father had been working on the farm single-handedly. His father too had taken pre-mature retirement from the army to take care of the farm. It was, therefore correct when he decided to work with his father on the farm.  
2. In the sentence, 'the speech of his life' means the most important, decisive speech. It was going to decide the future of the speaker. Sumit had declared that rather than pursuing the profession of his choice, like medicine or engineering, he would work with his father on the farm.

## Writing

August 10, 20XX

My Dear Ripu

I am writing to inform you about our important decision initiated by me regarding my future. Rather than trying for engineering, medicine or IAS, I've decided to work on my farmhouse in the village. Since my father is getting old and he needs a reliable hand to help him, I thought it was my moral duty to be by his side. Hope you agree with me.

Yours Lovingly

Sumit

## Listening

1. The King had a firm faith on the honesty and capability of the Chief Minister. This is why he gave the charge of the affairs to the kingdom to him.
2. The Chief Minister wished to devote the rest of his life in the company of holy men.
3. The King requested the Chief Minister to let one of his son succeed him.
4. All the three sons of the Chief Minister looked equally bright and smart and were dutiful and bold as well.
5. a) Potential                      b) Dedicate                      c) Triumph

## Speaking

Do it yourself.

## Grammar

A. 1. Say	Said	Said
2. Break	Broke	Broken
3. Go	Went	Gone
4. Write	Wrote	Written
5. Put	Put	Put
6. Bring	Brought	Brought
7. Draw	Drew	Drawn
8. Bite	Bit	Bit
9. Spend	Spent	Spent
10. See	Saw	Seen
11. Give	Gave	Given
12. Read	Read	Read
13. Swim	Swam	Swam
14. Throw	Threw	Thrown
15. Rebuke	Rebuked	Rebuked

- B.**
1. The Indian Cricket team will win the match.
  2. I have invited all my friends on my birthday.
  3. A blue kite was being flown by the little boy.

4. They bought a new car.
5. Our teacher said that the earth moves around the sun.
6. The thief was arrested by the police.
7. The doctor will give medicine to the patient.
8. The fisherman is casting his net into the river.
9. The teacher said that he was busy then.
10. I solved the question.

### Word Wise

- |    |              |          |            |          |
|----|--------------|----------|------------|----------|
| A. | 1. tired     | 2. fater | 3. holding | 4. quiet |
|    | 5. trembling |          |            |          |

Word	Synonym	Antonym
B. 1. Approve	Accept	Refuse
2. Pleasure	Happiness	Unhappy
3. Harsh	Cruel	Kind
4. Tough	Durable	Weak
5. Haste	Speed	Slowness
6. Clean	Washed	Dirty

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-11

### (How the camel got its hump?)

### Objectives

- # To enable the students to understand the importance of being active as laziness is the enemy of virtue, and the very train of all wickedness. Laziness may appear attractive, but work gives satisfaction.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate forms of personal pronouns and use the acquired knowledge in context.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- HOTS
- Writing story of 'The Camel and the Jackal'.
- Listening to the passage carefully and answering questions related to it.
- Enacting Conversation
- Revision of personal pronouns.
- Writing one word for expressions.
- Writing and making sentences from animal proverbs.
- Making list of bad habits.
- Collecting pictures of camel and writing about it.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about the olden days, when camel did not have any hump on his back. He loved to spend his time idly in the desert. He got hump on his back because of his laziness.

- Ask students to imagine camel without hump. From the appearance itself camel seems to be too lazy. How it would look without the hump? Discuss in the class.
- Tell them briefly about how camel denied everyone for work by saying 'humph'. They all complained to Genie and the Genie in return punished the camel with a hump.
- The 'hump' is actually a punishment given by the Genie to the camel. The camel is told to work hard and better with the energy given by the food stored in the hump.
- Now 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 the 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 camel as the ship of 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' exercise themselves after explaining them forms of personal pronouns.
- Have a discussion about 'Word Wise', '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 the camel?
- What did camel have for his feast?
- What did the horse say to the camel?
- What did the ox say to the camel?
- What did dog say to the camel?
- Why were animals gloomy?
- What did the Genie say to the camel?
- Why did Genie become angry? What did the Genie do to camel?

**Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Imagine camel without a hump. Write your imagination about its lifestyle.
- 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. baobab                      2. yoke                      3. Genie                      4. cloak  
       5. uttered
- B.** 1. False                      2. True                      3. True                      4. True  
       5. True
- C.**     **Said by**                      **Said to**  
       1. Horse                      Camel  
       2. Dog                      Camel  
       3. Genie                      Camel
- D.** 1. The camel lived in a desert.  
       2. The ox had a yoke on his neck.  
       3. The refusal of the camel to help the man, made the horse, the dog and the ox angry.  
       4. The fruit of the baobab tree was the most favourite food of the camel.

5. The horse asked the camel to join them and live like them with the master.
  6. The camel replied, "Humph" to whoever talked to him.
  7. The animals decided to take help of the Genie of the desert because they thought that the Genie would be able to convince the camel to work for their master.
  8. The Genie punished the camel for his laziness by creating a big hump on his back.
  9. The Genie of the desert told the camel that his hump would be advantageous to him as he could store his food in it and he won't have to eat everyday.
- E.**
1. The man said to the three animals that since the 'humph thing' in the desert won't work, all of them would have to work double-time.
  2. As a punishment, the Genie created a big hump on the back of the camel. It became advantageous to him because he could store his food in it. Thus, saving him from the trouble to eat everyday.

### Writing

A jackal and camel were friends. Once the jackal took camel to a sugarcane farm. The jackal wanted to eat fish and crabs from the river nearby the farm. Since, camel was taking time, jackal finished eating early and started to howl and told camel that it was habit to howl. Camel requested but the jackal didn't listen. Farmers came and beat the camel for eating sugarcanes. The jackal simply said sorry and sat on the back of camel. The camel crossed the river with jackal on his back. Camel started to take dip in the water. The jackal cried to stop, the camel replied that it's a habit of his after meal. After some time jackal fell down and drowned in the river.

### Listening

1. The jackal and the camel lived in a forest nearby a river.
2. The jackal wanted to go the other side of the river because there were plenty fish and crabs on that side.
3. The problem with the jackal was that he didn't know swimming.
4. The camel sowed the problem of the jackal by carrying him on his back.
5. a) Easy                                      b) Ample                                      c) Guaranteed

### Speaking

- Horse : I had gone to the camel to ask him to come and help the man in his work.
- Dog : Did he agree?
- Horse : No, he didn't and went away from there.
- Dog : I had also asked the ox to call him.
- Horse : What did he say to him?
- Dog : I told him to work and play with all like me.
- Ox : What did he say in reply?
- Dog : He didn't respond either. He became irritated and went away from there.
- Horse : How irresponsible! We must teach him a lesson.
- Dog : I've a plan.



Horse and Ox : What's it?

Dog : Let's approach the Genie of the desert. He will definitely punish the camel.

Horse and Ox : Yes, let us call the Genie of the desert at once.

### Grammar

- |            |               |            |         |
|------------|---------------|------------|---------|
| 1. She, me | 2. their      | 3. My, she | 4. her  |
| 5. your    | 6. its, her   | 7. his     | 8. them |
| 9. our     | 10. you, your |            |         |

### Word Wise

- A.** 1. sand dune                      2. genie                              3. cloak                              4. utter  
5. disappeared

- B.** 1. A leopard cannot change his spots. (Its is impossible to change one's character.)  
He is bound to fail the exam again, a leopard cannot change his spots after all.
2. Showing red rag to a bull. (A comment or a criticism)  
Her remarks were like a red tag to a bull.
3. A wolf in sheep's clothing. (Someone who hides malicious intent under the guise of kindness.)  
Don't trust the sales people, they all are wolves in sheep's clothing.
4. Fish out of water. (Situation which is completely new or confusing.)  
John was like fish out of water when he shifted to Delhi from Hyderabad.
5. Birds of a feather flock together. (People with similar characteristics enjoy each other's company.)  
Mrs. Sunita and my mother are a great example of birds of a feather flock together.
6. Shedding crocodile tears. (False crying)  
Politicians shed crocodile tears over the plight of the unemployed.
7. Don't look a gift horse in the mouth. (Do not be ungrateful, when you receive a gift.)  
Pam's mother told her not to look a gift horse in the mouth when she was ungrateful for getting a watch as a gift by her brother.
8. Let the cat out of the bag. (To disclose a secret.)  
Rohan let the cat out of the bag about my surprise birthday party.

### Life Skills

- Getting angry causes high blood pressure. It makes us lose friends.
- Shirking from work makes us unpopular. We lose confidence of others.
- People start hating us. They start avoiding us if we are selfish.
- We miss opportunities because of being late.

### Project

Do it yourself.

# Lesson-12

## (Idgah)

### Objectives

- To enable the students to understand the importance of taking care of our beloved instead of thinking about ourselves.
- 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 question tags and use the acquired knowledge in context.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- HOTS
- Writing few lines about Eid fair.
- Listening to the passage carefully and answer questions related to it.
- Enacting Conversation
- Writing suitable question tags.
- Fill in the blanks.
- Writing one word for expressions.
- Writing homophones and making sentences.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story 'Idgah' is one of the most popular novelist of Hindi. Little Hamid is only four years old. He is an orphan and his grandmother Amina is his only support in this cruel world. They are poor but their love for each other is beyond description. He goes to the fair on the day of 'Eid' with only three paise in his pocket.

- Ask students how do they celebrate their festivals. If you have muslim students, ask them to describe the festivities of Eid. Also, ask them what all do their mother(s) prepare on Eid. They will reply you sevian. Discuss briefly about it.

- Now, talk about the ritual of exchanging gifts with each other and the proceeding of men of the house to Idgah for offering prayer together. Once they have finished with the prayer, they all greet each other by saying 'Eid Mubarak'.
- Explain how the children feel excited to wear new clothes and go to fair with their friends and family members.
- Now, introduce the character of Hamid and try to contrast his way of celebrating Eid with that of common people.
- Tell them 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 to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text.'
- Write the answers on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining use of question tags.
- Have a discussion about 'Word Wise' and 'Life Skills' in the class. Also, ask them to complete it and get it checked later in class.

### **Additional Questions**

- Why was village buzzing with activity?
- Why were children excited?
- Who was Hamid?
- Why was Amina crying?
- How much money did Hamid have?
- What were people doing?
- What all toys were there in the fair?
- How did all the friends of Hamid enjoyed in the fair?
- Why did Hamid think to buy tongs for her grandmother?
- Why did Amina cry hugging Hamid?

### **Home Assignment**

- Make sentences from the words given in the 'Vocabulary aids'.
- Write a short paragraph on 'Loving Others is a Boon'.
- 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) grandmother      2. c) silver      3. a) seviaan      4. a) joy-ride  
5. c) three
- B.** 1. True      2. False      3. True      4. False  
5. False
- C.**
- | <b>Said by</b> | <b>Said to</b> |
|----------------|----------------|
| 1. Mohsin      | Hamid          |
| 2. Tong Seller | Hamid          |
| 3. Amina       | Hamid          |
- D.**
1. Hamid is a little boy of only four years.
  2. Amina is crying because there is nothing in the house even on the festival of Eid.
  3. Hamid pays three paise for the pair of tongs.
  4. The village is buzzing with activity because it was festival of Eid.
  5. Hamid lived with his grandmother, because his parents were dead.
  6. Hamid knew his parents will return one day. His mother will bring home sacks full of silver. His mother, who has gone to bring him gifts from Allah Miya's house.
  7. Amina does not go to the fair with Hamid because she would make seviaan for him.
  8. Hamid's friends enjoy in the fair in their own ways. Some of them enjoyed riding in the giant wheel, some buy and eat sweets and some others buy toys. He doesn't join them because he has only three paise in his pocket which he wants to save for something special.
  9. Hamid buys a pair of tongs in the fair. He buys it for his grandmother because the fire burns her fingers, every time she make rotis.
  10. Hamid tells Amina that he has bought the tongs because she always burn her hands on the fire.
  11. Both Hamid and Amina loved each other very much, Amina didn't go to the fair to prepare seviaan for Hamid and Hamid didn't buy anything for himself and bought pair of tongs for Amina.
- E.**
1. We survive on hope. Students burn the midnight oil, hoping to succeed in the examination. We pray to God because we hope that it would make him bless up. It is, therefore, correct to say that 'Hope is a Magical Thing'.
  2. Hamid brings the tongs from the fair for his grandmother. Rather than spending his three paise on something to eat, he spends them on his gift to Amina. Getting it she said, "What a lovely child he is!" Her utterance shows that Hamid was a loving and responsible boy.

### Writing

We had decided to enjoy ourselves in the fair on the occasion of Eid. Hamid was one of us. We all moved here and there, looking at skills, merry go round and the giant wheel. Some of us had fun on the giant wheel and merry go round, some enjoyed eating sweets. But Hamid didn't have any of them, though he looked at all of them desirously. While on the way back, he bought a pair of tongs, leaving all of us puzzled.

## Listening

1. Tom had tears in his eyes because his father had switched off the bedroom's light.
2. A red stocking was hanging at the foot of Tom's bed. It was hanging there so that Santa Claus could keep his gifts there.
3. Tom thought that it would remain empty this year because he had forgotten to post his letter to Santa Claus.
4. The sleigh of the Santa Claus was pulled by his fastest reindeer.
5. a) Unfilled                                  b) Breathe in                                  c) Bag

## Speaking

- Hamid                                  :    See Ammijan! I have bought it for you.
- Grandmother                        :    What's that my child?
- Hamid                                  :    Here it is. See for yourself.
- Grandmother                        :    OH, it's a pair of tongs. Where did you get it from?
- Hamid                                  :    I have bought it from the fair.
- Grand mother                        :    How much did it cost?
- Hamid                                  :    It costs three paise.
- Grandmother                        :    But you had only three paise with you!
- Hamid                                  :    Yes, I have spent them on tongs.
- Grandfather                         :    What! So you didn't buy anything for yourself in the fair!
- Hamid                                  :    No Ammijan! I didn't like to buy anything for me.
- Grandmother                        :    What a considerate child you are!
- Hamid                                  :    It's all your blessings.
- Grandmother                        :    I am proud to be your grandmother.

## Grammar

- A.** 1. isn't it?                                  2. can they?                                  3. isn't it?                                  4. shouldn't we?
5. aren't they?                                6. isn't he?                                  7. are they?                                8. wasn't it?
9. does she?                                  10. doesn't he?
- B.** 1. good                                        2. confidently                                3. importance                                4. uncomfortable
5. amazingly                                  6. dark                                        7. excitedly                                  8. obvious
9. fluently                                      10. quickly

## Word Wise

- A.** 1. Sevan                                      2. jostle                                      3. turban                                      4. tongs
5. hug

- B.** 1. Fair - Fare

I went to fair with my friends.

The taxi fare was too high.

2. Break - Brake

Nita always breaks the rules.

I applied brakes of my bicycle as soon as I saw a dog crossing the road.

3. Pale - Pail

Your skin has grown pale due to sickness.

Please fetch me a pail of water.

4. Would - Wood

I would go to the market in the evening.

He got a log of wood and kept it beside himself.

5. Feel - Feal

I could feel the softness of the fur.

He was dressed in a feal manner.

6. Weight - Wait

My weight is 35 kg.

Could you please wait for me?

### Life Skills

- a) 1. Get comics  
2. Offer some of it to the orphans.  
3. Offer a part of it to God in the temple.  
4. Have snacks of my choice.
- b) 1. Get a shawl for mother.  
2. Present a nice birthday gift to a friend.  
3. Give a treat to my family.  
4. Present a walking stick to my grandfather.  
5. Get a doll for my sister.

## Lesson-13 (The Crane has One Leg)

### Objectives

- To enable the students to understand the importance of using wit and humour to save you from wrath of others.
- 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 students by relating it to their own lives.
- To enhance 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 voice.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Writing incident from life.
- Listening to the passage carefully and answer questions related to it.
- Framing imaginary conversation.
- Revision of active and passive voice.
- Writing one word for expressions.
- Collecting pictures and information about birds.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a clever cook who claims that crane has one leg to his master. His master was about to punish him. But his presence of mind saved him from the situation.

- Ask students when do they feel like wit plays major role in saving oneself from a situation. Elaborate and discuss more.
- With the discussion also ask students to tell if they have ever seen crane before. If yes, how many legs do they have. They all will reply two. If they have two legs, how can the cook state that the crane brought by the Currado had one leg.
- This will increase the interest of the students in the story line of the store.
- Now ask the students to read the chapter turn by turn. Guide them to read 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 related to the chapter.
- 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 their teacher and practise conversation.
- Have a discussion about 'Word Wise' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

## Additional Questions

- Where did Currado live?
- What was Currado good at?
- How was the cook in nature?

- What did cook friend say to him?
- Did the cook friend eat a leg piece of the crane?
- How did cook try to escape from the reality?
- Why did Currado not say anything to cook in front of guest?
- How can you say Currado was too angry?
- Where did Currado take the cook?
- What is the moral of the story?

### Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Write a short note on 'Cleverness of the Cook' 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) worthy                      2. c) irritated                      3. c) bewildered                      4. b) angry  
5. a) cranes
- B.** 1. True                              2. False                              3. True                              4. True  
5. False
- C.** 1. gallant                          2. carved                          3. supper                          4. escape  
5. peace
- D.**        **Said by**                              **Said to**  
1. Cook's Friend                      Cook  
2. Cook                                  Currado  
3. Currado                              Cook
- E.** 1. Currado was a gentle man who lived in a country of European country.  
2. Currado was fond of hunting small animals and birds.  
3. Along with the bird, Currado sent instruction to his cook to cook the bird for supper.  
4. The cook's friend was adamant and get a leg of the bird to taste. When the cook refused, he even started quarelling with him. It complete the cook to oblige him so that it could be maintained.  
5. Currado found only one leg of the bird because the cook had already given the other one to his friend. The cook gave the reason that the bird had only one leg.  
6. When Currado asked his cook about the other leg, he replied that cranes have only one leg.  
7. When Currado asked his cook because he knew well that no birds can have only one leg. Next morning, he took cook to the riverside where he had often seen plenty of cranes.  
8. The cook escaped a thrashing by using his presence of the mind.



- F.
1. Yes, the cook was really very clever. When Currado took him to the river side, he showed his master the cranes standing there on one leg. He told him to watch them. He was not discouraged even when Currado shouted to the birds and made them put the other legs on the ground but boldly said that if Currado had done the same to the bird, last night, it would have brought out its other leg. This proves his cleverness and presence of the mind.
  2. The statement shows that Currado was a thorough gentleman who never entered into an argument as to create an unpleasant scene in front of his guests.

### Writing

Once I forgot to procure medicine for my ailing grandmother. When she asked where her medicine was, I was replied that the shopkeeper wasn't at the counter. She took it calmly and said that I could try after half an hour.

### Listening

1. The farmer went to his orchard with his servant.
  2. His servant was a very clever and greedy fellow.
  3. The farmer gave the mangoes to his servant and asked him to serve them at lunch.
  4. The servant ate up the mangoes because he was a greedy fellow and was greatly tempted by the sweet aroma of the ripe mangoes.
5. a) Fruit garden                      b) Attracted                      c) Ate in a hurry

### Speaking

Do it yourself.

### Grammar

1. The dog is being teased by some naughty boys.
2. The plants are watered by the gardener.
3. The heavy box was being carried by the porter.
4. A table is made by the carpenter.
5. The elephant has been seen by Sarita.
6. A noise is being made by some children.
7. A new house has been bought by them.
8. The patient has been examined by the doctor.
9. A good decision has been taken by you.
10. The snake was killed by the man with a stick.

### Word Wise

- A.
1. hound                                      2. crane                                      3. altercation                                      4. thrash
  5. heartily
- B.
1. Boil                      -                      Reach a temperature to turn into vapour
  2. Marinate                      -                      Soak in a marinade
  3. Saute                      -                      Fried quickly in little oil

4. Deep fry - Fried in lot of oil
5. Bake - Cook by dry heat
6. Simmer - Cooking food on low flame
7. Grill - Cook food using a grill
8. Shallow fry - Fried in less oil

## Project

Do it yourself.

# Lesson-14 (Vengeance)

## Objectives

- To enable the students to understand the importance of not taking revenge from anyone as it leads to dissatisfaction in the end.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading texts.
- 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 compound words.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- Writing character sketch.
- HOTS
- Writing Letter
- Listening to the passage carefully and answering questions related to it.
- Forming compound words.
- Writing one word for expressions .
- Naming Persons
- Writing acts to day to day life.
- Finding out countries' name for rivers.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a fisherman Ye Myint who got the egg of a crocodile. The couple had no children. She they looked after the egg with great care. In course of time, it hatched and a little crocodile was born. Though, they looked at crocodile as their own son but crocodile was ungrateful and betrayed them.

- Have you ever taken revenge from someone? Were you happy? Ask students to answer these questions.
- When answering explain them taking revenge adds up to bad deeds of you yourself, not the one whom you take revenge from.
- Explain them it is better to leave things in the hands of God than to take them in your own and turning them the way they should not be.
- Introduce to them the character Ye Myint and Rain Cloud and give a gist of the story line.
- 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.
- Explain the moral of the story and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of your own to grasp the meaning correctly.
- Write the answers 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 conversation.
- Make students do the 'Grammar' section themselves after explaining them compound words and indirect speech.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask the students to complete it and get it checked later in class.

## Additional Questions

- What do you mean by vengeance?
- Who was Ye Myint?
- How did the egg hatch?
- How did the couple pay homage to the Rain Cloud?
- What did the Rain Cloud do with his father?
- Was Rain Cloud happy later?
- What happened to Rain Cloud when he became human?
- Whom did Rain Cloud marry?
- Who was Moe Kyaw?
- What did Moe Kyaw do with Rain Cloud?
- What did Rain Cloud leave behind?

## Home Assignment

- Make sentences of the words given in the 'Vocabulary aids'.
- Compare and contrast the nature of Rain Cloud and Moe Kyaw.
- 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) Irrawaddy      2. a) crocodile      3. c) slithered      4. b) mellowed  
5. c) pagoda
- B.** 1. True      2. False      3. True      4. True  
5. False
- C.**
- | Said by       | Said to    |
|---------------|------------|
| 1. Ye Myint   | Rain Cloud |
| 2. Rain Cloud | Ye Myint   |
| 3. Parents    | Moe Kyaw   |
- D.** 1. **Ye Myint** was the foster father of Rain Cloud. He was a simple old man, who worked hard every day to earn living for himself and his wife. He treated and took care of Rain Cloud as his own son.  
2. **Rain Cloud** was a crocodile by birth and was ungrateful in nature. He did not respect his father Ye Myint and ate him up. He died in the end due to the revenge of Ye Myint.  
3. **Soe Mein** was the loving wife of Rain Cloud. She loved him whole heartedly and was there with him till the end.
- E.** 1. The old couple had no children.  
2. The old fisherman earned his livelihood by catching fish in the river.  
3. The old couple made a small enclosure of river water near their house and kept Rain Cloud there to save him from predators.  
4. They named the baby crocodile 'Rain Cloud'.  
5. Ye Myint's name after rebirth was 'Mow Kyaw'.  
6. With the passage of time, Rain Cloud became very strong and all the fishes and other crocodiles became afraid of him. This made Rain Cloud vain and proud.  
7. Ye Myint prayed to God before being eaten up by Rain Cloud that in his next birth he should be born as the Master of White Magic so that he could take revenge on Rain Cloud for he had betrayed his trust.  
8. When Rain Cloud was getting old, he mellowed down and started thinking about his past. He felt remorseful at eating up the old man who had been a father to him.  
9. Ye Myint was 'Mow Kyaw' in his re-birth. He killed Rain Cloud with the help of his magic power. He touched Rain Cloud with his magic wand and he was killed instantly.  
10. Soe Mein collected all the gold and rubies and built a big pagoda in the name of Rain Cloud on the banks of the silver grey River Irrawaddy, where Rain Cloud had lived and died.
- F.** 1. Ye Myint was the foster father of Rain Cloud and had eaten him up out of arrogance. Ye Myint prayed to God before dying that in his next birth he should be made the master of white magic. His wish was fulfilled and he was able to take his revenge by killing Rain Cloud. However, after doing so, his heart was filled with remorse, as he realised that revenge never pays anybody but leaves one with a heavy heart and years of regret to live.  
2. After becoming a human being, Rain Cloud spent his life as an artist who excelled in painting landscapes that brought out the incredible blues of the sky, the soaring birds or resting cranes and the silvery grey of the river.

## Writing

Dear Father

I am sorry! I became ungrateful to you and didn't think that what I am today is because of you. I am trying to control my anger, but I am unable to because my anger overcome my ability to think about the position of the person in front of me. It makes me dumb to understand the importance and gratefulness of the person who is standing next to me. Kindly forgive me, I will try to work on my anger management.

Yours Lovingly

Rain Cloud

## Listening

1. The three sisters lived on the top of a cliff in a deserted island.
2. The two elder sisters were very cruel. They loved to see the suffering of human beings. But the youngest sister was kind and gentle.
3. Every night, the elder sisters would go and stand along the shore and sing sweetly. Their haunting melodies would lull the already tired seamen into sleep.
4. Unlike her elder sisters, the youngest did not like the way her sisters killed and ate the sailors passing through that area.
5. a) Uninhabited                      b) Shore                                      c) Strive

## Speaking

Do it yourself.

## Grammar

- A.** Afternoon  
Milkmaid  
Football  
Mango Shake  
Sunday  
Handbag
- B.**
1. Madhu said to her mother that she was writing a letter to her friend.
  2. Our teacher told us that the Jupiter has the longest moon.
  3. Ravi told his friend that his friends had gone for a picnic.
  4. Reena told her friend that it might rain that night.
  5. The doctor asked the patient to take those medicines for two days.
  6. My father told that honesty is the best policy.
  7. The old man informed the doctor that he was feeling very weak.
  8. The merchant ordered the servant to bring a glass of water for him.
  9. The captain told the players that they would win the match.
  10. I requested my mother to give me something to eat.

## Word Wise

- A. 1. arrogant                      2. ankle                      3. remorseful                      4. vicious cycle  
5. ruby
- B. 1. traitor                      2. pilgrim                      3. pessimist                      4. optimist  
5. spendthrift                      6. cannibal                      7. martyr

## Life Skills

- A. · Respecting our elders.  
· Helping our parents.  
· Helping the needy.  
· Taking care of our young siblings.  
· Helping our friends.
- B. Do it yourself.

## Project

Do it yourself.

# Lesson-15 (The Tempest)

## Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students capability of imagining the thunder taking place in the sea.
- 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.
- Explaining Stanzas
- Quoting Lines
- Writing brief summary of the poem.
- Listening to the story and answering questions related to it.

- Sharing Experiences
- Writing pairs of rhyming words.
- Writing onomatopoeic sounds.
- Reasoning on situation.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about the ship that was caught in the worst tempest in the mid-sea. Even the captain of the ship had given up the hope of survival. All were busy saying their last prayers when the little daughter of the captain raised hope on them.

- Ask the students about incidents when they have lost hope but regained it with the faith in God.
- Explain them how hope can do wonders in one life. Hope is correlated to certain other things. Draw a flowchart on the board to define in a better way.

Love	-	Affection
Sympathy	-	Respect
Spirituality	-	Trust
Helpful	-	Individuality
Liability	-	Subconsciousness

- Once the students have got the central idea of the poem, read the poem aloud to them.
- Identify and define words that students do not know. Try to give them examples by making sentences from them.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words sleep-deep, blast-mast, breath-death, prayers-stairs, hand-land.
- Explain the rhyme scheme of the poem i.e., 'abcb' to the students.
- Explain the moral of the poem to the students and ask them to implement in their lives.
- Have them use the words in the 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in task 'Understanding the Text'.
- Write the spellings of difficult words on the board.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with their teacher and practise conversation.
- Have a discussion about 'Word Wise' and 'Life Skills' in the class and ask the students to complete it.

### Additional Questions

- Why nobody dared to sleep?
- What do you mean by rattling trumpet?
- Why was everyone praying?





## Speaking

Do it yourself.

## Word Wise

- A. Sleep - Deep  
Blast - Mast  
Prayers - Stairs  
Hand - Land

- B. 1. Clatter                                      2. Clapping                                      3. Clinking                                      4. Clicking  
5. Jungle    6. Creaking                                      7. Honking                                      8. Clanging

## Life Skills

The poem depicts the girl with strong faith in God. When everyone on the ship had given up hope to survive on account of the violent storm, the little girl was calmed and quiet. She tried to assume that God is everywhere. He must be upon the oceans to save all of them. She was absolutely correct.

# The Joy of Sharing (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 discussion.
- To practise dialogue reading efficiently.

## Overview

- Reading of text.
- New Vocabulary
- Answering questions related to the text.
- Practising and improving reading skills.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about sharing and caring for others. The greatest joy in life is of sharing. The sisters sacrificed their own desires in order to bring gifts for their mother.

- Ask students if they buy gifts for their parents. Do parents like them? What reaction do they give?
- Discuss about the rituals of sharing and exchanging gifts on festivals by us. This inculcates in us feeling of joy and happiness.
- Tell the students that buying gifts for oneself does not satisfy much as much as giving gifts to others do.
- Introduce them to the character of sisters i.e., Meg, Jo, Beth and Amy and try to help them to correlate to the story.
- Tell them to read the story turn by turn.
- 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 'Love for Family'.
- Give additional questions to the students to answer and check their understanding of the text.

### **Additional Questions**

- Name the sisters.
- Who was Meg?
- What did Jo want?
- What did Beth think to buy for her mother?
- What all gifts did the mother get?
- Why were sisters amazed?
- Who arranged dinner for them?
- What is the moral of the story?

# Annual Examination Sample Paper-1

## Reading Section

Read this passage and answer the questions that follow.

We must take proper care of our hair. Healthy hair looks beautiful and makes us feel good. It is important to keep our hair clean by washing it regularly with soap or shampoo. This removes the dirt and dust and prevents scalp infections. To have healthy hair, we must eat a balanced diet; which provides nourishment to our hair and skin. We should eat lots of green leafy vegetables, fresh fruits and cereals. Consumption of amla juice, ashgourd juice, pumpkin and coconut-water enhances hair growth. Vitamin B<sub>6</sub> found in cereals and egg yolk, helps to prevent dandruff. Vitamin B<sub>12</sub> helps to prevent hair loss and can be found in fish, eggs, chicken and milk. We should avoid the intake of maida (fine flour) and deep-fried dishes, sweets made of white sugar, soft drinks, tea and coffee. If we follow a healthy regime of yoga and breathing exercises, we can enjoy healthy hair for a long time as it slows down the process at greying and ageing.

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

1. Hair can be cleaned by washing it with shampoo only.
2. Vitamin B<sub>6</sub> prevents hair loss.
3. Green leafy vegetables, fruits and cereals give nourishment to our hair and skin.
4. A person losing hair should take more of Vitamin B<sub>12</sub>.

**B. Complete the following sentences.**

1. It is important to keep our hair clean because \_\_\_\_\_.
2. A balanced diet provides \_\_\_\_\_.
3. Fish, \_\_\_\_\_, chicken and \_\_\_\_\_ are a rich source of \_\_\_\_\_.
4. Yoga and breathing exercises keep our hair healthy for long by \_\_\_\_\_.

**C. Answer the following questions.**

1. What role does shampoo play in hair hygiene?
2. What substances help in enhancing hair growth?
3. What foodstuffs should be avoided for healthy hair?

## Writing Section

- A.** Write a brief summary of the poem, 'Courage' and also express your views on it.
- B.** Imagine yourself to be Jack and write in your own words how magic beans brought you and your mother good luck and removed your poverty.

## Grammar Section

**A. Pick out the adjectives and write.**

1. We have a kind principal. \_\_\_\_\_
2. I don't like coffee, I like cold milk. \_\_\_\_\_
3. He took a wrong decision. \_\_\_\_\_
4. He is always helpful to others. \_\_\_\_\_
5. She is polite but firm. \_\_\_\_\_

**B. Identify the adverbs and their kinds and write.**

1. I visit my grandpa quite often.
2. I'll go to Malaysia very soon.
3. He is very tired, he cannot walk.
4. He sing well and he knows that.
5. Bunty always keeps his shoes under his table.

**Adverb**

**Kind**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**C. Identify the nouns and their kinds and write.**

1. The team applauded him after he scored the goal.
2. He was felicitated for bravery.
3. Gold is a precious metal.
4. I take lots of sugar.
5. I bought a pen.

**Noun**

**Kind**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Text Section**

**A. Answer the following questions.**

1. How can we define courage?
2. What did Anukul's little son call Raicharan?
3. What made Jack's mother furious?
4. How did Jack and his mother become the richest in the town?

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

1. It is easy to criticise others and fuss.
2. Raicharan was little careless.
3. The way to the market was long and dusty.
4. Raicharan was shocked at what his son said about him.

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## Annual Examination Sample Paper-2

### Reading Section

**Read the passage and answer the following questions that follow.**

We protested. But she ignored our protests. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped moving and the rosary fell from her lifeless fingers. A peaceful pallor spread on her face and we knew that she was dead.

We lifted her off the bed and, as its customary, laid her on the ground and covered her with a red shroud. After a few hours of mourning, we left her alone to make arrangements for her funeral. In the evening we went to her room with a crude stretcher to take her to be cremated. The sun was setting and had lit her room and verandah with a blaze of golden light. We stopped half-way in the courtyard. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.

**A. Answer the following questions.**

1. How did the family members come to know that the grandmother left for heavenly body?
2. What did they do to the dead body as per the customary?
3. Why did they stop half-way in the courtyard?
4. How did the sparrows express their sadness for the grandmother's death?
5. For what did the sparrows feel indebted to the grandmother?

**B. Write one word for the following:**

1. Write the verb form of 'mourning'.
2. Find the word in the para two which means rough.
3. Find the word in the para two which is the antonym of 'uncovered'.
4. Give the noun of 'peacefully'.
5. Find the word in the para two which means 'calmly'.

**Writing Section**

- A.** Imagine you are Vasco da Gama. Write in your own words, what difficulties you had to face on your way to discovery of India in the form of a letter to your friend.
- B.** 'Helen Keller's life-story inspires millions of physically challenged people over the world and brings a new ray of light for them'. Comment.

**Grammar Section**

**A. Underline the conjunctions.**

1. She was absent because she was unwell.
2. I drank coffee although I didn't like its smell.
3. She is beautiful but vain.
4. Who met you while I was in the meeting?
5. You can do either this question or that.

**B. Underline the interjections.**

1. Hurrah! He has won the election.
2. It is a dream world. Wow!
3. Alas! She is no more.
4. Fantastic! I can't believe it.
5. No one else could do it. Bravo!

**C. Change the following countable nouns to uncountable nouns using appropriate suffix like: -acy, -ship, -ance, -tion.**

1. Friend \_\_\_\_\_
2. Actor \_\_\_\_\_
3. Performer \_\_\_\_\_
4. Democrat \_\_\_\_\_
5. Child \_\_\_\_\_

## Text Section

### A. Answer the following questions.

1. What was the importance of Vasco da Gama's discovery?
2. What was the law in Tuscumbia regarding dogs?
3. Who was Toto? How did he tease Timothy?
4. Why did the old-keeper stammer while talking to the grandfather?

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

1. On 18<sup>th</sup> May, 1498, the fleet touched the city of Calicut.
2. At last in 1955, 'Teacher' was published.
3. They gave new hope and encouragement to the disabled.
4. Timothy loved to play with the narrator.

# Annual Examination Sample Paper-3

## Reading Section

Read the following passage carefully and answer the questions that follow.

The presence of certain qualities makes friendship a special relationship. A true friend is consistent and honest. A friend is not afraid to give an honest opinion and does not say things for the sake of getting approval. A friend provides companionship and continuous support. There is no room for pride, jealousy or rivalry in a friendship.

When one enjoys a period of prosperity, many people become available as friends. This is not friendship because these so-called friends slip away in difficult times. True friends stand by each other both in good and bad times.

In the Ramayana, Sugriva and Rama honour their pact of friendship through the entire epic. Rama helps Sugriva kill his brother Bali and regain the Kingdom. Sugriva provides his army to assist Rama in his search for Sita and does not rest until she is found and returned to Rama.

In the Mahabharata, Karna, at the cost of his own life, remains a true friend to Duryodhana. He honours his friendship with Duryodhana even after knowing that he in reality, is the son of Kunti and that the Pandava's are his own brothers. He does not break his commitment to Duryodhana.

### A. Answer the following questions.

1. Mention any two qualities of a true friend.
2. What should a good friend avoid to maintain consistency in friendship?
3. How could we say that both Sugriva and Karna had the qualities of a true friend?

### B. Tick (✓) the correct answer.

1. Friendship is loyalty to your friend.
  - a) During times of his prosperity.
  - b) During times of his being in a powerful position.
  - c) During good and bad times of his life.
2. In the Mahabharata, one example of a true friend is:
  - a) Balrama
  - b) Shakuni
  - c) Karna

3. Friendship involves:
  - a) being critical of each other.
  - b) being truthful towards each other.
  - c) saying things for the sake of getting approval from each other.

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

1. Being consistent towards one another in all situations is called friendship.
2. The attitude of friendship can be looked upon as a responsibility.
3. Sugriva and Karna honoured their pact of friendship in the Ramayana.
4. Rivals can make very good friends.
5. One who is a friend during both good and bad times is a true friend.

**Writing Section**

- A. Give a brief summary of the poem, 'The Solitary Reaper'. Highlight its main theme.
- B. Imagine yourself to be the country mouse. Write your experience at town in the form of a diary entry.

**Grammar Section**

**A. Form countable nouns from the words given below.**

1. Investment \_\_\_\_\_
2. Consumption \_\_\_\_\_
3. Craftsmanship \_\_\_\_\_
4. Editorial \_\_\_\_\_
5. Instruction \_\_\_\_\_

**B. Correct the sentences and write.**

1. I saw an one-eyed person the other day.
2. We had the nice lunch at Pune.
3. That everyone dies is an universal truth.
4. The government has decided to start and university in a I.P. Extension in Delhi.
5. This was the most wonderful dinner we ever had.

**C. Expand the newspaper headlines and write.**

1. Girl kidnapped, police investigating.
2. Child physically punished, teacher terminated.
3. Heavy rain, India-Australia cricket match abandoned.
4. New members enrolled, manifesto of the party discussed.
5. Extortionist held, ransom money recovered.

**Text Section**

**A. Answer the following questions.**

1. Explain the lines given below.  
'O listen! For the vale profound  
Is overflowing with the sound'.
2. What made Mrs Country Mouse offended?
3. Why did the Swallow fell quite warm?
4. Why was the little Swallow not ready to leave the Happy Prince?

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

1. The people threw the statue of the Happy Prince on a dust heap.
2. The Country Mouse could not eat anything at his aunt's house.
3. The Town Mouse praised the food offered by the Country Mouse.
4. The young girl is cutting crops alone.

## Annual Examination Sample Paper-4

### Reading Section

**Read the passage and answer the questions that follow.**

Dreams have always held a universal fascination. Some primitive societies believe that the soul leaves the body and visits the scene of the dream. Generally, however, dreams are accepted to be illusions having much in common with day-dreams-the fantasies of our waking life. When dreaming, however, one tends to believe fully in the reality of the dream world, however inconsistent, illogical and odd it may be.

Although most dreams apparently happen spontaneously, dream activity may be provoked by external influences. 'Suffocation' dreams are connected with the breathing difficulties of a heavy cold, for instance. Internal disorders such as indigestion can cause vivid dreams and dreams of racing fire-engines may be caused by the ringing of an alarm bell.

Experiments have been carried out to investigate the connection between deliberately inflicted pain and dreaming. For example, a sleeper pricked with a pin perhaps dreams of fighting a battle and receiving a severe sword wound. Although the dream is stimulated by the physical discomfort, the actual events of the dream depend on the associations of the discomfort in the mind of the sleeper.

**A. Answer the following questions.**

1. According to some primitive societies, how does a dream take place?
2. How are dreams affected by external factors?
3. How are dreams and fantasies interlinked?
4. Give an example to bring out the connection between deliberately inflicted pain and dreaming.
5. What do the actual events of the dream depend on?

**B. Write one word for the following:**

1. Find the word in the para one which means 'ancient'.
2. Find the word in the para one which means 'false ideas'.
3. Find the word in the para three opposite in meaning to 'relaxation'.
4. Find the word in the para three which means 'encouraged'.
5. Give the verb form of 'suffocation'.

### Writing Section

- A.** Sumit decided to work with his father in their village farmhouse. Imagine that he wrote a letter to one of his friends informing of his decision.
- B.** Hamid and his friends went to the Idgah fair on the occasion of Eid. Imagine you are one of Hamid's friends. Now write a few lines describing what had happened in the fair.

### Grammar Section

**A. Fill in the blanks with the appropriate form of the verb given in brackets.**

Compressed natural gas \_\_\_\_\_ (be) not liquid fuel, and \_\_\_\_\_ (be) different from LPG which



\_\_\_\_\_ (consist) of propane and butane. People \_\_\_\_\_ (call) it CNG. The use of CNG \_\_\_\_\_ (range) from heating furnaces to generating electricity. The Delhi Government \_\_\_\_\_ (make) its use compulsory for the police transport. Some private cars \_\_\_\_\_ (have) the option to operate on CNG. The CNG \_\_\_\_\_ (be) lead free and its use \_\_\_\_\_ (reduce) harmful engine emissions that \_\_\_\_\_ (pollute) the air around us.

**B. Rewrite the sentences beginning with 'there' or 'here'.**

1. No beggars are in the city now.
2. Mangoes are not sweet.
3. The key is here.
4. No news is good news.
5. Certain birds sing but can never be seen.

**C. Join the sentences using correlative conjunctions as indicated in brackets and write.**

1. We could fly. We could go by train. (either...or...)
2. He has not gone to the party. His friends have not gone to the party. (neither.... nor...)
3. It doesn't matter. You lose or win. (whether...or...)
4. He lives in Andheri. His mother lives in Andheri. (both...and...)
5. I want to go to Kerala. I want to go to Kashmir. (not only...but also...)

**Text Section**

**A. Answer the following questions.**

1. What was Sumit's dilemma?
2. Why did he decide to walk down to his house?
3. How did the Genie punish the camel for his laziness?
4. What does Hamid know about his parents?

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

1. Amina took Hamid for Idgah fair.
2. The camel lived in a sand-dune.
3. The horse, the dog and the ox worked for man.
4. However, his parents were not happy with his decision.

## Annual Examination Sample Paper-5

### Reading Section

**Read the passage and answer the questions that follow.**

Tripura is one of the smallest states of India with a population of 37, 00 000 people. Different tribes like the Halams, Jamatias, Reangs, Noatias Mogs and Mundas live here. The word 'Tripura' could have come from the name of the powerful King Tripur, or from the state's main Goddess, Tripura Sundari, Agartala the most populous city of Tripura, is the capital. The town of Pilak has terracotta, bronze and rock-cut sculptures made between the 8<sup>th</sup> and 10<sup>th</sup> centuries. Udaipur is known for its many ancient temples and large ponds or dighis. The Tripura Sundari Temple, built by Maharaja Dhanya Manikya Debbarma, is the most famous temple of Tripura. There are several wildlife sanctuaries in Tripura. The Sepahijala Sanctuary has civets, barking deer and clouded leopards. The green imperial pigeon (State Bird of Tripura), while ibis and whistling teal are among the other bird species found here.

The flora consists of sal, agar, amlaki and bamboo trees. Since bamboo is strong enough to resist

earthquake and strong winds, houses, shops and granaries are made of bamboo. Bamboo is also used for making mats and jewellery.

Bijhu and Hojagiri are famous dances of Tripura. Hojagiri is performed while standing on pots. The singers are accompanied by instruments like the sarinda, chongpreng, dangdoo, lebang, kham and the bamboo flute or sumui.

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

1. Tripura is a large state.
2. The population of Tripura consists mostly of tribals.
3. Sculptures in the town of Pilak date back to the 8<sup>th</sup> century.
4. Sal is used for making houses that can with-stand earthquakes.

**B. Answer in one word.**

1. The capital of Tripura
2. Large ponds in Udaipur
3. The state bird of Tripura
4. The main Goddess of Tripura
5. The town with terracotta and bronze sculptures

**C. Answer the following questions.**

1. Name any four tribes that live in Tripura.
2. What are the two theories behind the naming of 'Tripura'?
3. What is bamboo used for?
4. What is special about the Hojagiri dance?

**Writing Section**

- A.** Write an incident from your life when you had done something wrong but managed the situation with your presence of mind.
- B.** Imagine yourself to be Rain Cloud. You feel repentant at your behaviour with your father. Write a letter to your father asking for his forgiveness.

**Grammar Section**

**A. Fill in the blanks with the appropriate form of the verbs given in brackets.**

1. The police \_\_\_\_\_ (is) not taking any chances.
2. Make sure each person \_\_\_\_\_ (have) a book.
3. Half of the loaf \_\_\_\_\_ (is) for my pet.
4. Neither you nor your brother \_\_\_\_\_ (is) to blame.
5. She has written two stories. Both \_\_\_\_\_ (has) been made into movies.

**B. Strike off the incorrect word and rewrite the sentences.**

1. Either the tiger or the lion (has/have) been here.
2. The colour of the apple (is/are) red.
3. The roti and dal (is/are) in the plate.
4. A dozen safety pins (cost/costs) five rupees.
5. Neither Raju nor his brother (know/knows) the concept.

**C. Change the voice and write.**

1. The Principal issued a memo to the teacher.
2. They did not respond to our offer.
3. Has he agreed to attend the meeting?
4. Eight colleges turned him down.
5. Someone gifted her a Harry Potter on her birthday.

**Text Section**

**A. Answer the following questions.**

1. What was his mother doing when he reached home?
2. What did the ox have on his neck?
3. What did the horse ask the camel to do?
4. Why was Amina crying?

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

1. Hamid enjoys the fair with other children.
2. The Idgah mosque is very near to Hamid's house.
3. A camel can store its food in the hump.
4. Sumit's house was very near to the railway station.

## Annual Examination Sample Paper-6

### Reading Section

**Read the passage and answer the questions that follow.**

The solidest joy of Leh is seeing its places from every angle and in every light, from below, as it stands in the full dazzle of the morning sun; from the side, in the afternoon from the roof of my hotel, as one of its sheer sides ignites slowly in the dusk; from behind, on the road to Leh from Sankar, as it rears, ghostly in the moonlight, hardly distinguishable from the massy dark rock it is built on.

You are haggling for vegetables in the market at sundown, and suddenly you look up and see the last sun ray catch the top of one of its balconies; you are talking to a friend in the evening, walking up the main street, and as you talk, you see that the moon has risen above the palace, and seems to be wearing it like a vast earring; you turn a corner of one of Leh's innumerable labyrinthine streets and for a moment a whole flank of the palace stands in front of you, bare and stark as the mountains that surround it.

The Queen and her family, now live in the smaller palace at Stok, ten miles away, the Palace of Leh is empty and crumbling. When you walk through its large vacant rooms fat tame mice come out of the dark corners to be fed.

**A. Answer the following questions.**

1. What is the greatest pleasure of Leh?
2. How does the palace appear in the moonlight?
3. How does the palace look when the moon rises?
4. Where does the queen live with her family?
5. What effects does the last sun have on the palace at sundown?

**B. Write one word for the following:**

1. Find the word in the para one opposite in meaning to 'dawn'.
2. Give the noun form of 'surround'.
3. Find the word in the para one which means 'heavy'.
4. Give the adjective form of 'family'.
5. Find the word in the para three which means the same as 'breaking up'.

**Writing Section**

- A.** Raicharan had been working in the house since childhood; even then he was dismissed from his job. Do you think it was a wise act on the part of Anukul? Write your views in a few lines.
- B.** Presence of mind can save us from many unpleasant situations. Have you ever been in a difficult situation? How did you use your presence of mind to tackle it?

**Grammar Section**

**A. Change the sentences from active to passive and write.**

1. The new student sat next to me.
2. People like my work.
3. We saw you and him at the cinema.
4. They promised us better working conditions.
5. We sell old papers here.

**B. Change the speech.**

1. "Don't do things that you do not know", said Mr Sharma.
2. Radhika informed Mr Ranvir that she would not be going to school the next day.
3. "Please repeat the last word. I didn't get it", said Amit to his teacher.
4. Mother said to Abhishek, "Shut the tap. You are wasting water."
5. Kanika shouted joyfully that her favourite team had won the IPL match.

**C. Form antonyms using the prefixes -un,-im, -in, -ir, -dis and make sentences.**

1. Pure
2. Satisfied
3. Complete
4. Possible
5. Attentive

**Text Section**

**A. Answer the following questions.**

1. Why should we try to shape our words?
2. Why did Raicharan leave the baby alone?
3. Describe how Phailna was brought up by his father.
4. Why did Jack decide to make another trip up the beanstalk?

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

1. The foundation of courage is as solid as a rock.
2. Raicharan was not at all careless.
3. The ogre caught Jack and killed him.
4. Jack ate some porridge from the Cauldron.

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# Annual Examination Sample Paper-7

## Reading Section

Read the passage and answer the questions that follow.

The air that we breathe today is more polluted than it was before. More factories, more vehicles, greater use of aerosols and sprays, increasing number of refrigerators and air conditioners that release CFC gases, have all contributed towards pollution. When certain chemicals from the smoke and fumes rise up into the air, they mix with the water vapour in the clouds and make it acidic rain. When rain or snow falls from such polluted clouds, it is also acidic in nature. This acidic rain falls on the leaves of trees, on the fertile soil and also runs into lakes and rivers. The effects of this rain are disastrous. Trees slowly lose their leaves and die. Fertile soil turns acidic and damages the plants and crops. The fish and animals living in lakes or seas are killed. Even our drinking water can get affected. Many forests all over the world have suffered severe damage on account of acid rain. Before it is too late we must try and put a stop to the millions of vehicles and chimney's pouring harmful fumes into the air.

**A. Answer the following questions.**

1. What are the factors contributing to air pollution?
2. How is acid rain formed?
3. How does acid rain cause damage to crops?
4. How is animal life affected by acid rain?

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

1. Air conditioner and refrigerators release CFC gases.
2. Acid rain is harmless.
3. All rain falling on polluted cities is acidic.
4. When acid rain falls on trees, they lose their leaves and die.
5. Many forests have been damaged because of acid rain.

**C. Give one word for the following:**

1. Water in the form of steam
2. Dirty
3. Land where crops grow easily
4. Causing great damage

## Writing Section

- A.** Helen was deaf and blind. Her father was searching for a teacher for her. At that time Annie came to her life. How did she change Helen's life? Write in your own words.
- B.** Grandmother was shocked to know that it was another tiger in the cage. Imagine that you were one of the spectators present there and heard the conversation between grandfather and the zoo keeper. On returning home from there you wrote about the incident in your diary. Write a diary entry on the same.

## Grammar Section

**A. Correct these sentences and rewrite.**

1. He has taken or voluntary retirement from the army, haven't he?
2. You don't take tea with sugar, were you?
3. They were not your classmates, aren't they?

4. Her children is very well-behaved, hasn't he?
5. A daily exercise in the morning keeps your body fit, won't it?

**B. Answer each of the questions, once in affirmative and once in the negative.**

1. Are you coming for the talk show on Sunday?
2. Is this your pencil box?
3. Have you joined the green club?
4. Do you wear yellow?
5. Were you at the mall yesterday?

**C. Form adverbs and write.**

1. Willing
2. Speed
3. True
4. Quick
5. Perfect

**Text Section**

**A. Answer the following questions.**

1. Why was the discovery of a sea route to India an important event?
2. What is 'Finger Alphabet'?
3. How did Helen Keller help the disabled all over the world?
4. Why did the old keeper stammer while talking to the grandfather?

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

1. Vasco da Gama was a noble man of Portugal.
2. Annie proved herself equal to the task.
3. Timothy loved to play with the narrator.
4. The narrator's grandfather was a great hunter.


## Annual Examination Sample Paper-8

**Reading Section**

**Read the passage and the questions that follow.**

On the way to Stok, there is a suspension bridge that spans the Indus. From the distance, it looks like a circus tent, it is so covered with prayer flags of every colour. I am sitting on the seat next to the driver, a young Ladakhi, and I ask him, "Why are there so many prayer flags?" He looks at me as if I am mad. "If there were no prayer flags, the river would get angry." Then he adds, "The bridge is nearly at the middle of the valley. The wind there is very strong. The prayers can be carried down the wind on the back of the river all over this country." It is such a festive and exuberant gesture, covering the steel lines of the bridge with scarves and mantras and holy dragons, that I want to sing.

As the bus crosses the bridge the prayer flags flap against it. The drivers turns to me and smiles. "Every time I am crossing this bridge I am saying my prayers. It is holy, this bridge." How old is the bridge? He does not know. It is as if it had always been there like the piles of stones in the mountains, like the stupas, like the small wayside shrines. The spirit of Ladakh has changed it into a shrine, an object of worship. Does the bridge have its guardian Buddha? The driver smiled and did not answer.

**A. Answer the following questions.**

1. Where is the suspension bridge located and what does it look like?
2. Why is the suspension bridge covered with a number of flags?

3. What stimulates the narrator to sing a song?
4. How does the bus driver express his reverence for the bridge?
5. What response does the bus driver give when the narrator asks how old is the bridge?

**B. Write one word for the following:**

1. Find the word in the para one similar in meaning to 'almost'.
2. Give the verb form of 'crossing'.
3. Give the noun form of 'exuberant'.
4. Find the word in the para one which is the antonym of 'happy'.
5. Find the word in the para two which means 'heaps'.

**Writing Section**

- A.** Write a short note on 'Home is Where the Heart is'.
- B.** Imagine that the Happy Price has requested you to write in his diary the sufferings of the people as seen by him from the tall column. Take hints from the lesson and complete the diary.

**Grammar Section**

**A. Change the sentences from active to passive voice.**

1. Parents love their children.
2. She composes beautiful poems in English.
3. He invites his close friends to all important functions.
4. Mosquitoes spread malaria.
5. The moon blocks the sun during a solar eclipse.

**B. Write the following in the reported speech.**

1. The teacher said to the children, "Be kind to the physically challenged."
2. The wise man said to his pupils, "Never put off your work for tomorrow."
3. The headmaster said to his students, "Don't be in a hurry to jump to a conclusion."
4. The manager said to his employees, "Take a decision but never in a hurry."
5. Father said to his son, "Read at least two pages of a book before going to bed."

**C. Ask questions to which these statements are the answers.**

1. She is my class teacher.
2. No, he is not our school Principal.
3. No, I don't think so.
4. Yes, I am a member of the central library.
5. Yes, she writes for the Times of India on a regular basis.

**Text Section**

**A. Answer the following questions.**

1. Explain the lines given below.  
The music in my heart I bore,  
Long after it was heard no more.'
2. Why did the dogs scratch at the hole for a long time?
3. What happened when the Country Mouse was about to start his feast?
4. Where did the Swallow alight?



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

1. The Happy Prince became completely blind.
2. The Country Mouse was a lazy fellow.
3. The poet stops to enjoy her song.
4. Some of her friends are singing.

## Annual Examination Sample Paper-9

### Reading Section

Read the following poem and answer the questions that follow.

#### Silver

Slowly, silently, now the moon  
Walks the night in her silver shoon;  
This way' and that, she peers and sees  
Silver fruit upon silver trees.  
One by one the casements catch  
Her beams beneath the silvery thatch;  
Couched in his kennel, like a log,  
With paws of silver sleeps the dog  
From their shadowy cole the white breasts peep  
Of doves in a silver-feathered sleep;  
A harvest mouse goes scampering by,  
With silver claws and a silver eye;  
With silver claws and a silver eye;  
And moveless fish in the water gleam,  
By silver reeds in a silver stream.

- Walter de la Mare

**A. Given below is the summary of the poem. Complete it by filling in the blank spaces with suitable word.**

The poem describes the magic \_\_\_\_\_ which the \_\_\_\_\_ of the moon gives to the landscape. The moon \_\_\_\_\_ everything into silver-white. The moon, with her \_\_\_\_\_ shoes on, walks slowly in the passage of the night. As she moves and looks closely at the trees below, they and their \_\_\_\_\_ turn silver-white. The dog lying asleep in its \_\_\_\_\_ has silvery paws. The doves are asleep with their \_\_\_\_\_ shining like silver. The moonlight turns the \_\_\_\_\_ and the \_\_\_\_\_ of a mouse running out of fear silvery. The fish stuck into water plants in a stream also \_\_\_\_\_ silvery in the light of the moon.

**B. Answer the questions given below.**

1. Make a list of the objects which turn silvery in the moonlight.
2. What is the only movement in the otherwise silent atmosphere of the night?
3. Why do you think only the paws of the dog have turned silvery?
4. Pick out the words which suggest that the night is quiet and still.
5. Which sound has been repeated in the poem most often? Why does the poet repeat a sound in a poem?



**C. Find words from the poem which mean the following:**

1. To look carefully
2. Windows
3. A small wooden shelter for a dog
4. Lying flat
5. Running quickly out of fear

**Writing Section**

**A. Indian villages are progressing day by day with the advancement in technology. Find out about the technological resolutions that have changed the face of farming. Also write about their effect on life of people.**

**B. Read the hints below and write the story of 'The Camel and the Jackal'.**

Camel and Jackal friends \_\_\_\_\_ Jackal took Camel to sugarcane farm \_\_\_\_\_ river nearby \_\_\_\_\_ after eating Jackal started to howl \_\_\_\_\_ my habit \_\_\_\_\_ Camel requested \_\_\_\_\_ Jackal didn't spot \_\_\_\_\_ farmers came and beat Camel \_\_\_\_\_ Camel crossed the river with Jackal on his back \_\_\_\_\_ took a dip in water \_\_\_\_\_ Jackal cried \_\_\_\_\_ Camel replied its a habit after meal \_\_\_\_\_ Jackal drowned.

**Grammar Section**

**A. Fill in the blanks with appropriate adverbs of degree.**

1. He is \_\_\_\_\_ careless.
2. It is \_\_\_\_\_ his doing. He deserves to be punished.
3. The holidays are \_\_\_\_\_ over and I have \_\_\_\_\_ to begin my homework.
4. It is \_\_\_\_\_ done now.
5. How do you manage to study? It is \_\_\_\_\_ noisy here.

**B. Fill in the blanks with appropriate future perfect tense form of the verb given in brackets.**

1. You can't see him now. He \_\_\_\_\_ (go) out.
2. She \_\_\_\_\_ (fall) asleep. Don't wake her up.
3. I \_\_\_\_\_ (do) what I could do for him. Now its all upto him.
4. They \_\_\_\_\_ (understand) the story by now.
5. The flight \_\_\_\_\_ (arrive). You will see him in a moment.

**C. Fill in the blanks with appropriate present tense form of the verb given in brackets.**

1. She \_\_\_\_\_ (cook) lunch for her family.
2. The children of our apartments \_\_\_\_\_ (form) a club.
3. She \_\_\_\_\_ (learn) French.
4. They \_\_\_\_\_ (host) this children's programme.
5. We \_\_\_\_\_ (play) badminton in the evening.

**Text Section**

**A. Answer the following questions.**

1. What was Currado fond of?
2. How did the cook escape a thrashing?
3. Who was Ye Myint? How did he kill Rain Cloud?
4. What was threatning death to the passengers?

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

1. The captain's little daughter had deep faith in God.
2. Rain Cloud became an artist who excelled in painting.
3. Currado's cook was a foolish fellow.
4. Currado distressed his cook for telling a lie.

## Annual Examination Sample Paper-10

### Reading Section

**Read the passage and answer the questions that follow.**

A new social class is also forming in all parts of the world. In the past, distinctions between social groups were influenced by economic and educational factors. These same forces are present today, but the distinctions have become even more pronounced through the growth of our information society. This is especially true for those who do not know how to use a computer or who lack information-management skills.

Look at the world around you. Banks are shifting to computer-based teller systems, and telephone lines are the keys to vast information resources. But unless you know how to tap this information, you will join the ranks of the information poor and be unable to complete, for example for a higher-paying job that may require a certain level of computer proficiency. This state of affairs also reaches beyond the boundaries and influences the countries that do not have the economic, political or educational resources to participate in the information age.

**A. Answer the following questions.**

1. What are the factors that distinguish between social groups?
2. What changes do you find around yourself in relation to information resources?
3. What sort of problem may we have to face due to the lack of knowledge of computer?
4. Why are some countries unable to take part in the information age?
5. What should we do to keep pace with the information age?

**B. Write one word for the following:**

1. Find the word in the para one which means 'affected'.
2. Find the word in the para two opposite in meaning to 'tiny'.
3. Write the synonym of 'pronounced'.
4. Write the adjective form of 'proficiency'.
5. Find the word in the para two which means 'expertise'.

### Writing Section

- A.** Give a brief summary of the poem, 'The Tempest' by putting stress upon the central idea of the poem.
- B.** Write a short story with a moral 'Tit for Tat'.

## Grammar Section

### A. Add missing words or the prepositions to these questions.

1. Who is he talking \_\_\_\_\_?
2. \_\_\_\_\_ does this bungalow belong \_\_\_\_\_?
3. Which year were you born \_\_\_\_\_?
4. \_\_\_\_\_ dictionary are you looking \_\_\_\_\_?
5. \_\_\_\_\_ shall I write this letter \_\_\_\_\_?

### B. Change the following words into adverbs and make sentences.

1. Appropriate
2. Correction
3. Anger
4. Politeness
5. Rudeness

### C. Fill in the blanks with appropriate past tense form of the verb given in brackets.

1. Why \_\_\_\_\_ you \_\_\_\_\_ (sit) so quietly, when everyone else \_\_\_\_\_ (enjoy) the party?
2. What \_\_\_\_\_ your father \_\_\_\_\_ (write) in his diary?
3. They \_\_\_\_\_ (not attend) the extra class before the PTM.
4. He \_\_\_\_\_ (not tell) a lie, he \_\_\_\_\_ (tell) the truth.
5. \_\_\_\_\_ she \_\_\_\_\_ (address) the morning assembly at the time of the chairperson's visit?

## Text Section

### A. Answer the following questions.

1. What instruction did Currado send to his cook along with the bird?
2. What was Ye Myint's name after re-birth?
3. What made Rain Cloud vain and proud?
4. How did the little daughter of the captain console him and others?

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

1. The captain of the ship did not lose hope.
2. They dug a deep well and kept Rain Cloud there.
3. Ye Myint and his wife lived on the bank of the river Irrawaddy.
4. Currado was so angry that he could not sleep well all through the night.

# Listening Section

## Lesson-1 (Courage)

1. When we go against the norms to do something new, it is courage.
2. Courage is feeling sorry and not moving forward.
3. Courage is doing something daring without fear.
4. It is very difficult to criticise others and always complain.
5. It requires courage to fail and then try again to succeed.

## Lesson-2 (The Child's Return)

I was sitting in my study when a man came up and saluted me. At first, I could not recognize him. On a close look, I saw that he was Rehman, the Kabuliwala. He had grown weak; there was no sack on his back and no turban on head. I told him that there were ceremonies going on and that he should come another day. He was about to leave, when all of a sudden, he turned and said, "May I see the little one, Sir?" He still thought of Mini as a little girl running to him and calling, "Kabuliwala! O, Kabuliwala! He thought that they would talk and laugh as they used to do long ago. I told him once again that there were ceremonies. He then gave me a small packet of dried raisins, nuts and almonds for Mini and said, "Give these to the little one." I offered him some money, but he refused to take.

## Lesson-3 (Jack and the Beanstalk)

A miller had three sons. The first two sons were clever but the youngest son was simple and innocent. The miller was poor and had only a windmill, a donkey and a tom cat as his possession.

When the miller died, the oldest son was given the windmill; the second son was given the donkey and for the youngest son only the cat was left. The youngman was sad. "What should I do with a tom cat?" he said, "It would be better if I kill it and make a pair of furry gloves with its skin."

"Listen," said the cat, who had understood everything. "Don't kill me. Have some boots made for me and soon I will make you rich." The miller's son was very surprised that his cat could talk. So he had a pair of boots made and kept the cat there. He named the cat Puss in Boots.

## Lesson-4 (The First Voyage to India)

Victoria Falls was discovered by David Livingstone. He was a Scottish missionary and famous explorer. He was the first European to cross Africa from south to north. The falls was named after Queen Victoria of England. Victoria Falls is one of the greatest attractions of Africa. It is located on the Zambezi River. Zambezi is the fourth largest river in Africa defining the border between Zambia and Zimbabwe. It is the only waterfall in the world with a length of more than a kilometre and a height of more than hundred meters. The noise of Victoria Falls can be heard from a distance of 40 kilometres while the spray and mist from the falling water is rising to a height of over 400 meters. The local tribes used to call the waterfall 'Mosi-o-Tunya' meaning 'the smoke that thunders.'

## Lesson-5 (Helen Keller)

Florence Nightingale was born in Florence, a place in Italy on May 12, 1820. Since childhood, she wanted to become a nurse and help the suffering people. In those days, ladies from good families did not become nurses. They were paid very little wages and they got little respect from the people. The hospitals in those days were also in very poor condition. The sheets on the beds were never changed and the patients were never washed. The nurses in the hospitals had to sleep in wooden cages outside the doors of the wards. But all these things could not move her from her determination. She got her first chance of nursing when her grandmother fell ill. She stayed at her bedside day and night and looked after her. In later years, she became famous as 'The Lady with the Lamp.'

### **Lesson-6 (Timothy)**

Both the tiger and the lion belong to the cat family. They are the biggest animals in that family. Tigers live in different parts of Asia and Siberia. The Royal Bengal Tiger lives mostly in the Sunderbans of West Bengal. The Royal Bengal Tiger is bigger than the lion. A male tiger can be about ten feet long. Its coat is yellow and black. If you think about it, you will soon know why its coat has these colours. The long forest grass dries to a yellow colour in summer and the trees throw dark shadows on the ground. When the tiger moves through the long grass to the river bank his coat is almost of the same colour as the grass and the shadows around him. The tiger has strong teeth and nails called claws. When the tiger walks, it pulls its nails in its claws because it wants to keep them sharp.

### **Lesson-7 (The Solitary Reaper)**

Nothing Gold Can Stay  
Nature's first green is gold,  
Her hardest hue to hold.  
Her early leaf's a flower;  
But only so an hour.  
Then leaf subsides to leaf.  
So Eden sank to grief,  
So dawn goes down today.  
Nothing gold can stay.

By Robert Frost

### **Lesson-8 (The Country Mouse and the Town Mouse)**

Once, there was a little mouse. One day, he went out to the fields to see what he could see. He was running along in the grass, poking his nose into everything when he saw a smooth, shiny acorn, lying in the grass. It was such a fine shiny little acorn that he thought he would take it home with him; so he put out his paw to touch it, but the little acorn rolled away from him. He ran after it, but it kept rolling on, just ahead of him, till it came to a place where a big oak-tree had its roots spread all over the ground. Then it rolled under a big round root. The mouse ran to the root and poked his nose under it. There he saw a small round hole in the ground. He slipped through and saw some stairs going down into the earth. He went down the stairs until suddenly he saw a tiny door at the foot of the stairs.

### **Lesson-9 (The Happy Prince)**

Rosa walked to the bus stop and got on a bus. There were many vacant seats. She paid her fare and sat down in the nearest seat. The bus was nearly empty. Rosa felt grateful. Her feet were very tired. They really needed a rest. However, the driver of the bus had nothing to do about her feet. He did not even know her name. But he saw that she was not white. She was a black passenger. And that, he thought, was all he needed to know about her. But he was making a mistake. It was a mistake that cost his company a lot. In those days there was a rule for using public transport in America. The rule was simple and clear. Black passengers had to give up their seats when white passengers came in. They had to get off the bus and go round to the back door. They could then get on the bus again and travel as standing passengers.

### **Lesson-10 (Dilemma)**

A king had many wise men in his court. But the chief minister, who was very old, was the wisest of them all. The king had a firm faith on his honesty and capability and was relaxed by giving him the charge of the affairs of the kingdom. However, the chief minister had grown old. So one day he expressed his desire to devote the rest of his life in the company of holy men. The king was very sad to hear this. He might not find such an intelligent person as his minister. However, he didn't want to be an obstacle to his path of religion as well. So

the king asked the minister to let one of his sons to succeed him. The minister replied that he had three sons. All of them looked equally bright and smart. They were dutiful and bold. He could choose any of them.

### **Lesson-11 (How the camel got its hump?)**

A jackal and a camel were good friends. They lived in a forest nearby a river. The jackal was cunning but the camel was simple. The jackal wanted to go to the other end of the river where there were plenty of fish and crabs. But he didn't know swimming. So he went to the camel and said, "There are plenty of melons on the other side of the river. If you want to go there, I can help you." The camel was happy. It said to the jackal, "What a good idea! Let's go there together, I know you also like melons."

"But I don't know swimming," said the fox with a sad voice.

"Don't worry, I shall carry you on my back." assured the camel.

So the jackal sat on the camel's back and soon they were on the other side of the river.

### **Lesson-12 (Idgah)**

Tom had tears in his eyes as his father switched off bedroom's light. It was Christmas Eve, and Tom had forgotten to post his letter to Santa Claus. He had found it stuffed in the pocket of his jacket. How would Santa know what Tom really wanted? May be he'd forgotten him altogether! Tom and his parents had still put out three mince pies and a glass of milk to welcome Santa. The red stocking was hanging ready at the foot of his bed as it did every Christmas Eve. But this year Tom was sure it would remain empty. He sniffed miserably to himself as he drifted off to sleep. Meanwhile, a bright shape was racing through the starry sky. It was Santa Claus. He was riding his biggest sleigh, pulled by his fastest reindeer! The sleigh was filled with sacks of gifts, neatly sorted and labelled for children all over the world.

### **Lesson-13 (The Crane has One Leg)**

A farmer had a big mango orchard. Once, he went to his orchard with his servant, a very clever and greedy fellow. The farmer picked up two ripe mangoes and giving them to his servant said, "Serve these mangoes at lunch." While the servant was cutting the mangoes, the sweet aroma of the ripe mango entered into his nose. He was greatly tempted and ate a slice. It was so sweet and delicious that he could not resist eating another one. Slowly, he devoured all the remaining pieces one by one. Suddenly he saw his master coming towards the house. He was worried. He was sure that his master would definitely punish him for his greediness. Quickly he hit upon a plan.

### **Lesson-14 (Vengeance)**

Once upon a time, there lived three sisters on the top of a cliff in a deserted island. The two elder sisters were very cruel. They loved to see the suffering of human beings. Many ships passed that way. Every night, as ships came along the coast, the elder sisters would go and stand along the shore and sing sweetly. Their haunting melodies would lull the already tired seamen into sleep. The ship, without anyone to steer it, would crash into the rocks near the island. The sailors would fall down into the see and struggle for life. The youngest sister was kind and gentle. She did not like the way her sisters killed and ate the sailors passing through that area, but she was helpless.

### **Lesson-15 (The Tempest)**

Once, a small village suffered from a severe drought. The crops withered, and the villagers and their animals were dying of thirst. There was very little water to drink. One day, some village elders called the villagers for a meeting at the village square to find a solution to the problem. They started to pray together for rain. With full faith in God and hope in heart, they said their prayer. Soon it began to rain. All the people started to dance happily. One elder noticed that among the happy crowd there was a nine-year-old boy, holding an umbrella as a token of faith. Everyone admired this little boy for having total faith in Lord that He would surely hear his prayers and send rain.