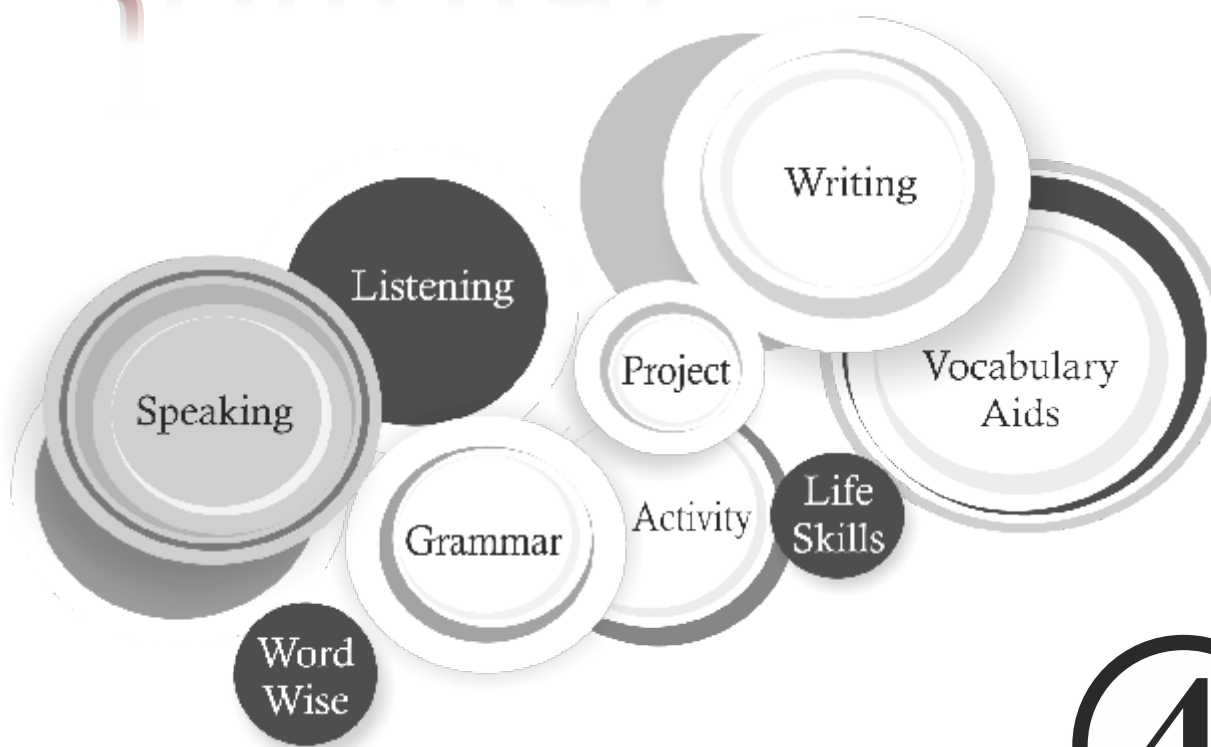


My Reading Journal

**Enhanced Edition
NEP 2020 Guidelines*



4

Teacher's Support



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Lesson-1

(The Stream)

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 flow of a stream.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance the reading and listening skills by engaging students in discussion.
- To rearrange words to form meaningful sentences.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Paragraph Writing
- Listening to the poem and arranging lines of the poem in correct sequence.
- Arranging discussion in class.
- Rearranging words to form sentences.
- Writing rhyming words.
- Making Sentences
- Finding names of water resources.
- Writing ways to achieve goal in life.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about the stream that moves all through the day and night. It is unmoved by the changes that take place around it and moves on forever. It can teach us a lesson of life.

- Ask the students if they know what a stream looks like. If not, explain them that a small and narrow river is called stream.
- Read the poem aloud to your students.

- Identify and define words that students do not know. Try to give them examples on how humans depend on the stream flowing nearby to them.
- Read the poem aloud again. Now, that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like flow-go, ridges- bridges, moon-buffoon, forever-never, fade-shade.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Explain the changes that take place around the stream but do not affect its movement.
- 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 explaining them to rearrange the words to form meaningful sentences.
- Have a discussion about 'Word Wise', Activity Time' and 'Life Skills' in the class. Ask the students to complete and discuss it later in the class.

Additional Questions

- Where does stream come from?
- What does the spring do all the way?
- What does it hold?
- How does it play?
- Whose youth is eternal?
- What is the moral of the poem?

Home Assignment

Read the poem aloud and learn it for recitation.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. c) glacier 2. a) mirror 3. b) magic
B. 1. True 2. False 3. True
C. 1. The stream comes from the glacier.
2. The sun and the moon play like a circus buffoon in its arms.
3. No, the magic of the stream will never fade because its youth is eternal.

Writing

Undaunted by the hurdles on the way, the stream teaches us to proceed relentlessly till the goal is achieved.

Listening

- And smiles to faces that frown.
- Bringing happiness to thirsty.
- Be it a king for a clown.
- Its water is enjoyed by everyone,

Speaking

Do it yourself.

Grammar

1. I hope tomorrow we win the match.
2. You should not waste paper.
3. Acrobat walked on the rope.
4. Piyush enjoys to play with his friends.
5. The mother of invention is necessity.

Word Wise

- A.** 1. ridge - bridge
2. moon - buffoon
3. go - flow
4. ever - never
5. fade - shade
- B.** 1. Flow : A small river flows beside our village.
2. Steep : The mountaineer climbed the steep mountain.
3. Mirror : There is no mirror in the room.
4. Circus : We went to see a circus last Sunday.
5. Merrily : The little boy is singing merrily.

Activity Time

Well, Stream, Lake, Ocean, River

Life Skills

- Take action
- Try hard
- Keep practising
- Explore a different way.
- Ask someone for advice.
- Do your best.
- Learn how others did it.
- Build upon your strengths.
- Review and fix mistakes.
- Don't give up.

Lesson-2 (Alice in Wonderland)

Objectives

- To enable the students to understand the importance of living in real world rather than the world of fantasy.
- 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 verbs 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.
- Imaginary Writing

- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of Verbs
- Making Sentences
- Collecting information about famous books.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a girl named Alice, who once saw a strange dream. In the dream she saw a rabbit and followed it. She reached a strange place and she saw many strange things.

- Ask students about their dreams which they find weird, when they wake up. Ask how their parents react to it. Discuss about supernatural dreams and thought process that keeps on going in our mind.
- Ask them if they have ever read something about 'Alice in Wonderland' as it is a very famous story. If not, introduce them with the character of Alice and explain to them how she dream about supernatural things while setting down under a tree.
- Once the students have become familiar with the theme of the story, tell them to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of 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 the character of rabbit in the story. Tell students to add their comments on the same.
- 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 while conversating with their friends.
- Make students do the 'Grammar' section themselves after explaining them verbs.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get them checked later in the class.

Additional Questions

- Who was Alice?
- What was Alice doing in the garden?

- How did rabbit look?
- What was Alice burning with?
- Why did Alice jump into a hole?
- While falling what did Alice notice?
- What did Alice do with the key?
- What was written on the bottle? What happened when Alice drunk the liquid in it?
- What was there in the glass box?
- What happened when Alice ate the cake?
- Where did Alice find herself when she opened her eyes?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write about supernatural things mentioned in the story in your notebook.
- Do 'Activity Time' and 'Project' at home and get them checked later in the class.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) garden b) a) popped 3. a) the centre of the earth
 4. b) golden 5. b) passage
- B.** 1. True 2. False 3. True 4. False
 5. False
- C.** 1. Alice was a little girl. She was lying under a tree in the garden.
 2. The rabbit, Alice saw in her dream was peculiar. It was wearing a waistcoat, a pant and a tie like human beings.
 3. While falling down the rabbit hole, Alice noticed that the walls of the well were lined with cupboards and bookshelves.
 4. Alice saw many colourful flowers and a fountain playing in the middle of the garden.
 5. As soon as Alice drank the liquid from the bottle, she had a strange feeling. Then she became smaller till she was only ten inches tall.
 6. Alice regained her size by eating the cake kept in the glass box.
 7. When Alice opened her eyes, she found herself sitting under the tree with her sister beside.

- D. 1. drowsy 2. rabbit 3. burning 4. heap
5. cake

Writing

Since childhood my wish had been to become a king and rule over a vast kingdom. But the reality was that we didn't have even a house of our own and lived in a rented room.

Once after studying late till night, I feel asleep on my chair itself. In sleep, I found myself seated on a throne. All around my courtiers stood with folded hands. Just then a hardcore criminal was presented before me. Rather than being afraid, he started laughing mockingly at me. My anger was unbearable and I shouted, " Hang the rogue at once!". The shouting caused a temporary chaos in the family.

Listening

1. The family of the seven sisters lived on a deserted island in the middle of the sea.
2. The younger sister was very naughty.
3. She loved to spend her time by wandering in the forest all day long.
4. The water of the stream fell over the rocks into a basin in the cave.
5. She often sat there looking at the small stream.

Speaking

- You : How did Alice reach the wonderland?
Your friend : She saw a strange rabbit and followed it.
You : What happened thereafter?
Your friend : She followed the rabbit and reached its hole. She went down and down into it.
You : Where did she reach after that?
Your friend : She fell on a heap of dry leaves with a thumping from there, she saw a long passage before her.
You : What happened next?
Your friend : From there Alice reached a hall, lit up with rows of lamps hanging from the ceiling. Though, it had many doors. They were all locked.
You : Could she come out of the hall?
Your friend : Yes, she could by opening one of the doors with a little key and after she reached a garden. She returned to the room, after a while and ate a cake from a glass box. After that, she started getting bigger and got stuck against the table top. She cried in pain and found herself under the tree with her sister.

Grammar

- | | | | |
|-----------|------------|---------|-------------|
| 1. helps | 2. stole | 3. goes | 4. examined |
| 5. shines | 6. cleaned | 7. go | 8. taught |
| 9. waited | 10. played | | |

Word Wise

- A. 1. waistcoat 2. hole 3. slip 4. label
5. reach
- B. 1. Dream : She saw a fairy in her dream.
2. Strange : The little boy looked stranged in his big hat.
3. Cupboard : The books are kept in the cupboard.
4. Collect : You can collect the books from the library.
5. Anxiously : The players were waiting anxiously for the match.

Activity Time

Do it yourself.

Life Skills

Do it yourself.

Project

Do it yourself.

Lesson-3

(The King Who Wanted to Block the River)

Objectives

- To enable the students to understand that we should not act selfish and arrogantly.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate abstract nouns and adjectives and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing Composition
- Listening to the passage carefully and answering questions related to it.

- Practising Conversation
- Revision of abstract nouns and adjectives.
- Making sentences from homographs.
- Making Sentences
- Rearranging letters to form anagrams.
- Writing about good deeds.
- Writing names of eight planets.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a foolish and arrogant king who once asked his minister to block the water in the river. The Chief Minister on the other hand had to solve the problem.

- Ask students if they have heard any story about a foolish king. If yes, tell them to tell its summary in the class.
- Explain to the students the importance of having an intelligent leader for a team as well as for people in large number. If the leader is not good, the people have to face its effects in return. So it is very important for us to choose our leader wisely.
- Give them example of electing government in our country. Our government is chosen by us and is of our choice. Therefore, it is very important to give vote for right person as future of our country depends on the leader we select.
- Once the students have gained interest introduce the character of king in a way that students feel connected to the story. They will then read the story turn by turn. Guide them to read the dialogue with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story like 'Importance of being Witty and Decisive' and ask simple comprehension question 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.
- Discuss about the character of Chief Minister in the story.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and their friends and practise conversations.
- Make students do the 'Grammar' section themselves after explaining them abstract nouns and adjectives.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Where was the palace of king situated?
- What did the king ask the minister to do?
- What did the Chief Minister think on king's decision?
- What happened when the dam was built?
- Why did people ran to Chief Minister?
- Why did Chief Minister asked the man to do?
- Why did king wake up at night?
- What did Chief Minister answer the king on being asked about the sun?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Compare the character of the king and the Chief Minister in your own words.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. a) bank 2. c) strolling 3. b) entered 4. a) employed
5. c) east
- B.** 1. False 2. True 3. True 4. False
5. True
- C.** 1. The palace of the king was situated on the bank of a small river.
2. The Chief Minister was very wise. So, the people loved and respected him more than the king.
3. The king ordered the Chief Minister to build a dam to keep all the water in the kingdom.
4. The people were in great fear because the water of the river had entered the roads and houses in the town. They went to the Chief Minister to save them from the water.
5. The Chief Minister asked the man who rang the bell to ring it after every thirty minutes and not after one hour.
6. When the bell rang six the king could not see the sun because it was midnight.
7. The Chief Minister saved the people of the kingdom by using his cleverness and wisdom.

- D. 1. arrogant 2. flowing 3. lake 4. six o'clock
5. flowed

- | | | |
|-----------|-------------------|----------------|
| E. | Said by | Said to |
| 1. | King | Chief Minister |
| 2. | People of kingdom | Chief Minister |
| 3. | King | Chief Minister |

Writing

The king was not only foolish and arrogant, he was selfish as well. He ordered for a dam to be built across the river so that the people of the neighbouring country could not get the river water. He wanted to have all the water for himself and his country.

Listening

- Dams save water of our rivers for irrigation and control floods.
- Dams control floods by storing excess water of the rivers.
- When the gates of the dams are opened the water flows down the rivers and into the canals. Thus, the water does not overflow the banks.
- The water in the dams falls on giant wheels and turn them. The wheels turn machines which produce electric current.
- Bhakra Nangal and Hirakund are the two big dams of our country.

Speaking

- You : Please save our lives.
 Chief Minister : What's the problem?
 You : The water is entering our houses and roads.
 Chief Minister : But I can't do anything why don't you go to the king?
 You : It is you, and not the king, who can save us from this problem.
 Chief Minister : Okay. Let me think what I can do for you.
 You : When should we come again?
 Chief Minister : You can come to me tomorrow.

Grammar

- | | | | | |
|-----------|-----------|-----------------|------------|------------|
| A. | 1. beauty | 2. intelligence | 3. anger | 4. charity |
| | 5. time | 6. hunger | 7. justice | |
| B. | 1. red | 2. younger | 3. many | 4. sad |
| | 5. old | 6. injured | 7. long | |

Word Wise

- A.** 1. Crane : The car was lifted by a big crane.
 Crane : The crane was standing on one leg at the river bank.
 2. Date : What is your date of birth?
 Date : These dates are very sweet.

3. Net : The fisherman threw his net into the river.
Net : What is the net result of your experiment?
4. Right : This is the right way to complete the task.
Right : I was standing on the right side of the chief guest.
5. Sink : Please keep the plates in the sink.
Sink : An iron ball will easily sink in the water.

- B.**
1. Dam : A big dam was constructed on the river.
2. Foolish : He is a foolish boy.
3. Lake : There is a lake near our village.
4. Strange : I was surprised at his strange behaviour.
5. Agreed : Everybody agreed to the proposal.

Activity Time

1. Lead - Deal
2. Pan - Nap
3. Dear - Read
4. Eat - Tea
5. Stool - Tools

Life Skills

We can help the poor and the needy people in our society by doing social work.

Project

- | | |
|------------|------------|
| 1. Mercury | 5. Jupiter |
| 2. Venus | 6. Saturn |
| 3. Earth | 7. Uranus |
| 4. Mars | 8. Neptune |

Morning (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.
- 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 early morning time that everyone enjoys. It heralds the coming of the day and ask everyone to wake up.

- Ask the students about the changes that they notice early morning. Write them on the board one by one. These will include:
 - Rising of the sun
 - Chirping of birds
 - Blooming of flowers
 - Buzzing of honey bees
 - Flying butterflies
 - Fresh breeze
 - Unwinding of leaves
- Once you have discussed about the changes that students notice, shift their attention towards the importance of waking up early in the morning.
- Explain the beauty of rising sun to the students.
- Ask students what other things do they notice except the ones mentioned in the poem in the morning.
- Discuss about their early morning routine and if they do not have fixed routine, teach them the importance of following a routine in one's life.
- Tell them to do exercise early morning as it keeps us fit and healthy.
- Read the poem aloud to your students.
- Try to emphasise on rhyming words like why-high, wide-ride, fair-air, know-blow, tree-bee, tune-soon, why-try, undo-true.
- Explain the moral of the poem to the students and ask them to implement it in their lives.

Additional Questions

- What opens wide in the morning?
- What rides when early morning is on high?
- What kind of air flows early morning?
- What do the birds do?
- What does the little lady do?
- What is the moral of the poem?
- Write three pairs of rhyming words from the poem.

Lesson-4

(Florence Nightingale)

Objectives

- To enable the students to understand the importance of helping the needy and the suffering people.
- To develop habit of reading with better understanding of the text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate use of 'can' and 'cannot'.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Writing Biography
- Listening to the passage carefully and answering questions related to it.
- Practising pronunciation of words.
- Revision of use of 'can' and 'cannot'.
- Naming famous persons.
- Naming people of different countries.
- Learning to react to a situation.
- Collecting pictures of great men and women.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about Florence Nightingale who had devoted her life for the welfare of mankind and was one of the greatest personalities in recent years. She is known as the 'Lady with the Lamp'.

- Ask students if they know anything related to Florence Nightingale. If they are unable to answer, ask them to tell few lines on Mother Teresa. Once they start telling about Mother Teresa, add up to their knowledge.

- After the discussion of Mother Teresa and her deeds, explain to the students that Mother Teresa was influenced by Florence Nightingale. It was Florence that highlighted the suffering of the people and worked hard day and night for their cure.
- Once, the students have gained interest in the theme of the story as well as got a gist of Florence's character, tell 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 the 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Describe briefly about the helping nature of Florence Nightingale.
- Carry out the 'Listening' activity as directed and check the work in class. Also, ask them to complete it and get it checked later in the class.
- Make students do the 'Grammar' section themselves after explaining them use of 'can' and 'cannot'.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- When and where was Florence Nightingale born?
- Where was she taught?
- What was the condition of the hospitals during olden days?
- What did Florence do when Crimean war broke up?
- What was 'Nightingale Training School for Nurses'?
- Which award was given to the Florence Nightingale?
- When did Florence Nightingale take her last breath?
- What was the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write short note on 'The Lady with the Lamp' in your notebook. Also, paste a picture for the same.
- Do 'Activity Time' and 'Project' at home and get them checked later in the class.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) Italy 2. c) Nurse 3. b) England 4. c) 1854
5. a) 1913
- B.** 1. False 2. False 3. False 4. True
5. True
- C.** 1. Florence Nightingale was born on May 12, 1820 in Florence, in Italy.
2. One day she wrote in her note, "Today God spoke to me, and called me to His service."
3. Florence Nightingale wanted to become a nurse because she wanted to help the suffering people.
4. The nurses were treated badly in those days. They were paid very little wages and got little respect from the people.
5. The hospitals in those days were in a very bad conditions. 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.
6. Florence worked very hard to improve the condition of the hospital. She cleaned up the hospital and built a new kitchen to serve better food. With her own money she bought new sheets and clothes for the patients. She spent many hours talking to them and tried her best to make them comfortable and happy.
7. Every night she would take a lamp and visit from bed to bed comforting and solacing the patients. The soldiers loved her and fondly, called her 'The Lady with the Lamp'. Thus, she became famous as 'The Lady with the Lamp'.
- D.** 1. independent 2. Italian 3. determination 4. grandmother
5. comfortable

Writing

Great personalities are born to serve others. The quote correctly describes Florence Nightingale. She spent her whole life in serving the sick and the suffering patient. For this she joined nursing. During the Crimean war, she served in British hospitals in Constantinople. She would serve and visit the patients with a lamp in her hand each night. No wonder she started being called 'The Lady with the Lamp'.

Listening

1. Mother Teresa worked as a teacher in St. Mary's High School, Kolkata.
2. She gave up her job to work for the poor and the suffering people.
3. After giving up her job, she devoted her time among the poorest of the poor in the slums of Kolkata.

4. She founded the 'Nightingale Training School for Nurses'.
5. Mother Teresa was awarded the Noble Peace Prize in 1979.

Speaking

Do it yourself.

Grammar

- | | | | |
|----------------|----------------|----------------|----------------|
| 1. can, cannot | 2. can, cannot | 3. cannot, can | 4. cannot, can |
| 5. can, cannot | | | |

Word Wise

- | | | | |
|----|-------------------------------|---------------|--------------------------|
| A. | 1. Rabindranath Tagore | - | Gurudev |
| | 2. Pt. Jawaharlal Nehru | - | Chacha Nehru |
| | 3. Mohandas Karamchand Gandhi | - | Bapu |
| | 4. Bal Gangadhar Tilak | - | Lokmanya Tilak |
| | 5. Sarojini Naidu | - | The Nightingale of India |
| B. | 1. Nepalese | 2. Bulgarians | 3. Swiss |
| | 5. Japanese | 6. Russians | 4. Chinese |
| | | | 7. Koreans |

Activity Time

Do it yourself.

Life Skills

- I will call the ambulance.
- I will ask him if he needed help.
- I will call my parents.

Project

Do it yourself.

Lesson-5

(Small Ants are Also Helpful)

Objectives

- To enable the students to understand that all living creatures have capabilities of working hard.
- 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 interjections.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of Interjection
- Filling antonyms in the blanks.
- Identifying different gems and writing their names.
- Learning to react to a situation.
- Making special cucumber sandwiches.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about ants, which gives us a message that it is God who has created this universe. All creations, big or small, natural or artificial, are created by God. Every creature has its own importance in the world.

- Ask students to name different creatures present around us. After naming tell them to speak few lines on the work they do for us or for themselves, which in return is beneficial to us.
- Give them examples of honey bees, who work hard and collect nectar from various flowers. It is we who consume that nectar in form of honey. Earthworms dig up the soil to make their habitat in the soil which in return increase the fertility of the soil for us. Cows and buffaloes give us cow dung which we use as fuel. Like this there are several examples of animals that help us in our day to day life.
- Once the students feel connected to the theme of the story, explain them that in the same way ants helped the king in the story proving that even smallest creatures in the world can do wonders that too without being paid.
- 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 the '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 labour of ants.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them use of interjections.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- How was the nature of the King?
- What did the Goddess gift the King?
- What happened when jeweller tried to put thread through the holes of the gem?
- Why was the King disappointed?
- What did the wise man suggest?
- Did the idea of wise man work?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write few lines on your favourite gem in your notebook. Also, paste picture of it.

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) gold 2. c) gem 3. b) wise 4. c) honey
5. b) thread

- B.** 1. True 2. False 3. True 4. False
5. True
- C.** 1. The King was kind and generous. So the Gods and Goddesses were pleased with him.
2. A Goddess gave the King a beautiful and precious gem as a special gift.
3. The King wanted to wear the gem around his neck in a gold thread.
4. The minister called a famous wise man of the kingdom help.
5. After examining the gem, the wise man said that the passage between the two holes was twisted and turned inside the gem.
6. The idea of the wise man was to attract ants by putting some honey on the hole of the gem and make them pull the thread through it. Yes, his idea worked nicely.
7. In the end, the little ants pulled the thread out of the other hole of the gem. Thus, they proved to be useful.
- D.** 1. subjects 2. neck 3. assistant 4. gem
5. spread
- E.** **Said by** **Said to**
1. Wise man Minister
2. Wise man Minister
3. King Wise man

Writing

The wise man took the gem in his hand and spread some honey over both the holes. Then he spread some honey on one hand of the thread and pushed it into one of the holes. Finally, he placed the gem in a corner of the room. After that he and the minister waited patiently.

In no time, ants arrived there. Tempted by the honey, they started crawling all over the gem! When they found the hole on the opposite side of the gem, they entered into it moving inside it, they reached the place where the gold thread had got stuck. They pulled the thread along till it came out at the other end. Thus the thread could be put through the gem.

Listening

1. Pearls are precious gems found inside molluscs such as oysters and mussels.
2. Pearls are formed when an irritant such as a tiny stone or bit of sand gets inside the mollusc's shell.
3. The process of building a solid pearl can take up to seven or eight years.
4. Nacre is a lustrous substance secreted around any irritant to protect the soft internal of the mollusc.
5. Natural pearls are harvested in the Persian Gulf, the Gulf of Manaar (Indian Ocean) and the Red Sea.

Speaking

- Jeweller : Yes, Your Majesty! I am at your service.
King : I have faith in your job.
Jeweller : It's your greatness to think so, Your Majesty!
King : Can you put a gold thread through the holes of this gem?
Jeweller : Why not, Your Majesty! It's an easy job.
King : How much time will you take for this job?
Jeweller : I shall return it within two days.
King : I shall give you a handsome reward for it.
Jeweller : Thank you, Your Majesty!
King : Now take this gem and come after two days.

Grammar

1. Bravo! Well shot.
2. Sh! Sh! The patient is sleeping.
3. Hurrah! We have won the match.
4. Alas! My pet dog is dead.

Word Wise

1. kind
2. difficult
3. intelligent
4. pulled
5. forgotten

Activity Time

Sapphire, Coral, Diamond, Ruby, Cats-eye, Topaz

Life Skills

1. b) deposit it on the billing counter.
2. b) show him/her how to arrive at the solution.

Project

Do it yourself.

Lesson-6 (The Coconut Tree)

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 usefulness of coconut tree.

- 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 vocabulary of the students.
- To enable the students to understand and answer questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Writing about usefulness of coconut tree.
- Listening to words and giving more examples.
- Discussion about coconut trees.
- Revision of pronouns.
- Writing rhyming words.
- Writing about good deeds.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about a coconut tree which is like a good friend of us. It provides us with so many useful things.

- Ask students to name the things that we get from the coconut tree. Write their names on the blackboard in the form of flowchart.

Coconut

- Fibre
- Oil
- Coconut Milk
- Water
- Fruit

- Now ask them how do they use coconut or consume it in a way they like. If there are any south Indian students ask them to tell the importance of coconut in their day to day lives.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to make sentences of such words to explain them in a better way.
- 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 tree-me, everyday-way, bed-head, crown-down, hands-around, neat-street, metagee-tea.
- Explain the moral of the poem to the students.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Explain the concept of useful things which we get from nature.
- Carry out the 'Listening' activity as directed 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 explaining them use of pronouns.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' and ask the students to complete and discuss it later in the class.

Additional Questions

- Who is a good friend?
- What all things do we get from coconut tree?
- How does coconut add flavour to our food?
- How does coconut water helps us when we are tired?

Home Assignment

- Read the poem aloud and learn it for recitation.
- Draw a picture of coconut in your notebook and also write about its usefulness.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) provide 2. a) straw 3. c) Coconut
- B.** 1. True 2. True 3. True
- C.** 1. We get useful things like fibre, oil, coconut milk, coconut water etc. from a coconut tree.
 2. The fibre of a coconut tree is used to make mattress, carpet, pillow etc.
 3. When the poet is tired of playing, coconut water cools him down.

Writing

There is a saying that 'no part of the coconut tree is useless'. It provides us a number of things. Its fibre is used for mattress, carpet and pillow. Its oil is used for cooking, body massage and in medicines too. Its water is highly useful to quench thirst. It is tasty as well as refreshing.

Listening

1. Contract
2. Permit

Speaking

Coconuts grow in coastal areas, like Maharashtra, Kerala, Tamil Nadu and Karnatka in our country. The climate, suited for them, has to be moderate.

Grammar

1. them
2. me, you, you, I, I
3. I
4. They, them

Word Wise

1. Lay - Way
2. Fun - Sun
3. Led - Bed
4. Cheat - Neat
5. Flea - Metagee

Activity Time

1. Coconut oil
2. Coconut water
3. Coconut fibre

Life Skills

We should help others whenever and wherever possible. If we will help others, others will help us too in our hard times.

Never Trust a Selfish Friend (A Picture Story)

Objectives

- To develop habit of reading with better understanding of text.
- To develop interest of the students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enhance reading and listening skills by engaging students in discussions.
- To practise dialogue reading efficiently.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about two friends Ramu and Ravi, who went on for walking in a dense forest. Ramu was a selfish friend and did not help Ravi while the bear approached them. This proved that we should never make selfish friends.

- Ask students if they have heard about a famous saying, 'A friend in need is a friend indeed'. It is hard time that defines friendship. One cannot be a good friend if he is there only in your good times and do not help you in your bad times.
- Ask students to share their experiences of having a good and a bad friend. What did they do? How did they react to the situation?
- Keep an open discussion for the students to bring up their thoughts and ideas related to the topic of the story. Let them speak everything they know about friendship and what according to them true friendship is.
- Introduce them to the character of Ramu and Ravi.
- Select two students and assign one as Ramu and one as Ravi. Select one more student to play the role of the bear and narrator side by side. This will make learning more interesting.
- Now, read the story aloud with the help of characters assigned in the class. Guide them to read the dialogue with proper intonation.
- Explain new words and pronunciation while reading for better understanding of students.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have further discussion about the story character of Ravi and Ramu. Also, justify whether what happened with Ramu was right or wrong.
- Give additional questions to the students to answer and check their understanding of the text.

Additional Questions

- Where was Ramu and Ravi going?
- What appeared behind the bush?
- What did Ramu do on seeing the bear?
- What did Ravi do on seeing the bear?
- Did bear harm Ravi?
- What idea did Ravi get to save himself from the bear?
- What did Ravi tell Ramu in the end?
- What is the moral of the story?

Lesson-7 (The Miser)

Objectives

- To make students understand that being miser is not good.
- To develop habit of reading with better understanding of 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 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 of students by engaging students in discussions.
- To recapitulate combination of sentences 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?
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Revision of combination of sentences.
- Describing One Word
- Role Play
- Learning to react to a situation.
- Framing story of your own.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a man, Govind who was quite rich. But he was a miser. He travelled all the way and even climbed the coconut tree to save some money. This led to the accident of Govind in the end as he broke his leg due to his miser behaviour.

- Ask students if they know what a miser is. If not explain them that miser is a person who does not want to spend money.
- Ask them if they know any miser person. If yes, tell them to share their views on the same in the class.

- With this discussion correlate the character of Govind from the story so that students feel connected to the story. Now, ask them to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss the importance of acting wisely instead of being miser at certain situations.
- Ask students to implement the moral of the story in their own lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss about the nature of Govind and the difficulty he had to face due to it in the end.
- Carry out 'Listening' activity as directed in the class and check the work later. For 'Speaking' section students will work with their teacher and their friends to practise pronunciation and conversation.
- Make students do the 'Grammar' section after explaining them to combine the sentences.
- Have a discussion 'Word Wise', 'Activity Time', 'Life Skills' and 'Project'. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Who was Govind?
- What did Govind go to the village one day?
- What did the vendor reply Govind?
- What did Govind said to himself?
- What happened when Govind went to the beach?
- Why was the vendor irritated?
- What did Govind decide to do in the end?
- What happened when Govind plucked coconut from the tree?
- What did the clever boatman do?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write the character sketch of Govind in your notebook.
- 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 emphasise on the usage of punctuation and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- A.** 1. a) Kerala 2. c) coconuts 3. c) seven 4. b) irritated
5. a) swung
- B.** 1. False 2. False 3. True 4. True
5. False
- C.** 1. Govind was a rich man. He was a miser.
2. He went to the village market to buy vegetables.
3. Money was precious to him.
4. No, he did not buy coconut from any of the vendors.
5. At last, he went to the sea beach to pluck coconut from trees.
6. When he climbed a coconut tree and tried to pluck coconut from there, he lost his grip and fell down on the sandy beach.
7. Govind paid a heavy price for his coconut by having a fractured leg and scratches on his body.
- D.** 1. coconut 2. mind 3. another vendor 4. hold
5. sandy
- E.** **Said by** **Said to**
1. Vendor Govind
2. Govind Himself
3. Govind Vendor

Writing

Govind wanted to have a coconut fruit for free. He had found the vendors selling coconuts on the roadside demanding a high price. In order to save money, he climbed a tree and got hurt in the process. This shows his greed, miserliness and foolish nature.

Listening

1. A coconut tree can live upto 100 years.
2. A coconut tree can bear fruit upto thirteen times a year.
3. All parts of the coconut tree are useful for us.
4. Coconut trees grow in Malaysia, Southern Asia, India, South America and the Pacific Islands.
5. The coconut trees require sufficient warm conditions for a successful growth.

Speaking

- Govind : The coconuts seem to be freshly picked.
Vendor : Yes, Sir. Only in the morning I have plucked them from the tree.
Govind : How much does a coconut cost?

- Vendor : I charge only rupees twenty for a coconut.
Govind : Don't you think you are quoting a high price?
Vendor : No Sir, It's absolutely reasonable.
Govind : I can pay rupees ten for one.
Vendor : Sorry, Sir! You better look somewhere else.

Grammar

1. I am working hard to stand first in the examination.
2. We were sorry to learn that he had failed.
3. You are very fortunate to win the first prize.
4. He took out a mirror to see his face.
5. The students are anxious to know about their results.
6. We are going to Delhi to see the book fair.
7. My friends came to me to take my cycle.
8. She went to market to buy a crayon box.
9. We went to Agra to see the Taj Mahal.
10. I returned home early to take some rest.

Word Wise

1. Atheist - One who does not believe in the existence of God.
2. Theist - One who believes in the existence of God.
3. Egotist - One who is self conscious.
4. Fanatic - One who is obsessively devoted to some belief, activity etc.
5. Monarch - Sovereign with the title of king, queen, emperor, empress etc.

Activity Time

Do it yourself.

Life Skills

- I will share a sandwich with him.

Project

Do it yourself.

Lesson-8

(The Witty Commander)

Objectives

- To enable the students to understand that rather than thinking of distant gains, we must take care of the immediate future.

- 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 the reading and listening skills by engaging students in discussion.
- To recapitulate use of 'it' and 'there' 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?
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of use of 'it' and 'there'.
- Word Composition
- Naming people of different countries.
- Learning to react to a situation.
- Writing meaning of the words.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about Napoleon Bonaparte's commanders also know as Napoleon, was a French military leader and emperor who had conquered much of Europe in the early 19th century.

- Ask the students if they know anything about the Napoleon and his works. If not, tell them to read about him at home and discuss it next day in the class.
- Introduce the theme of the story to the students and tell them that the story is about a witty commander who led the Napoleon's troops.
- Tell 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 the difficult words on the board to avoid spelling errors.
- Describe briefly about the witty behaviour of the commander.
- 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.
- Make students do the 'Grammar' section themselves after explaining them use of 'it' and 'there'.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- Who was Napoleon Bonaparte?
- Why did Napoleon decide to reward the commanders?
- What reward did the German commander ask for?
- What reward did the French commander ask for?
- What reward did the Polish commander ask for?
- What reward did the Jewish commander ask for?
- Why did the Jew mock at the Frenchman?
- Which commander took a witty reward of them all?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Collect more information about Napoleon Bonaparte and write it in your notebook.
- Do 'Activity Time' and 'Project' at home and get them checked later in the class.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. c) France 2. b) victory 3. c) Frenchman 4. b) missed
5. a) secretary
- B.** 1. True 2. True 3. False 4. True
5. True
- C.** 1. Napoleon Bonaparte was the Emperor of France and one of the most greatest generals of his time.
2. Napoleon decided to reward the commanders because his troops were led by them.
3. The German commander wished to have a house for him in Paris.
4. The Frenchman always longed for a big hotel of his own.
5. The Jew man wished to go on leave for fortnight. Yes, the Emperor granted his wish at once.
6. The other commanders mocked at the Jewish commander because they thought that he had lost a rare opportunity of becoming rich.
7. The Jewish commander argued that their wishes would never be fulfilled as the Emperor's order would go down from subordinate to subordinate and would finally get forgotten. Therefore, it was better to ask for something which the Emperor could give instantly.
- D.** 1. generals 2. attention 3. second 4. rear
5. execute
- E.** **Said by** **Said to**
1. Napoleon German commander
2. Commanders Jewish commander
3. Jewish Commander Commanders

Writing

The Jewish commander was the last one to be asked what his wish was. While the three commanders before him had asked for the favours that needed time to be executed, the wish of the Jewish commander was granted then and there. He had requested only for a fortnight's leave.

Listening

1. Alexander, the Great, was a great king who lived in Greece a long time ago.
2. Since childhood, he was fond of horse.
3. One day an Arabian trader brought a fine horse to the palace.
4. Alexander named the horse Bucephalus.
5. The horse helped Alexander by carrying him to many battles in many lands.

Speaking

- Commander : What a fool you are! Why did you ask for leave only when the Emperor was ready to give you anything?
- Jewish Commander : You are correct but it was the right thing to ask.
- Commander : Why do you think so?
- Jewish Commander : Because your wishes will never be fulfilled.
- Commander : But why?
- Jewish Commander : Because the Emperor is a busy man. He will pass on the orders to his subordinates and they will forget after some days.
- Commander : Why? In that case we can appeal to him.
- Jewish Commander : It would be fruitless.
- Commander : You seem to be right.
- Jewish Commander : That's why I asked for what the Emperor could give by himself.

Grammar

- | | | | |
|-------|-----------|----------|----------|
| 1. It | 2. There | 3. It | 4. There |
| 5. It | 6. There | 7. There | 8. There |
| 9. It | 10. There | | |

Word Wise

- | | | | |
|------------|-------------|----------|---------|
| 1. won | 2. emperors | 3. lives | 4. rear |
| 5. execute | | | |

Activity Time

- | | | | |
|-------------|--------------|-------------|----------|
| 1. Indians | 2. Chinese | 3. Japanese | 4. Danes |
| 5. Italians | 6. Canadians | | |

Life Skills

- I will deliver the speech in the school assembly and prepare another speech for the future.
- I will not leave the opportunity given to me in the present for the sake of future possibilities.

Project

- | | | |
|--------------|---|--------------------------------------|
| 2. Attention | - | notice taken of someone or something |
| 3. Delighted | - | feeling or showing great pleasure |
| 4. Excuse | - | try to justify |
| 5. Fortnight | - | a period of two weeks |

Lesson-9

(The True Disciple)

Objectives

- To enable students to understand the importance of obeying our teachers.
- 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 interrogative negative sentence and using the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Writing Practice
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of Interrogative-Negative Sentences
- Completing Sentences
- Word Grid
- Writing few ways of obeying your teacher.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about the presence of God. He can see us as well as all our deeds and judge us through them. A boy named Baibhav proved it through his deeds. He was told to kill a pigeon by his Guru at a place where nobody could see him. He did not kill the pigeon because he understood the fact that there is no place in the world where God is not present.

- Ask students to name a place where nobody is present. Some students will name the places. Listen to them and invite more answers. Do not correct them initially.
- Once all have told about the places they think where nobody can see you, ask them if God is present at those places. Their answer will change after hearing this sentence of yours.

- Once the students have understood about the theme of the story, introduce them to the character of Baibhav so that they feel connected to the story. Ask 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 exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Describe about the obedience of Baibhav towards his Guru.
- 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 interrogative negative sentences.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- Where did Guru live?
- Where do the students have to go for learning?
- Who was Baibhav?
- Why did Guru decide to take a test?
- What did the Guru say to his pupils?
- Why were pupils bewildered?
- What did the pupils do with the pigeons?
- Why did Guru decide to go in search of Baibhav?
- Where did they find Baibhav?
- Where did Baibhav go to kill the pigeon?
- Why did Baibhav fell on the Guru's feet?
- Why was Guru happy in the end?

Home Assignment

- Make sentences of new words given in the 'Vocabulary aids'.
- Write short note on 'God is present everywhere' in your notebook.
- Do 'Project' at home and get it checked later in the class.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) forests 2. a) attentive 3. b) eager 4. b) bewildered
5. a) weep
- B.** 1. False 2. True 3. True 4. True
5. False
- C.** 1. Pupils from far and wide came to learn from the Guru because he was a great scholar.
2. The pupils lived in the gurukul. They studied there and besides studies, did all work of gurukul.
3. Baibhav was a young boy. He was very intelligent and attentive. So the Guru loved him very much.
4. The Guru asked his pupils to take the pigeons with them at a place where nobody could see and kill them.
5. The Guru went to the forest with his pupils in search of Baibhav who had not returned.
6. Baibhav could not kill the pigeon because he thought that there was no place on earth hidden from God.
7. The lesson teaches us that God is present everywhere and we cannot hide anything from His eyes.
- D.** 1. young 2. pigeon 3. eagerly 4. cave
5. burst
- E.** **Said by** **Said to**
1. Guru Pupils
2. Baibhav Guru
3. Guru Baibhav

Writing

The Guru had asked the pigeon be killed at a place where no one was seeing. But Bhaibhav found the presence of invisible God everywhere and hence his defiance to the Guru. The answer pleased the teacher as he found that his disciple had learnt the real lesson of life.

Listening

1. Aruni was a pupil who lived in a gurukul.
2. Aruni was very obedient and intelligent. He always did whatever his Guru asked him to do. So, his Guru loved him very much.
3. When it rained heavily the rain water flooded the fields and breached a boundary wall of the Guru's field.

4. The Guru sent Aruni to his field to repair it.
5. Aruni felt helpless because the current of water was very strong and the breach was widening.

Speaking

Guru : What's is the matter? Why didn't you kill the pigeon?

Baibhav : Gurudev! I have tried but I couldn't kill it.

Guru : But why? Didn't you find any lonely place to kill the pigeon?

Baibhav : Gurudev! I went everywhere but failed to get a place where no one was seeing me.

Guru : But, how is it possible that you found someone looking at you, wherever you went?

Baibhav : You yourself had said that God is everywhere to see you, Gurudev!

Guru : I'm glad that you have learnt the real lesson of life.

Grammar

1. Didn't they go to Mumbai last month?
2. Didn't she finish her homework early?
3. Didn't the children play in the park?
4. Don't you go to bed before 10 p.m. every night?
5. Doesn't the sun rise in the east?
6. Didn't we wait for you at the bus stand?
7. Doesn't your grandmother go to the temple every evening?
8. Didn't my friend play well in the match?

Word Wise

1. zoo
2. airport
3. gymnasium
4. mechanic
5. theatre

Activity Time

God has made all of us. He is the father of all of us, including humans, birds, animals and even tiny insects. Even the plants, trees and bushes are made by Him. In order to please Him, we must love all. In case, we see someone suffering, we must extend to him or her a helping hand.

Life Skills

We can obey our teachers in following ways:

- Be on time to the class.
- Practise good manners.
- Pay attention during lessons.
- Be helpful wherever you can.

- Raise your hand before speaking.
- Leave the classroom only after taking permission from the teacher.
- Follow the classroom rules.

Project

- | | | | |
|------------|-------------|--------------|-----------|
| 1. smart | 2. selfless | 3. sensitive | 4. polite |
| 5. helpful | 6. generous | 7. kind | 8. funny |

Lesson-10 (The Touchstone)

Objectives

- To enable the students to understand that too much excitement on account of a sudden gain, or loss can often lead a man to madness.
- 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 compound words 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.
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of compound words.

- Writing one word for expressions.
- Solving Puzzle
- Writing your own story.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a young man who lived in a village. He was poor but didn't like to work hard. Due to this he could not earn well. He always looked for ideas to become rich overnight. He went on for looking up for Touchstone and passed a long time doing so. In the end, he became mad because of his too much excitement for Touchstone.

- Ask the students if they have ever heard about Touchstone before. Tell them that a Touchstone is a stone which when touches a metal, changes it into gold.
- Tell them that they will understand it in a better way, once they read the story. But before they read the story explain them that one should not try to achieve something like foolish leaving behind all the other things. This can make a person grow mad.
- Introduce to them the character of the young man, how he became mad just to find Touchstone.
- 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 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 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 the role of Touchstone in turning young man as a mad man.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them use of compound words.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- Where did the young man lived?
- Who were his forefathers?
- Why was young man unable to earn money?
- What did the young man find while cleaning an attic?
- What did the young man discover after reading the book?
- What was Touchstone?
- Where did the young man go to find the Touchstone?
- How did he ensure that the stone was Touchstone or not?
- What had become daily routine of the young man?
- Why did the young man become mad at the end?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write few lines on the character of the young man in your notebook.
- Do 'Project' at home and get it checked later in the class.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) forefathers 2. c) attic 3. a) mention 4. b) excited
5. c) iron
- B.** 1. True 2. True 3. False 4. False
5. False
- C.** 1. The young man remained sad all the time because he was so poor that he could not even arrange two square meals for his family.
2. He always dreamt of getting rich overnight.
3. While cleaning the attic, he got a very old book.
4. He decided to go to the Black Sea in search of the 'Touchstone'.

5. He flung every stone he picked up, far out into the sea to ensure that he should not pick it up again.
6. The stranger was surprised to see the gold band in the young man's hand.
7. The story teaches us that we should always be careful before doing anything.

D. 1. forefathers 2. yellow 3. coast 4. stretched
5. gold

- E.** 1. Things were not always same.
2. Some of the pages crumbled as he turned them.
3. It was found on the shores of the Black Sea.
4. He forgot everything except the 'Touchstone'.
5. Now it had become his daily routine.

Writing

There lived a young but lazy man in a village. He hated to do any work but longed to be rich. One day, he came to know about a special type of stone 'Touchstone'. Since it could change any metal into gold. The lazy man wanted to have it by all means.

The man called Vipul, was given to believe that the stone could be procured on the shores of the Black Sea. He therefore, left for the Black Sea and started searching for the prized possession. He would pick up stones, touch them in the iron band, he wore to check if it had turned with gold. He spent more than a year like this. One day, he met a stranger. He was surprised to see that Vipul was wearing a gold band in his hand. The iron band was changed into gold without his knowing. He had actually got the touchstone, but had thrown it away without knowing what it was.

Listening

1. The lazy man hated to do manual labour the most.
2. He often wished to be the richest man of the world.
3. A Genie appeared before the lazy man.
4. The man was scared to see the big and strong Genie standing before him.
5. The Genie told him that if he could fulfil his condition, the Genie could make him the richest man.

Speaking

Stranger : Have you lost something?

Youngman : No, I haven't lost anything.

Stranger : Then, what are you looking for at the shore of the sea?

Youngman : I come here because of habit and enjoy picking up of stone and throwing it in the sea.

- Stranger : But why did you touch it with the band in your hand before throwing it away?
Youngman : I am doing it out of fun.
Stranger : But don't you know your fun may make you loose the gold band? When and where did you get it from?
Youngman : Gold band what gold band!

Grammar

1. Letterbox
2. Handbag
3. Kingfisher
4. Football
5. Pineapple

Word Wise

1. attic
2. coast
3. fling
4. band
5. weary

Activity Time

Do it yourself.

Project

Do it yourself.

Lesson-11 (The Ungrateful Fisherman)

Objectives

- To make students understand that greed and selfishness make a man ungrateful, thankless and malicious.
- 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 past tense and use the acquired knowledge in context.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of Past Tense
- Writing one word for expressions.
- Learning and reading more about roc.
- Learning to react to a situation.
- Collecting pictures of mythological animals and birds.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about an old man Ivan who was helped by a roc, Sina bird. But, due to his greed he became ungrateful, thankless and malicious and betrayed the Sina bird. It brought destruction to him. It was too late before Ivan realised it.

- Ask the students if they know anything about the mythological birds. If not, give them example of Harry Potter and the animals and birds shown in it. They will be able to collect the idea of roc in their imagination.
- Once they have formed an image of the roc in their thoughts ask them how it would look according to them.
- This will add interest of the students towards the theme of the story. They will be more curious to read the story and the character of roc in it.
- 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 answers on the board to avoid spelling errors.
- Briefly describe about the character of Ivan and how Sina bird helped him to become rich.
- 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 past tense.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- Who was Ivan?
- Why did Ivan go to the river?
- How did Sina look?
- What Sina brought everyday to Ivan?
- What did Ivan do when he got rich?
- What announcement did Ivan hear one day?
- Why did King want Sina bird?
- Was Ivan greedy? Explain.
- How did Ivan betray Sina bird?
- Why was Sina reluctant?
- What happened to Ivan in the end?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write about Sina bird in your notebook.
- Do 'Activity Time' and 'Project' at home and get it checked later in the class.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in 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) Scotland 2. c) fisherman 3. b) bungalow 4. a) soldiers
5. c) efforts
- B.** 1. True 2. False 3. True 4. True
5. False
- C.** 1. Ivan was living a hard life because there was more to help and he had to do all his chores himself.
2. Sina bird promised to give one big fish to Ivan every evening. Yes, she kept her promise.
3. Sina bird gave one big fish to Ivan every evening which Ivan sold in the market and became rich within a short time.
4. Ivan decided to marry again after he became rich.
5. One day, he heard the royal announcer making an announcement that whoever could give information about Sina bird and help catch it, would be rewarded with half the wealth in the royal treasury and half the kingdom.
6. The king wanted to catch the bird because his son was seriously ill and a holy man had advised to bathe him in the blood of a Sina bird.
7. In the end, Ivan was carried away by Sina bird and nobody ever saw him after that.
- D.** 1. expert 2. heavenly 3. demand 4. bungalow
5. gratitude 6. reward 7. reluctant
- E.** **Said by** **Said to**
1. Ivan Sina
2. Sina Ivan
3. Announcer Ivan

Writing

Before coming into contact with the Sina bird, Ivan lived a very hard life. His luck, however, changed when a large bird with silvery feathers alighted on a rock near him. It was Sina, a huge roc like heavenly bird. It took pity on old, poor Ivan and promised to offer him a big fish every evening. By selling each fish in the market everyday, he became rich. He bought a bungalow on the sea side, hired a cook and decided to get married. Rather than being grateful to the kind bird, Ivan tried to give it to the king, hoping to win half the kingdom and half the wealth in the treasury. But before it could be harmed, the bird rose into the air with Ivan dangling on one of its legs. Ivan should not have betrayed the bird.

Listening

1. Sindbad was an adventurous sailor of Bagdad.
2. He and his men reached a deserted island during one of the voyages.

3. They broke the roc's nest to see if there were any gems inside.
4. The bird dropped a huge rock on their ship.
5. Sindbad was luckily saved but the other sailors were drowned.

Speaking

- Announcer : The king wants information about Sina bird.
Ivan : What would I get if I can give it?
Announcer : Do you know anything about the bird?
Ivan : Yes, no, no. I have never seen such a bird in my life.
Announcer : It seems you are hiding something.
Ivan : Oh, no! Believe me I am not hiding anything.

Grammar

1. lived
2. taught
3. ate
4. told
5. won

Word Wise

1. Sea
2. Rock
3. Bungalow
4. Treasury
5. Reluctant

Activity Time

Do it yourself.

Life Skills

- You will tell him that it is not right.

Project

Do it yourself.

Lesson-12 (The Gap)

Objectives

- To enable the students to understand that greed is not good and often rob the peace and happiness of one's life.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students.

- 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 comparison of adjectives and conjunctions.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- Paragraph Writing
- Listening to the passage carefully and answering questions related to it.
- Speaking about yourself.
- Revision of comparison of adjectives and conjunctions.
- Finding and writing related words.
- Naming people according to their professions.
- Identifying homemade and factory made things.
- Observing and answering questions on the basis of your observation.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about two friends Sumit and Mithun. Sumit always spent his money judiciously while Mithun was a spendthrift, due to which he had to work day and night to earn more and more.

- Ask students what is better to be, spendthrift or a person who spends judiciously. Listen to their answers carefully and add your points in them.
- Now, explain them the importance of saving money and not wasting it on unnecessary things which are of no use to you. Contentment is happiness, we should be contented with what we have in life. If we go for excessive greed, we may face trouble like Mithun and his wife lost enjoyment from their life to earn more and more.
- Ask students if they want to add few more points to the discussion. They will then 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 exercise given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Briefly compare the characters of Mithun and Sumit.
- 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 to the 'Grammar' section themselves after explaining them comparison of adjectives and conjunctions.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' in the class. Also, ask them to complete them and get them checked later in the class.

Additional Questions

- Who were Sumit and Mithun?
- How did Sumit spend his money?
- How did Mithun spend his money?
- Why was Sumit's wife confused?
- What did Sumit's wife asked Mithun's wife one day?
- What was the magic of ninety-nine?
- Why did Sumit's wife become curious?
- Why were Mithun and his wife working hard day and night?
- What did Mithun's wife tell to Sumit's wife?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Compare the character of Mithun and Sumit in your own words.
- Do 'Project' at home and get it checked later in the class.

Evaluation and Assessment

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

Teacher's Support

Understanding the Text

Reading

- | | | | | |
|-----------|-------------------|--------------|--------------|-------------------|
| A. | 1. b) judiciously | 2. c) dinner | 3. b) silver | 4. c) ninety-nine |
| | 5. a) local | | | |
| B. | 1. False | 2. False | 3. True | 4. True |
| | 5. False | | | |

- C.**
1. Sumit earned his livelihood by catching fish while Mithun was a boatman.
 2. Mithun often invited his friends to dinner and spent lavishly. This shows that he was a spendthrift.
 3. Sumit's wife wondered how her neighbour could enjoy a carefree life with his little earning.
 4. Sumit's wife noticed a change in the house of her neighbours. She could feel that Mithun and his wife had no more free time as they were always busy making mats, baskets and nets.
 5. Mithun found a bag full of silver coins in front of his house. It contained ninety-nine silver coins.
 6. He took out one silver coin from the money he had earned that day and added it to the bag to make it one hundred.
 7. The story teaches us that we should always spend our money judiciously.

- D.**
1. livelihood
 2. satisfactory
 3. make out
 4. noticed
 5. ninety-nine

- E.**
- | Said by | Said to |
|-----------------|----------------|
| 1. Sumit | Sumit's wife |
| 2. Sumit's wife | Mithun's wife |
| 3. Sumit's wife | Mithun's wife |

Writing

Spend whatever you earn judiciously. Don't be a spendthrift and try to live with your needs. Greed ruins the peace and happiness of a man.

Listening

1. The poor fisherman earned his livelihood by catching fish in the sea.
2. He found the dead body of an ass when he pulled his net out for the first time.
3. The earthen pot was full of sand and mud.
4. He prayed to God before casting his net for the fourth time.
5. The sealed vessel was made of brass.

Speaking

Do it yourself.

Grammar

- A.**
- | | | | |
|-----------|-------------|-------------|------------|
| 1. faster | 2. bigger | 3. cleverer | 4. best |
| 5. larger | 6. costlier | 7. big | 8. fastest |
| 9. better | 10. biggest | | |
- B.**
- | | | | |
|--------------|-------------|-------|-------|
| 1. but | 2. because | 3. or | 4. If |
| 5. so | 6. because | 7. so | 8. or |
| 9. therefore | 10. because | | |

Word Wise

- | | | | |
|----|--------|---|---------------------|
| 2. | Forest | - | Trees, Wild Animals |
| 3. | Circus | - | Tent, Clown |
| 4. | Garden | - | Plants, Flowers |
| 5. | School | - | Pupils, Teachers |

Activity Time

- A.** Cobbler, Barber, Nurse, Baker, Chemist, Policeman, Doctor, Mechanic, Vegetable Vendor
- B.**
- | | | |
|-------------------|---|---------|
| Net | - | Home |
| Ship | - | Factory |
| Boat | - | Home |
| Dumb-bells | - | Factory |
| Switch and Socket | - | Factory |
| Paper | - | Factory |
| Rug | - | Home |
| Nail | - | Factory |
| Toy | - | Factory |

Project

Do it yourself.

Lesson-13 (Froggy's Friends)

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 what is described in the poem.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussions.
- To revise adjectives.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Reading and answering questions related to the understanding.
- Identifying the words with silent letters.

- Discussion about the poem.
- Revision of adjectives.
- Writing rhyming words.
- Drawing picture of your thoughts.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about a frog who was sad, thinking that he had no friends. But when he began to sing, many other frogs gathered around him which made him happy to see that he had so many friends.

- Ask students to discuss about frogs and their lifestyle. Where do they live? What do they eat? Have you read about them in Science? Do you know about their life cycle?
- Let students answer the above questions and accordingly add up to their knowledge.
- Discuss the nature of the frog as described in the poem and draw a flowchart on the board related to it.

Frog Before Singing Song

- * Lonesome
- * Sad
- * Busy thinking
- * Eating all day long

Frog After Singing Song

- * Surprised
- * Made friends
- * Enjoyed
- * Satisfied
- Now, read the poem aloud to the students.
- Identify and define words that students do not know. Try to frame sentences from such words for better understanding of students.
- 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 pad-had, eat-street, long-song, near-hear.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.

- Explain the habitat and eating habits of frogs.
- 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 adjectives.
- Have a discussion about 'Word Wise' and 'Activity Time' and ask them to complete it and discuss it later in the class.

Additional Questions

- Where did the froggy live?
- Why was froggy feeling lonesome?
- What was froggy busy doing all day long?
- What the froggy not noticed?
- What did the froggy do to enjoy?
- What happened when froggy started singing song?

Home Assignment

- Read the poem aloud and learn it for recitation.
- Do 'Activity Time' 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 their poem. Ask them random questions related to the poem to check their understanding.

Teacher's Support

Understanding the Text

Reading

- A.** 1. b) lonesome 2. c) noticed 3. a) lonely
- B.** 1. False 2. True 3. True
- C.** 1. The frog lived in a pond.
 2. He felt lonely because he had no friends.
 3. The frog thought of singing a lonely song to forget about his loneliness.

Writing

1. Frogs live in ponds.
2. Frogs croak.
3. Frogs eat fish and lady bugs.

Listening

1. Knit
2. Climb
3. Hourly
4. Autumn
5. Wednesday

Speaking

Do it yourself.

Grammar

1. twenty
2. enough
3. that
4. green
5. that

Word Wise

1. Wrong - Long, Song
2. Tear - Near, Hear
3. Cheat - Eat, Street
4. Lad - Pad, Had

Activity Time

Do it yourself.

Contentment is Happiness (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 words.
- To explain the moral of the story to the students by engaging students in discussions.
- To practise dialogue reading efficiently.

Overview

- Reading of text.
- New Vocabulary
- Answering questions related to the text.
- Practicing Recitation

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a stonecutter who lived in a small village. All day long he worked hard, cutting the hard stones and making shapes, ordered by his customers. He dreamt of becoming king, sun, cloud and rock one day. But in the end found that being stonecutter is better than anything else in the world.

- Ask students if they ever dream of becoming someone else. What do they want to become? Why? Why are they not happy with what they are today?
- Explain that it is human nature to demand more and more. We humans are never happy with what we have. We always demand more due to which we become sad.
- Tell students to thank God who provided them with things and opportunities they have. There are some in this world who do not have that too. We should also look at them and try to help them in the best possible ways.
- Introduce to them the character of stonecutter and condition of earning his livelihood.
- Ask the students to read the story in the class. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have further discussion about 'Attaining Contentment in Life'.
- Give additional questions to the students to answer and check their understanding of the text.

Additional Questions

- Who was a stonecutter?
- What did stonecutter do one day after getting tired of working?
- What did stonecutter think on seeing the king?
- Why did the stonecutter feel sorry for the chief of the soldiers?
- What did the stonecutter do on becoming a sun?
- Why were clouds stronger than the sun?
- What did the stonecutter wanted to become in the end?
- What is the moral of the story?

Annual Examination Sample Paper-1

Reading Section

Read the following poem carefully and answer the following questions.

Clockatoos

The Clockatoos are never late.
They always are on time.
But if they're tardy, it may mean
their clocks have failed to chime.
And when their clocks are broken,
they weep about their plight,
till someone comes and pats their heads,
and sets their insides right.

A. Read the poem and choose the correct option.

1. Clockatoos are always _____.
a) late b) on time c) flying
2. Clockatoos weep about their plight when their clocks are _____.
a) broken b) fired c) working
3. Clockatoos weep until someone sets their _____ right.
a) feathers b) insides c) claws

B. Write the answer of the following questions.

1. What does it mean when a Clockatoos is tardy?
2. What do Clockatoos do when their clocks break?
3. When do Clockatoos stop weeping?

Writing Section

A. Form meaningful sentences by the words given below.

1. Flow 2. Drowsy 3. Panic

B. Why did the foolish king want to stop the water of the river? Describe in your own words.

Grammar Section

A. Underline the adverbs from the given sentences.

1. A large crowd of young people had gathered there.
2. If you want to get good grades, you must do your work carefully.
3. Mr Kaul is seldom absent from the school.
4. Several students arrived late for the rehearsal.
5. The young mother hugged the baby fondly.

B. Match the interjections in Column A with a sentence each in Column B to make meaningful sentences.

- | Column A | Column B |
|-----------------|--------------------------------|
| 1. Hush! | a) I have won the first prize. |
| 2. Hello! | b) A wonderful hit. |
| 3. What! | c) The baby is asleep. |
| 4. Bravo! | d) How are you? |
| 5. Hurrah! | e) You are again late. |

Text Section

A. Answer the following questions.

1. Where does the stream come from?
2. Who was Alice? What was she doing in the garden?
3. What did Alice see in the middle of the garden?
4. Why did the King order the Chief Minister to build a dam?
5. Why could the King not see the sun when the bell rang six?

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

1. The king was very wise and generous.
2. The water of the river was blocked due to the dam.
3. Alice saw the strange rabbit in her dream.
4. Alice dropped down a heap of dry leaves.
5. The stream sparkles as it flows.

Annual Examination Sample Paper-2

Reading Section

Read the following passage carefully and answer the following questions.

The Ant and the Grasshopper

In a field one summer's day a grasshopper was hopping and singing. An ant passed by, blaring along with great toil an ear of corn. "Why not come and chat with me," said the grasshopper. "I am helping to lay up food for the winter," said the ant. "Why bother about winter?" said the grasshopper. But the ant went on its way and continued its toil. When the winter came the grasshopper had no food and found itself dying of hunger while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the grasshopper knew. It is best to prepare for days of need.

A. Read the passage and choose the correct option.

1. "Why not come and chat with me." Who said that?
a) Cat b) Dog c) Grasshopper

2. In which season did the ant meet the grasshopper?
a) Summer b) Winter c) Autumn
3. The ant was helping to lay _____ for winter.
a) soil b) food c) water

B. Write the answer of the following questions.

1. What was grasshopper doing?
2. What happened when winter came?
3. How did ant spend the winter?

Writing Section

A. Form meaningful sentences by the words given below.

1. Wages 2. Passage 3. Soothing

B. Write a short note on the usefulness of a coconut tree.

Grammar Section

A. Write the appropriate prepositions in the blanks given below.

1. She distributed the sweets _____ the two girl.
2. What is the time _____ your watch?
3. She sat _____ the table to write the letter.
4. It was very hot. So we lay down _____ a tree to rest.
5. He was afraid _____ his father.

B. Underline the conjunctions in the following sentences.

1. We left the horse after the rain had stopped.
2. I requested the Principal to sanction my leave but she refused.
3. You can rest here or in my room.
4. She will attend your brother's wedding if you invite her.
5. It was very warm, so he took off his coat.

Text Section

A. Answer the following questions.

1. Why did Florence Nightingale want to become a nurse?
2. How did Florence become famous as 'The Lady with the Lamp'?
3. What did the king want to do with the gem?
4. Who did the minister call for help?
5. What are the uses of the fibre of a coconut tree?

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

1. A coconut tree is very tall.
2. The jeweller easily put the thread through the holes.
3. The two holes were exactly opposite to each other.
4. Florence Nightingale was educated in a famous school of Italy.
5. Florence Nightingale treated the patients with care and love.

Annual Examination Sample Paper-3

Reading Section

Read the following passage carefully and answer the following questions.

The Brave Tin Soldier

There were once twenty five tin soldiers, who were all brothers, for they had been made out of the same old tin spoon. They shouldered arms and looked straight before them, and wore a splendid uniform, red and blue. The first thing they ever heard were the words, "Tin soldiers!" uttered by a little boy, when the lid of the box was taken off. They were given him for a birthday present, and he stood at the table to set them up. The soldiers were all exactly alike, except one, who had only one leg: he had been left to the last, but they made him to stand firmly on one leg, and this caused him to be very remarkable. When the children came in the next morning, they placed the tin soldier in the window. But the window flew open, and out fell the tin soldier, it was a terrible fall. It began to rain, till there was a heavy shower. When it was over, two boys happened to pass by, and one of them said, "Look, there is a tin soldier." So they made a boat out of newspaper, and placed the tin soldier in it, and sent him sailing down.

A. Read the passage and choose the correct option.

1. The tin soldiers wore a splendid _____.
a) uniform b) tie c) outfit
2. The little boy received the tin soldiers as a _____.
a) return gift b) present c) tribute
3. Who uttered the words "Tin soldiers"?
a) A little boy b) A little girl c) An old man

B. Write the answer of the following questions.

1. How were the tin soldiers made?
2. What did the children do the next morning?
3. Why was one tin soldier was more remarkable than others?

Writing Section

A. Form meaningful sentences by the words given below.

1. Miser 2. Witty 3. Eager

B. The Guru found that Baibhav had not killed the pigeon. Even then he did not scold him. Why? Explain briefly.

Grammar Section

A. Fill in the blanks with suitable words.

1. A dog likes to _____ on its back. (role, roll)
2. An eagle can _____ high in the sky. (soar, sore)
3. Why did you not apply the hand _____? (break, brake)

4. She looked _____ and weak. (pail, pale)
5. What _____ of Science did Newton discover? (principal, principle)

B. Fill in the blanks with 'from', 'to' or 'for'.

1. We lived in Punjab _____ 2005 _____ 2014.
2. We lived there _____ about nine years.
3. Father goes _____ his office in the morning.
4. He returns _____ his office in the evening.
5. I have not received any message _____ home.

Text Section

A. Answer the following questions.

1. Who was Govind? What type of a man was he?
2. What was precious to Govind?
3. Why did Napoleon decide to reward the commanders?
4. What did the Frenchman always long for?
5. How did the pupils spend their time in the gurukul?

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

1. The Guru lived in a small cottage at a corner of the village.
2. Baibhav could not kill the pigeon.
3. Napoleon's troops were led by four of his best commanders.
4. The German commander's wish was granted at once.
5. Govind was ready to pay any prize for a coconut.

Annual Examination Sample Paper-4

Reading Section

Read the following passage carefully and answer the following questions.

Frog Day

After school, Sam looked at a poster on the library wall. It said that help was needed to clean up the pond at Sun Park on Frog Day. The frogs were dying. So Sam wrote down the telephone number from the poster. The next day, Sam told his teacher and class about the poster and the frogs. On Saturday, Mrs. Webb, and the children, went to Sun Park. Mr. Johnson met them by the pond. He gave out some plastic bags, nets, buckets and rubber gloves. Sam's group had to pickup litter around the pond. Mr. Johnson's group had to pull out the weeds. Then Mr. Johnson gave each child a plastic bag full of tadpoles. Everyone followed him to the pond to let the tadpoles go. Tadpoles enjoyed their new home.

A. Read the passage and choose the correct option.

1. Where did Sam look at the poster?

a) Library	b) Kitchen	c) Classroom
------------	------------	--------------
2. In which park did all the children and teachers go?

a) Sun Park	b) Moon Park	c) Star Park
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3. What was in the big plastic bag?
a) Fish b) Tadpoles c) Turtles

B. Write the answer of the following questions.

1. What was in the poster that was on the library wall?
2. What did Mr. Johnson. give to the students?
3. What did Sam's group do?

Writing Section

A. Form meaningful sentences by the words given below.

1. Scholars 2. Announcement 3. Livelihood

B. Write short note on the magic of ninety-nine that had dropped the happiness of Mithun and his wife's life.

Grammar Section

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

1. I always _____ my friends. (help)
2. He _____ very hard near the examination. (work)
3. This shop _____ on Sundays. (not open)
4. A lion _____ grass.(not eat)
5. _____ you _____ to attend birthday parties? (like)

B. Fill in the blanks with 'was' or 'were'.

1. You _____ always kind to animals.
2. It _____ Holi yesterday. We played Holi with dry colours.
3. Dhyan Chand _____ a great hockey player.
4. Miss Burman taught us Computers. She _____ an excellent teacher.
5. Why _____ there so few children?

Text Section

A. Answer the following questions.

1. Why did the young man remain sad all the time?
2. What made the stranger surprised?
3. What did Ivan decide to do after he became rich?
4. Why did the King want to catch the bird?
5. How did Sumit and Mithun earn their livelihood?

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

1. Sumit and Mithun lived in the same house.
2. Sumit sold fish in the market and earned a lot of money.
3. Old Ivan loved to do his work all by himself.
4. Sina bird felt sad at the condition of Ivan.
5. The forefathers of the young man were very rich.

Annual Examination Sample Paper-5

Reading Section

Read the following poem carefully and answer the following questions.

Pumpkins, Pumpkins

Pumpkins, pumpkins
all around,
big and small
oval and round.

Picking a pumpkin
is so much fun,
but how can I
choose just one.

I search the patch
from left to right,
under stems and leaves.
tucked in tight.

What is this
that I spy,
from the corner
of my eye.

Just the right size
nice and round,
the perfect pumpkin
I have found.

A. Read the poem and choose the correct option.

1. What is all around?
a) Pumpkin b) Oranges c) Tomatoes
2. Picking a pumpkin is so much _____.
a) boring b) lazy c) fun
3. The poet spied from the _____ of his eye.
a) center b) corner c) middle

B. Write the answer of the following questions.

1. What type of pumpkins are available in the poem?
2. Where does the poet search for the pumpkin?
3. What happens in the end of the poem?

Writing Section

A. Form meaningful sentences by the words given below.

1. Pretty 2. Forever 3. Delight

B. Write about the best dream which you have seen and you wish that it comes true once in your life.

Grammar Section

A. Underline the verbs in these sentences.

1. An owl lived in the hole of the tree.
2. My father will help you.
3. Snow White was a very beautiful girl.
4. Rosy writes very neatly.
5. Last night we had a delicious dinner at the Nirula's.

B. Convert the following statements into questions.

1. Anand flies a kite.
2. Shikhar hits the ball very hard.
3. The sun shines brightly.
4. My parents live in Kanpur.
5. Parents love their children.

Text Section

A. Answer the following questions.

1. Where did the frog live?
2. What do the sun and the moon do in its arms?
3. Describe the rabbit, Alice had seen in her dream.
4. What did Alice notice while falling down the rabbit-hole?
5. What happened when Alice drank the liquid from the bottle?

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

1. The rabbit gave Alice some liquid to drink.
2. Alice drank the liquid from the bottle and regained her size.
3. The youth of the stream is eternal.
4. The stream is the mirror of the sun and the moon.
5. The froggy's friends had come to hear his song.

Annual Examination Sample Paper-6

Reading Section

Read the following passage carefully and answer the following questions.

The Cap Seller and the Monkeys

It was a hot day. A cap seller was going to a fair to sell his caps. His way lay through a thick forest and he was so tired, so he decided to take some rest under a big shady tree. Soon he was fast asleep. There lived many monkeys on the tree. They saw him wearing a cap on his head. They came down, opened his bundle and took the caps and wore them on their heads. Then they climbed on the high branches of the tree. After some time, the cap seller woke up. He found his caps not there. The caps were missing. He felt very gloomy and looked around for them. All of a sudden, he looked up and saw the monkeys wearing the caps. An idea struck his mind. He at once took off his own cap and threw it on the ground. He knew that monkeys are good imitators. The monkeys also threw their caps down. He collected all his caps and went his way to the fair.

A. Read the passage and choose the correct option.

1. The cap seller was going to the _____.
a) market b) fair c) house
2. The forest had many _____ on the trees.
a) monkeys b) lions c) birds
3. When the cap seller woke, his caps were _____.
a) found b) torn c) missing

B. Write the answer of the following questions.

1. Why was the cap seller going to the fair?
2. What did the monkeys do?
3. What was the idea of the cap seller?

Writing Section

A. Form meaningful sentences by the words given below.

1. Instruction
2. Determination
3. Precious

B. How can you say that small ants are also helpful. Write short note on it by giving examples.

Grammar Section

A. Fill in the blanks with suitable personal pronouns.

1. _____ am ready to help you. _____ can depend upon _____.
2. _____ are going to Chitra's birthday party. _____ has invited all of us.
3. Don't tease the dog. _____ may bite _____.
4. Manju has two brothers. _____ are older than _____.
5. Can _____ lend _____ your pen for a while? _____ have misplaced _____.

B. Fill in the blanks with the correct form of the verbs in the simple present tense.

1. I always _____ my friends. (help)
2. She _____ tea but not coffee. (like)
3. He _____ very hard for the examination. (work)
4. You _____ very little. That is not good for you. (eat)
5. They _____ the teacher's helps. (need)

Text Section

A. Answer the following questions.

1. Where was the palace of the King situated?
2. Why did the people love and respect the Chief Minister more than the King?
3. When and where was Florence Nightingale born?
4. What did Florence write in her note one day?
5. Why were Gods and Goddesses pleased with the King?

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

1. The wise man put the thread through the holes.
2. Even little creatures can be helpful.
3. Florence Nightingale had one brother and one sister.
4. In olden days, nurses had great respect in the society.
5. The Chief Minister of the country was very wise.

Annual Examination Sample Paper-7

Reading Section

Read the following passage carefully and answer the following questions.

The Astronaut's Dairy

We were exhausted from all the work. We slept in shifts. One of us had to be awake all the time. Finally, we got to our destination. We had reached the space station. We had so much to do everyday on our ship. Now there would be more people to help us. We would be on a collaberative team. When we moved into the space station, I felt great. There was so much space. We would have real beds to sleep in. We would have better food. The six astronauts on the space station were happy to see us. They said, "We have been waiting for you." We were glad to see them, too. That first night on the space station was great. We had good food. We had a good dinner. Then we were going to sleep. But one of the astronauts said, "We need to give you a job. Each person has to take turns staying awake. Here is the schedule." I saw I was first. I would have to stay awake tonight. I had been awake and working for 20 hours. I became an astronaut so I could travel in space. Now I'm here. It is hard work. Its even more challenging than I expected.

A. Read the passage and choose the correct option.

1. After reaching the space station they were in a _____ team.
a) collaberative b) repulsive c) strategic
2. How many astronauts were already there in the space station?
a) Four b) Eight c) Six
3. Upon reaching the space station they had a _____ dinner.
a) bad b) good c) poor

B. Write the answer of the following questions.

1. Why did the astronaut feel great?
2. How did the astronauts enjoy on the space station?
3. How long had the astronaut been working?

Writing Section

A. Form meaning sentences by the words given below.

1. Brim
2. Vendor
3. Mansion

B. What did the Jewish commander ask the Emperor as a reward? Describe his wish in a few sentences.

Grammar Section

A. Write 'S' for statement 'Q' for questions and 'C' for commands.

1. Isn't it a funny-looking animal.
2. What is its name?
3. It is called Llama.
4. Tell me something more about it.
5. It is found mainly in South America.

B. Divide these sentences into two parts- the subject and the predicate.

1. Colour these pictures very carefully.
2. I love my parents, my friends and my teachers.
3. Most of these birds are not found in the zoo.
4. The father, the mother and the children are standing near the gate.
5. Go to the market and bring some bread.

Text Section

A. Answer the following questions.

1. Name some useful things that we get from a coconut tree.
2. Why did Govind go to the village market?
3. Did Govind buy coconut from any of the vendors?
4. Who was Napoleon Bonaparte?
5. What did the Frenchman always long for?

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

1. One of the commanders was a Frenchman.
2. Polish commanders always longed for a brewery.
3. Govind was a very poor man.
4. Govind reached the beach in search of cheap coconut.
5. We get many things from a coconut tree.

Annual Examination Sample Paper-8

Reading Section

Read the following passage carefully and answer the following questions.

The Wind and the Sun

Once the Wind and the Sun had a dispute as to which was the stronger of the two. "Do you see that traveller plodding along the road?" said the Wind. "Let us both try our strength on him, and let the one who can first strip him of his cloak be the winner." "Agreed," said the Sun. The Wind began first. He blew a blast which sent the leaves flying through air; he raised clouds of dust in the road, bent the tops of the trees to the ground, and even tore up one sturdy oak by the roots. But the traveller only drew his cloak the more tightly around his shoulders, and kept on his way. Then the Sun began. He burst out from behind a black cloud, and little by little, darted his sultry beams upon the traveller's head and back. The man did not notice this much at first, but soon the heat was so great that he stopped to wipe the sweat from his face. "Ah!" he said, "I cannot stand this. It is so hot that one might as well be in an oven!" Then he threw off his cloak, and carried it under his arm; and when he came to a tree by the roadside, he sat down under its shade to cool himself. After that, the Wind never claimed to be stronger than the Sun.

A. Read the passage and choose the correct option.

1. The dispute between the Wind and the Sun was on the basis of their _____.
a) skills b) strength c) minds
2. The traveller used the cloak to wipe _____ from his face.
a) sweat b) tears c) water
3. After the incident the Wind never claimed to be _____ than the Sun.
a) faster b) sharp c) stronger

B. Write the answer of the following questions.

1. What was the dispute between the Wind and the Sun?
2. How did Sun try its strength?
3. What did Wind never claim again?

Writing Section

A. Form meaningful sentences by the words given below.

1. Inculcate
2. Overnight
3. Curious

B. What Ivan did with Sina bird was right or wrong? Write your opinion in a few sentences.

Grammar Section

A. Make these sentences negative.

1. The school will be closed next monday.
2. These children are very regular.
3. The rivers were in flood.
4. She has a watch of her own.
5. I was at home last evening.

B. Fill in the blanks with collective nouns.

1. A _____ of bees.
2. A _____ of cattle.
3. A _____ of fish.
4. A _____ of musicians.
5. A _____ of players.

Text Section

A. Answer the following questions.

1. Why did pupils from far and wide came to learn from the Guru?
2. Who was Baibhav? Why did the Guru love him very much?
3. What did the young man always dream of?
4. Where did the young man decide to go and why?
5. Why was Ivan living a hard life?

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

1. Ivan was an old fisherman.
2. Ivan wanted to help the king in catching the bird.
3. The young man got the book on the attic of his house.
4. Young man heard about the Touchstone from an astrologer.
5. The Guru treated his pupils as his children.

Annual Examination Sample Paper-9

Reading Section

Read the following passage carefully and answer the following questions.

How long is a piece of string?

Mrs. Doran is our teacher. Everyone likes her. On Tuesday, Mrs. Doran held up a big bottle with lots of coloured strings inside it. It had a lid sealed with sticky tape. "We are going to have a competition called, 'Guess the Length of the Piece of String'. It's ten cents a guess, she said. Then she asked us who would like to take the jar home on the weekend and then Mrs. Doran picked me. I put the jar on the kitchen bench. I looked at it and thought, "I wonder how long the string is?" There was such a lot of sticky tape wound around the top. In the kitchen drawer I found a measuring tape, a roll of sticky tape and some scissors. I picked up the jar and looked at it. I started to unwind the sticky tape. I unscrewed the lid. I stretched out the string beside the measuring tape. I measured it. It was 86 cms. But then I felt miserable. I wish I hadn't measured it. I picked up the scissor and cut off some of the string. I put the string back in the jar, and put some new sticky tape around it. With the jar in my hand, and there was mum. "Oh, did you measure the string, Max?" Yes, I just had to know how long it was!" "Max, you'll have to tell Mrs. Doran." On Monday I told Mrs. Doran. She just smiled and said, "Thank you for telling me, Max...".

A. Read the passage and choose the correct option.

1. Everyone _____ Mrs. Doran.
a) hated b) liked c) obeyed
2. After measuring Max felt _____.
a) miserable b) foolish c) helpless
3. The string was _____ centimetres.
a) 76 b) 88 c) 86

B. Write the answer of the following questions.

1. What did Mrs. Doran hold up and what did she say?
2. How many things did he find from the kitchen drawer?
3. Why did Max feel miserable?

Writing Section

A. Form meaningful sentences by the words given below.

1. Judiciously
2. Lonesome
3. Chatter

B. How does the stream teaches us to proceed relentlessly till the goal is achieved. Write few sentences on it.

Grammar Section

A. Write antonyms of these words.

1. War
2. Rise
3. East
4. None
5. Wide

B. Fill in the blanks with 'has' or 'have'.

1. I _____ many barbie dolls wells.
2. These flowers _____ a nice fragrance.
3. This samsung cellphone _____ many new features.
4. This wall _____ a cracks in it.
5. I _____ got only two shirts.

Text Section

A. Answer the following questions.

1. What made Sumit's wife wonder about her neighbour?
2. What did Mithun find in front of his house? What did it contain?
3. Why did the frog feel lonely?
4. What did the frog think to do to forget about his loneliness?
5. Will the magic of the stream ever fade? Why or why not?

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

1. The stream moves silently all the way.
2. Sumit spent his money judicially.
3. There were one hundred gold coins in the bag.
4. The frog spent all its time catching and eating flies and lady bugs.
5. The frog lived in a well.

Annual Examination Sample Paper-10

Reading Section

Read the following poem carefully and answer the following questions.

Scarecrow

Scarecrow, oh scarecrow
lonely you must be
forced to scare away
your only company
Out in the open
surrounded by field of ears
but no one to see you smile
or hear you cry your tears
Now your clothes are only tatters
your bounty almost grown
but the only thing that matters
is you spend your time alone.

A. Read the poem and choose the correct option.

1. A scarecrow must be very _____.
a) faithful b) beautiful c) lonely
2. No one is there to see the scarecrow _____.
a) smile b) walk c) talk
3. The scarecrow spends his _____ alone.
a) time b) money c) energy

B. Write the answer of the following questions.

1. What is the scarecrow forced to do?
2. What is the scarecrow?
3. What is the only thing that matters?

Writing Section

A. Form meaningful sentences by the words given below.

1. Row
2. Instruction
3. Comfortable

B. 'Florence Nightingale devoted her life for the cause of the suffering people'. Write your opinion in few sentences.

Grammar Section

A. Make adverbs from the following adjectives.

1. Real
2. Greedy
3. Quiet
4. Careful
5. Cheap

B. Make the following sentences interrogative.

1. Supriya was respectful to her teacher.
2. The meeting is at 6 p.m.
3. The road to the station is narrow and bumpy.
4. She has two sisters.
5. The girls are reading books.

Text Section

A. Answer the following questions.

1. How did Alice regain her size?
2. Where did Alice find herself when she opened her eyes?
3. Why were the people in great fear? Where did they go?
4. How did the Chief Minister save the people of the kingdom?
5. What did Florence do to improve the conditions of the hospital?

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

1. The soldiers fondly called Florence 'The Lady with the Lamp'.
2. The people in the East had blocked the sun.
3. The Chief Minister convinced the King to break the dam.
4. Alice followed the rabbit and reached the garden.
5. Alice could reach the table at once.

Listening Section

Lesson – 1

(The Stream)

Rivers

Rivers flows through
Mountains, plains and towns.
Sometimes flowing straight
Sometimes going round.
Its water is enjoyed by everyone,
Be it a king for a clown.
Bringing happiness to thirsty
And smiles to faces that frown.
Never stopping,
The river ends in a sea.
Giving happiness to civilization
And everything free.

Lesson – 2

(Alice in Wonderland)

There once lived a family of seven sisters on a deserted island in the middle of the sea. Their parents had died and the eldest girl was the head of the household. All her sisters were very obedient. However, the youngest sister was very naughty. She loved to wander in the forest all day long. Near the edge of the forest was a cave under some rocks. A stream of water fell over the rocks into a basin in the cave. This was a delightfully cool spot, and she often sat there looking at the small stream.

Lesson – 3

(The King Who Wanted to Block the River)

The dams not only save the water of our rivers for irrigation but they do many other things as well. They control floods in the rivers. When there are floods, the gates of the dams are opened and the water flows down the river and into the canals. The water does not overflow the banks and the people in the villages and towns nearby do not have to be afraid of floods.

The dams also do other important things; they make electricity. The water in the dam falls on giant wheels and turns them. The wheels turn machines which produce electric current.

Lesson – 4

(Florence Nightingale)

After coming to India, Mother Teresa worked as a teacher in St. Mary's High School, Kolkata. But the suffering and poverty of the people moved her so much that she gave up her job and devoted herself to working among the poorest of the poor in the slums of Kolkata. She founded the 'Missionaries of Charity in Kolkata.' Mother Teresa's work has been recognised and appreciated all over the world. She was awarded the Noble Peace Prize in 1979.

Lesson – 5

(Small Ants are Also Helpful)

Natural pearls have been harvested from the Persian Gulf, the Gulf of Manaar (Indian Ocean), the Red Sea and many other places for thousands of years. Pearls are precious gems found inside molluscs such as oysters and mussels. They are formed when an irritant such as a tiny stone or bit of sand gets inside the mollusc's shell. A lustrous substance, called nacre, is secreted around the object to protect the soft internal surface of the mollusc. As layer upon layer of nacre coats the irritant, a pearl is formed. This process of building a solid pearl can take up to seven or eight years.

Lesson – 6

(The Coconut Tree)

Note: Give stress on highlighted words while reading.

insult insult content content

refill refill object object

Lesson – 7

(The Miser)

The coconut tree is a large long-living palm. It can live upto 100 years and can grow up to 98 feet tall. Its leaves can reach 13-20 feet of length. It can blossom up to thirteen times a year. All parts of the coconut palm are useful – leaves, buds, fruit, sap, roots and shells. The coconut trees grow in Malaysia, Southern Asia, India, South America and the Pacific Islands. The trees require sufficient warm conditions for a successful growth, they are intolerant to low temperatures and cannot prosper in cold weather.

Lesson – 8

(The Witty Commander)

Alexander, the Great was a great king who lived in Greece a long time ago. He was famous for bravery and justice. Since childhood, he was fond of horse. Once when Alexander's father was the king of Greece, an Arabian trader brought a horse to the palace. It was a fine horse; young, tall and strong. The king bought the horse and gave it to his son. Alexander loved the horse very much. He named the horse Bucephalus. When he grew up and became the king of Greece, Bucephalus carried him to many battles in many lands.

Lesson – 9

(The True Disciple)

In olden days, there were no schools. There were only gurukuls. Pupils lived there with their guru. Aruni was one such pupil of a guru. He lived with his guru along with the other pupils. He was very obedient and intelligent. He learnt things very fast. He always did whatever his guru asked him to do. His guru loved him very much. One day, it rained heavily. The rain flooded the fields. The rain-water breached a boundary wall of the guru's field and made an opening in it. It was a big breach. The flood water had damaged the crops in the field. The guru sent Aruni to repair it. Aruni went to the field with a spade. He tried hard to plug the breach, but the current was very strong and the breach was widening. He felt helpless.

Lesson – 10

(The Touchstone)

There lived a lazy man in a village. The thing he hated most was manual labour. Though he had plenty of land, he didn't like to work. So, he always remained poor. But he was a dreamer. He would often say, "I wish I were the richest man in the world." One day, a Genie was passing that way. He heard the man talking like this and at once appeared before him. Seeing the big and strong Genie, standing before him, the man was scared. He tried to run away but the Genie would not let him go. He caught the man and said, "If you fulfil my condition, I can make you the richest man."

Lesson – 11

(The Ungrateful Fisherman)

Sindbad was an adventurous sailor of Bagdad. He made many voyages across the sea. During one of his voyages, he and his men reached a deserted island. They saw a roc's nest in the island and tried to break it and see if there were any gems inside. Just then a huge bird flew in. They rushed to the ship in panic and tried to move away. But the huge bird followed their ship overhead. It held a huge rock in its claws and dropped it on their ship. The rock hit the ship and broke it into pieces. The ship sank with all the sailors on board. Luckily, Sindbad was saved.

Lesson – 12

(The Gap)

Once there lived a poor fisherman. He earned his livelihood by catching fish in the sea. One day, he cast his net and waited. When he pulled it out, he found only the dead body of an ass. Once again he cast the net. This time he pulled out an earthen pot full of sand and mud! He tried his luck a third time and found only broken bottles and bits of glass. He tried for the fourth time and prayed, "Lord, you know this is the last time I am going to cast the net today. Do not disappoint me again." This time he found nothing but a sealed vessel made of brass.

Lesson – 13

(Froggy's Friends)

King	Kit	Knit
Climb	Hub	Van
Hilly	Hourly	Hut
Autumn	Dinner	Not
Friday	Saturday	Wednesday