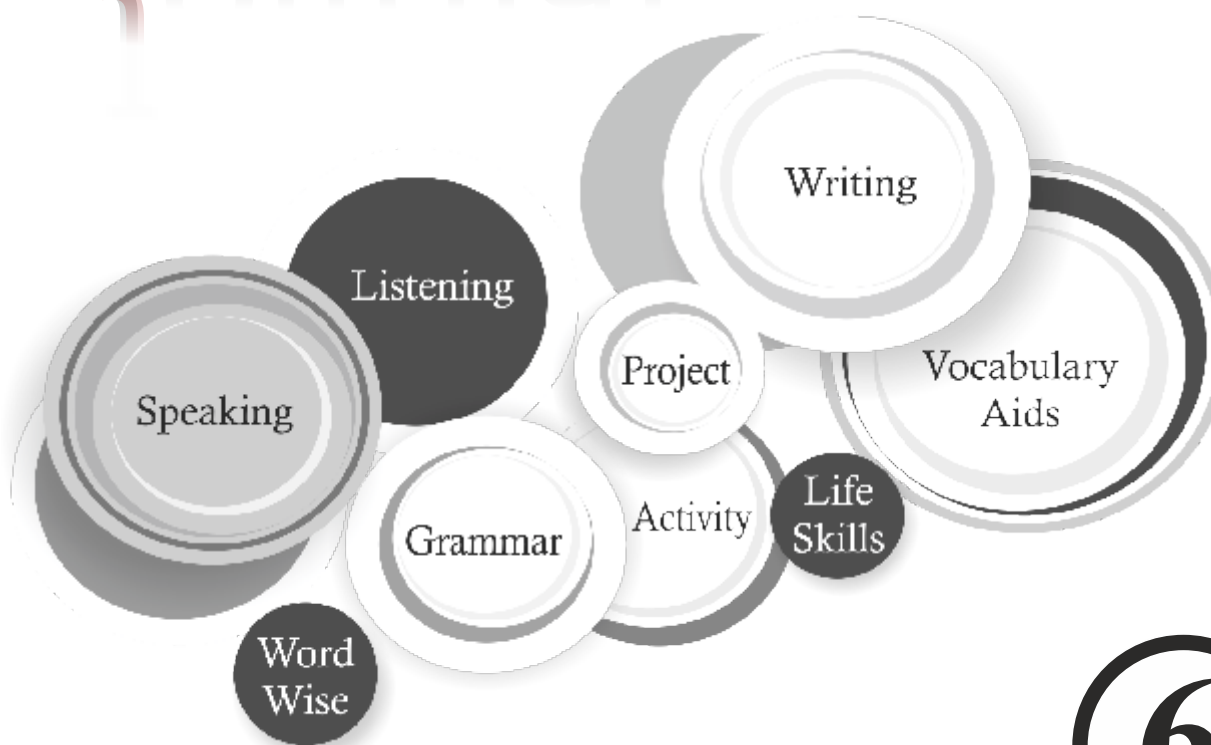


# My Reading Journal

*\*Enhanced Edition  
NEP 2020 Guidelines*



6

*Teacher's Support*



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# Lesson-1

## (Book)

### Objectives

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

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Reference to context questions and answers.
- Writing book review.
- Listening to conversation and answering questions related to it.
- Writing synonyms and antonyms.
- Writing rhyming words.
- Searching and gaining information about few books.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about books that are our real friends. They are the storehouse of knowledge. They enhance our horizons and help us to see the things in a better way. An avid reader forgets everything while reading an interesting book.

- Ask students about different types of books and their purposes. Explain them that books are like magic boxes that help us to unlock our minds.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of few books which they have read or can read in future to gain knowledge.
- 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 books-looks, rise-eyes, away-play, end-friend.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in the 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Explain the comparison of books and magic box to the students.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with teacher and practise pronunciation of words.
- Make students do 'Word Wise', 'Life Skills' and 'Project' by themselves after discussing them in class.

### Additional Questions

- What is the poem all about?
- Why is book called a magic box?
- What does a touch of child unlocks?
- What do books hold between their outside covers?
- 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 basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A. 1. True                      2. False                      3. True                      4. False
- B. 1. a) When we read books, we come to know about different people and develop new thoughts in our mind.  
 b) 'Fancies' means thoughts which we get while reading a book. .  
 c) Rise-eyes
2. a) The narrator is sitting in the room to read books.  
 b) The room melts away because the narrator consider books as his best friends. While reading the book he finds himself not in the room rather feel himself playing with his best friends in a playground.  
 c) The reader finds himself playing with his best friends.

- C.**
1. When we read books, new ideas and people arise in our mind.
  2. When we start reading good books, we forget ourselves and our mind starts moving with the facts we read in the books.
  3. Books are compared to a magic box because they hold everything one would like to know or learn.
  4. New thoughts arise in our mind and we learn many unknown facts about the people living in other parts of the world.
- D.**
- a) Or we sail along the page,  
To some other land or age.
  - b) As one opens them and looks,  
New ideas and people rise

### Writing

Do it yourself.

### Listening

1. Payal and her mother are talking.
2. Payal watches T.V. all day long.
3. The mother is saying to her daughter to read books instead of watching T.V.
4. The girl promises that she will limit her T.V. time.
5. Her mother will bring cheese sandwich for her.

### Speaking

Do it yourself.

### Word Wise

- A.**
1. Rise - Increase, Descend
  2. Friend - Companion, Enemy
  3. Unlock - Unbolt, Lock
  4. Hold - Grasp, Release
- B.**
1. Covers - Wonders, Lovers
  2. Wise - Rise, Eyes
  3. Hook - Book, Look
  4. Day - Play, Way
  5. Rage - Page, Age

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-2

# (The Battle of Troy)

### Objectives

- To enable the students to understand the importance of using brain for winning battles.
- To develop the 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 use of interjections and use the acquired knowledge in context.
- To teach students to make new words from the given words.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Reference to context.
- HOTS
- Imaginary Writing
- Listening to the passage and answering the questions related to it.
- Practising Conversation
- Revision of Interjections
- Making New Words
- Writing antonyms and synonyms.
- Naming Persons
- Writing qualities of Greeks.
- Writing names of European countries and their currencies.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about Greece and Troy, the two neighbouring countries. They often fought for petty reasons. During one such battle, the Greeks captured Troy using their intelligence.

- Ask students about the fights which they have with their siblings and friends with reference to it also ask the solutions they come out with to resolve the fight.
- Once you have introduced the theme of the story, explain them fights or wars are never won by swords or physical torture. One has to use brain to be the winner. For eg. Mahatma Gandhi believed in 'Non-

Violence' to attain freedom for India, since he know that it was the brain of Indians that will give them freedom from the Britishers. Fighting only leads to loss of life, property, misery, property etc. So it is better to resolve matters with brain.

- Introduce the names of Greece and Troy as two neighbouring countries like India and Pakistan. Correlate the example of India and Pakistan with Greece and Troy.
- Ask them if they know anything related to the theme of the story. They will then read the story turn by turn.
- Explain new words and their pronunciation with 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.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them interjections.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### Additional Questions

- Why Greeks could not conquer Troy initially?
- Why did Greeks set up their camps in front of the main gates?
- What was the plan of Greeks?
- What was standing in the midst of the ruins?
- What did the Trojan do with the wooden horse?
- What was inside the wooden horse?
- How Greeks conquered Troy, virtually without any resistance?
- What is the moral of the story?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write summary of the story in your notebook.
- Complete 'Project' and get it checked later in class.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. c) Europe                      2. a) Priam                      3. b) in the sea
- B.** 1. True                              2. False                              3. False                              4. True
5. False

- C.**
1. a) 'They' are Greeks.  
b) 'They' want to conquer the kingdom of Troy.  
c) The kingdom of Troy is talked about here.
  2. a) Trojan soldiers spoke these words.  
b) The camps of Greeks were burnt.  
c) The horse was not the real horse rather it was made of wood and was very big in size.
- D.**
1. King Priam was the king of Troy.
  2. The Trojan saw in the midst of the ruins a huge wooden horse, the like of which they have never seen before.
  3. Though Greece and Troy were neighbours, they often fought each other for some small reasons.
  4. The Greeks could not conquer Troy because there were high walls on all sides of the kingdom.
  5. The Greeks waited for ten long years outside the gate.
  6. Before leaving, the Greeks left a huge wooden horse, with some of their best soldiers hidden inside its hollow belly, behind them.
  7. The Trojans were surprised to see the huge wooden horse standing in the midst of ruins. They dragged the horse inside and placed it in the market square.
  8. Some of the best Greek soldiers were hidden inside the hollow belly of the wooden horse. They killed the sleeping guards without any resistance and opened the gates for their army.
- E.**
1. The Trojans had built a high wall around their kingdom and succeeded in keeping the Greeks away for a pretty long time.
  2. The Greek had planned to win over Troy by tricks. Accordingly, they pretended to be leaving and kept a huge wooden horse with some of their best soldiers hidden inside its hollow belly. Yes, they succeeded in their plan.

### Writing

After trying to conquer Troy for ten long years, Greeks decided to leave the gate. However they left a huge wooden horse, while leaving. It had some of their best soldiers hidden inside its belly. The Trojans were delighted and dragged the horse inside. They arranged a grand feast to celebrate the departure of the enemy forces. During the feast, the soldiers from inside the horse came out and killed the sleeping guards manning the gate. It allowed the Greeks to conquer Troy unopposed.

### Listening

1. Hermit spent most of his time in meditation.
2. The people from the nearby villages visited him to sit before him, to listen to his religious discourses and offered him whatever little food or other articles they could manage.
3. The only possession of the hermit was a beautiful horse.
4. When the horse galloped at speed, it flew past like a flash of light.
5. a) concentration  
b) conversation  
c) healthy



## Speaking

- You : I've decided to go back.  
Soldier : Go back! After such a long wait?  
You : Don't worry. I have a plan and I know it would succeed.  
Soldier : What's your plan, Commander?  
You : Before leaving, I would leave a wooden horse for the Trojans.  
Soldier : Why so, Commander?  
You : Some of our best soldiers will hide inside the horse.  
Soldier : It's a good plan. And I hope it would definitely succeed.  
You : I also hope so.  
Soldier : Will you allow me with other soldiers inside the horse?  
You : Yes, you are a brave soldier. You can be a part of the group.  
Soldier : Thank you, I think the Trojans would be surprised to see the horse.  
You : And our plan would succeed.

## Grammar

Bravo! Well played.

Sh! Sh! The patient is sleeping.

Sh! Sh! The baby is sleeping.

Hurrah! We have won the match.

## Word Wise

- A. 1. player                      2. helper                      3. driver                      4. inventor  
5. actor  
a) actor                      b) driver                      c) inventor                      d) helper  
e) player

- B.                      **Antonym**                      **Synonym**
- |              |   |          |            |
|--------------|---|----------|------------|
| 1. Ancient   | - | Recent   | Earliest   |
| 2. Surrender | - | Resist   | Capitulate |
| 3. Conquer   | - | Liberate | Defeat     |
| 4. Capture   | - | Free     | Catch      |
| 5. Hollow    | - | Solid    | Empty      |

- C. 1. France - French  
2. Germany - German  
3. China - Chinese  
4. Russia - Russian  
5. Portugal - Portuguese  
6. Britain - British

- |             |   |            |
|-------------|---|------------|
| 7. Sweden   | - | Swedish    |
| 8. Denmark  | - | Danes      |
| 9. Holland  | - | Hollanders |
| 10. Ireland | - | Irish      |

### Life Skills

The qualities of Greeks that helped them in winning over Troy are-

- Planning
- Plotting
- Patience
- Courage
- Intelligence
- Good Leadership
- Unity
- Discipline Among the Soldiers

### Project

- |                   |   |        |   |       |
|-------------------|---|--------|---|-------|
| 1. United Kingdom | - | London | - | Pound |
| 2. France         | - | Paris  | - | Euro  |
| 3. Italy          | - | Rome   | - | Euro  |
| 4. Germany        | - | Berlin | - | Euro  |
| 5. Greece         | - | Athens | - | Euro  |

## Lesson-3 (The Perfect Match)

### Objectives

- To enable the students to understand that nature's law governs everyone. No one should try to alter the natural law.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate degrees of adjectives and use the acquired knowledge in content.
- To make sentences from homographs.

## Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Reference to context.
- Who said to whom?
- Quoting lines from the poem.
- Writing character sketch.
- HOTS
- Story Writing
- Listening to the passage and answering questions related to it.
- Practicing Conversation
- Revision of degrees of adjectives.
- Making sentences from homographs.
- Naming Persons
- Sounds of Animals

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

This story is about a holy hermit turned a she-mouse into a beautiful little girl and adopted her as his own daughter. She grew up into a beautiful maiden and the hermit wanted to marry her to the mightiest of the world. But he had to change her into a mouse again to marry her with the king of mice.

- Ask students about various ways in which we are degrading our nature and mother earth. Add up to their knowledge by giving reasons to support their answers.
- Explain the students that one cannot play with nature everything present around us has different purposes and functions. For eg. if we make paper from trees, we are in return cutting down trees which is leading to degradation of environment at a rapid pace.
- After gaining interest of the students centralise the character of holy hermit 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 by using them in sentences of your own for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story like 'Importance of Nurturing Our Nature' and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and their friends to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them degrees of adjectives.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in class.



- D.** 1. The she-mouse slipped out of the kite's claws and fell right into the hermit's hands.  
 2. The hermit and his wife adopted her as their daughter.  
 3. It is nature's law that governs everyone.
- E.** 1. The holy hermit lived in a small hut on the bank of the holy Ganga.  
 2. The hermit attained great spiritual power by means of meditation.  
 3. The hermit took pity on the she-mouse and brought it to his cottage.  
 4. The hermit turned the she-mouse into a beautiful girl to adopt her as his daughter.  
 5. The hermit first took his foster daughter to the mighty Sun first because he thought the Sun was the mightiest king of the world.  
 6. The Sun said that the Black Cloud was more powerful than him because he could easily hide the Sun's brightness.  
 7. The King of Mountains hesitated to marry the hermit's daughter because he was too old to marry and also too big and heavy to move. Moreover, he thought the King of Mice was more powerful than him.  
 8. The problem of the King of the Mice in marrying the hermit's daughter was that his palace was too small for her.
- F.** **Hermit-** He was very religious and had attained great spiritual power by means of meditation. He was very kind and gentle and was always ready to help anyone in distress.  
**She-Mouse-** Using his divine power, the hermit turned the mouse into a pretty little girl. The girl grew up into a beautiful and intelligent maiden.  
**Sun-** It was very bright and strong.  
**Black Cloud-** The Black Cloud was mightier than the sun. The thunder is the sound of his angry voice and the lightning is his powerful sword.  
**South Wind-** The South Wind was stronger than the Black Cloud. He blew up and down at hill like a feather.  
**King of Mountains-** The South Wind thought that King of Mountains was more powerful than the South Wind. He was quite peaceful and powerful.  
**King of Mice-** He was very powerful. He has more life in himself. He was ten times as clever. He was the perfect match for hermit's daughter.
- G.** 1. First of all the hermit met the Sun, as he found him bright and strong. After that he went to the Black Cloud, as the Sun said that the Black Cloud had the power to hide him. The Black Cloud sent him to the South Wind, calling it mightier than him. The South Wind sent the hermit to the King of Mountains. He too said that he was not mightiest, as the King of the Mice often makes holes all over his sides. The hermit, therefore, gave his daughter to the King of Mice. Thus, the hermit had met all five mighty kings.  
 2. The hermit's daughter was happy to see the King of the Mice. She was a She-Mouse by birth. So it was quite natural for her to be happy to see someone from her own species.

## Writing

Once the Wind and the Sun came to have a quarrel. Either of them claimed to be stronger. At last they agreed to have a trial of strength.

"Here comes a traveller. Let us see who can strip him of his cloak", said the Sun. The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveller wrapped his cloak even more tightly around him. Then it was the turn of the Sun. At first he shone very gently. So, the traveller

loosened his cloak from his neck. The Sun went on shining brighter and brighter. The traveller felt hot. Before long he took off his cloak and put it in his bag. The Wind had to accept his defeat.

### Listening

1. Hundreds of mice lived there in the cracks of the floor of the ruined palace.
2. The herd of elephants go to the lake every day for drinking water.
3. Everyday when the elephants moved, many of the mice trampled under their feet and were killed.
4. They held a meeting and decided to meet the king of the elephants and request him to change their path.
5. a) Ruins - Disintegration  
b) Herd - Flock  
c) Trample - Stamp

### Speaking

Do it yourself.

### Grammar

- A.**
- |                   |             |
|-------------------|-------------|
| 1. more beautiful | 2. smarter  |
| 3. tallest        | 4. costlier |
| 5. better         | 6. easiest  |
| 7. better         |             |
| 8. most enjoyable |             |
- B.**
- |                    |              |
|--------------------|--------------|
| 1. better          | 2. hotter    |
| 3. heaviest        | 4. tallest   |
| 5. sweeter         | 6. cleverest |
| 7. most successful | 8. cleanest  |
| 9. largest         | 10. later    |

### Word Wise

- A.**
1. · I saw a polar bear in the zoo.  
· I could not bear the stomach ache last night.
  2. · The can is filled with beans.  
· She can dance very well.
  3. · Rohan paid a fine of 100 rupees to the police.  
· Miss Sheila is not feeling fine from past few days.
  4. · We should always walk on the left side of the road.  
· Rohit left the room as soon as the principal caught him stealing the books.
  5. · Mr. Ramesh is former pupil of this school.  
Seeta had problem in her pupil, so she went to see an eye doctor.
- B.**
- |               |                 |                |           |
|---------------|-----------------|----------------|-----------|
| 1. Omniscient | 2. Cartographer | 3. Teetotalism | 4. Deists |
| 5. Pollyanna  |                 |                |           |
- C.** Do it yourself.

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-4

### (The Witty Jester)

#### Objectives

- To enable the students to understand the importance of humour in our lives.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of Simple Past and Past Perfect Tense.
- To learn to react intelligently according to the situation.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- HOTS
- Writing informal letter.
- Listening to the passage carefully and answering questions related to it.
- Practising Conversation
- Revision of simple past and past perfect tense.
- Making opposites by adding prefix.
- Making sentences from given words.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The lesson is about kings and rich landlords who used to have regular court jesters. These jesters were intelligent people with a sharp presence of mind. They kept their masters relaxed with their jokes and humour. Sometimes, they even helped them to sort out some difficult problems by using their presence of mind.

- Ask students if they have heard about 'Akbar and Birbal'. Birbal was famous for his wit. The same way 'Tenali Raman' also portrayed in cartoon character was well known for his witty humour in the court.
- Tell students to share incidents of such people in the classroom. After gaining interest of the students centralise the character of Manikaran 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 by framing sentences of your own to explain their meaning to the students in a better way.

- Discuss generalised concepts with reference to the theme of the story like 'Importance of Humour for Mankind' and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spellings errors.
- Discuss about scene of court during olden days in the class.
- 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 to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them use of simple past and past perfect tense.
- Have a discussion about 'Word Wise', '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

- Who was Manikaran?
- What happened to the King one day?
- Why were courtiers in the dejected mood?
- What did Manikaran bring to prove King wrong?
- Why did King become angry on Manikaran?
- What was the wish which Manikaran asked the King to grant?
- 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 the King and Manikaran in your notebook.
- Do 'Project' and get it checked later in class.

### Evaluation and Assessment

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

## Teacher's Support

### Understanding the Text

#### Reading

- |           |                 |              |                  |              |
|-----------|-----------------|--------------|------------------|--------------|
| <b>A.</b> | 1. a) courtiers | 2. a) clever | 3. b) understand | 4. a) insult |
|           | 5. a) smiled    |              |                  |              |
| <b>B.</b> | 1. True         | 2. True      | 3. True          | 4. True      |
|           | 5. False        |              |                  |              |



- C.**
- | <b>Said by</b>          | <b>Said to</b> |
|-------------------------|----------------|
| 1. One of the courtiers | Manikaran      |
| 2. King                 | Manikaran      |
| 3. Manikaran            | King           |
- D.**
- The King was in a bitter mood and was finding faults with almost anything and everything. Due to this, he even sentenced one of the courtiers into banishment and sent another into prison. So, courtiers decided to call Manikaran, a clever person to find a reason.
  - When all the courtiers asked Manikaran for help to cheer King up otherwise they all will be thrown into prison by that evening, Manikaran said these words to calm them down.
  - Manikaran replied King by measuring the distance between the King and him as the difference between an ass and himself. This made King angry and he told Manikaran to face the consequence of it.
  - When Manikaran replied that he wanted to die of old age, the King's anger subdued. He smiled and saluted Manikaran and said that he has once again shown how wit surpasses over anger.
- E.**
- King Vikram ruled a small kingdom.
  - Manikaran was a court jester. He was a clever person and the courtiers were sure that he would certainly find reason.
  - Manikaran wished to die of old age.
  - King Vikram Singh was a kind, gentle and generous person who loved his subjects and worked for their welfare.
  - Manikaran brought a mirror before the king.
  - Yes, Manikaran was really a clever jester. With his witty reply, he not only saved himself from death also made the King smile.
- F.**
- The courtiers knew that Manikaran was a clever man and would be able to change the mood of the King. This prompted them to think that he would be able to find a solution to their problem.
  - Manikaran wanted to know from the King the way he would die. The King was a little generous and told him to decide his own way of death. This was an opportunity for Manikaran and he replied that he wished to die of old age. Thus, he escaped death with intelligence.

## Writing

Dear Neelkanth,

Hope this letter finds you in best of your spirits. I am writing this letter to tell you about the incident that occurred in the court yesterday.

The King is not in a good mood from past few days. The courtiers called me and asked me for help. I applied and wit and tried to resolve the situation. But I crossed my limits and King became more angry. I had to think of other options to escape his anger. He had sentenced me to death. I asked King the method which would be used to sentence me to death. He gave me permission to select one. I replied that I wish to die of old age. This subdued the anger of the King and saved me from the death.

The best thing is that the King appreciated me and understood that anger is dangerous. Write back to me soon, I'll be waiting.

Your Truly

Manikaran

## Listening

1. In olden days, it was customary for kings, emperors and big landlords to patronise talented people.
2. The jester was a very important person to make people laugh and feel happy.
3. Maharaja Krishna Chandra ruled over Bengal.
4. Gopal was the Maharaja's favourite jester.
5. a) Customary - Traditional  
b) Profession - Career  
c) Tremendous - Huge

## Speaking

- Court Jester : I see the only solution to the problem is not to answer any of your questions, My Lord!
- King : Can there be anyone who will remain silent when I ask questions?
- Court Jester : Yes, there is only one person, your Majesty! Would you please mind seeing in this mirror?
- King : What is it?
- Court Jester : The person you see in the mirror won't answer your question even if you shout or scold.
- King : Do you know the difference between an ass and yourself?
- Court Jester : Two feet, your Highness.
- King : This is too much to tolerate. You are insulting me. Get ready to die.

## Grammar

- A.**
1. had gone
  2. reached, had left
  3. opened, found, had eaten
  4. had already died
  5. recognised, had seen
  6. had taken, went
- B.**
1. The baby had slept peacefully in the cot.
  2. The children had played for two hours yesterday.
  3. I saw a nest outside my window.
  4. Rohan visited his dentist last week.
  5. Sunita had invited all her friends to her birthday party.
  6. My mother had taken away bicycle from me as a punishment for not completing my work.

## Word Wise

- A.**
- |             |              |          |              |
|-------------|--------------|----------|--------------|
| 1. kind     | 2. difficult | 3. quiet | 4. entertain |
| 5. politely |              |          |              |
- B.**
- |               |               |              |            |
|---------------|---------------|--------------|------------|
| 1. unkind     | 2. displeased | 3. incorrect | 4. unamuse |
| 5. inevitable | 6. impolite   |              |            |
- C.**
1. Immensely- Extremely large  
My parents love me immensely.

2. Defected- Abandon  
When the hockey team came to the playground, half of the players defected.
3. Amazement- Astonishment  
She shook her head in amazement.
4. Vanished- Disappear suddenly  
Suman vanished after her accident.

### **Life Skills**

Do it yourself.

### **Project**

Do it yourself.

## **The Arrow and the Song (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 around them.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enhance reading and listening skills by engaging students in discussions.

### **Overview**

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

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about the comparison of the physical and emotional things.

Discuss the importance of friends and friendship in one's life.

- Explain the difference between materialistic world and emotional things present around us.
- Ask them what they think about emotions and emotional things. Add up to their knowledge.

- Explain how physical things can only reach to the physical world, while emotional things can reach someone's heart and mind.
- Read the poem aloud to your students.
- Try to emphasise on rhyming words like air-where, sight-flight, strong-song, end-friend.
- Explain the moral of the poem to the students and ask to implement it in their lives.

### **Additional Questions**

- Where did the arrow fell?
- How did the arrow flew?
- What happened to the song sung by the poet?
- What did poet find in an oak?
- What is the moral of the poem?

## **Lesson-5** **(The Remarkable Rocket)**

### **Objectives**

- To enable the students to understand that pride goes before a fall.
- 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 recapitulate use of correct forms of verbs.
- To identify and name sounds produced by different objects.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about the Remarkable Rocket who was very proud to be the best amongst the fireworks to be displayed during the Prince's marriage. It did not even hesitate to make fun of the other crackers. But his pride had a great fall in the end.

- Talk and discuss about the nature of boastful people. How they interact with others and how are they treated by others? Discuss with the students that people who show off their power are never liked in the society. Give them example of God, he is the most powerful and can show off the most, but He doesn't, so how can we humans dare to show off what we have to others.
- Let students add further to the discussion.
- Now shift their attention by asking them to name different crackers burst by them during festivities. Once they start naming and you hear the name of the rocket, introduce the theme of the lesson to the students.

- Listen to their answers, add up to it and gradually introduce the character of Remarkable Rocket, cracker wheel and flashy spinner.
- They will then read the story turn by turn. Guide them to read the dialogue with proper intonations.
- Explain meaning of new words by framing sentences of your own while reading for better understanding of students.
- Discuss about 'Demerits of Being Proud' with relation to the story line. Ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spelling of difficult words on the board to avoid spelling errors.
- Discuss about harmful effects of burning crackers.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with teacher and friends to practise pronunciation and conversation.
- Make students do the 'Grammar' section themselves after explaining them use of different form of verbs.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get them checked later in class.

### Additional Questions

- Who was Remarkable Rocket?
- How was the nature of Remarkable Rocket?
- What was the celebration for?
- Who were the other crackers mentioned in the story?
- How did Remarkable Rocket boasted off?
- What happened when Remarkable Rocket was burnt?
- What happened to the Remarkable Rocket in the end?

### 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

- |           |                   |                         |                |                   |
|-----------|-------------------|-------------------------|----------------|-------------------|
| <b>A.</b> | 1. a) Silver Land | 2. c) Remarkable Rocket | 3. a) arrogant | 4. a) golden rain |
|           | 5. b) field       |                         |                |                   |
| <b>B.</b> | 1. True           | 2. True                 | 3. True        | 4. False          |
|           | 5. False          |                         |                |                   |

- |           |                      |                |
|-----------|----------------------|----------------|
| <b>C.</b> | <b>Said by</b>       | <b>Said to</b> |
|           | 1. Cracker Wheel     | Bright Candle  |
|           | 2. Remarkable Rocket | Flashy Spinner |
|           | 3. Flashy Spinner    | Cracker Wheel  |
- D.**
1. The Remarkable Rocket was always saved for the last as it was considered special and was decorated with sparkling gold paper and when set off, it travelled high up into the sky and burst into a million dazzling stars.
  2. According to the Remarkable Rocket, it was not honour to him to be part of Prince's marriage rather the Prince was fortunate of getting married on the very day that he was let off.
  3. The Hashy Spinner explained cracker wheel that it is of no use to explain Remarkable Rocket as he heard no one.
  4. The Remarkable Rocket was thrown into the river in the end therefore it is said that he was served rightly.
- E.**
1. The occasion for celebration in the kingdom of Silver Land was the marriage of Prince Silver Boy to Princess Gold.
  2. The King ordered his courtiers to arrange for a spectacular firework display on special occasion.
  3. All the crackers were stocked in the Royal Garden on the day before the display.
  4. The Remarkable Rocket interrupted when the Bright Candle and the Cracker Wheel were discussing about the display.
  5. The Remarkable Rocket said it. The arrogance of the speaker is revealed in this comment.
  6. In the firework display, the Remarkable Rocket failed to go off ever after repeated attempts.
  7. In the end, the Remarkable Rocket was picked up by someone, crushed and dumped into a dustbin.
- F.**
1. The Remarkable Rocket was naughty and arrogant. It was full of pride and superiority complex.
  2. Till the end, the Remarkable Rocket could not discard his arrogance as it is evident from his statement, "But I am still alive, and will sparkle for the whole world to watch!"

### Writing

I was invited to the Silver Land for the marriage of King's son, the Silver Boy. It was an amazing marriage. The arrangements and the food were all top class. It also had the grand fireworks display. All the firecrackers, Flashy Spinner, Cracker Wheel, Bright Candle and several others were placed in rows and then set off. Flashy Spinner showered a golden rain. Cracker Wheel went 'Boom! Boom!' as she twirled round and round, while Bright Candle shone gently. Finally, it was turn of Remarkable Rocket, which everyone was waiting for. The King's men set fire to his tail, while everybody waited with bated breath. But, Remarkable Rocket did not go off. He was damp and cold. The stocked firecrackers giggled seeing the Remarkable Rocket's poor condition.

### Listening

1. The leader called a meeting because it was very cold for them to stay on the trees.
2. Monkeys are known for their wit.
3. One monkey suggested to rub themselves with mud like hermit to withstand cold all winters.
4. The another monkey rejected his idea for it will be very dirty rubbing mud on one's body.

5. a) Leader - Captain  
b) Wit - Intelligence  
c) Rub - Massage

### Speaking

Do it yourself.

### Grammar

- A.** 1. went                      2. meet                      3. arrived                      4. begin  
5. solved                      6. read                      7. waiting                      8. take  
9. plucking                      10. spilt
- B.** 1. Was the Remarkable Rocket arrogant?  
2. Was a magician showing magic on the stage?  
3. They will not attend the meeting.  
4. The doctor did not examine the patient.  
5. The injured man was taken to the hospital by some people.

### Word Wise

	<b>Object</b>	<b>Sound</b>
1.	Fire	Crackle
2.	Brakes	Screech
3.	Horns	Toot
4.	Guns	Boom
5.	Glass	Tinkle
6.	Wind	Howl
7.	Trains	Rumble
8.	Sirens	Wails
9.	Leaves	Rustle
10.	Bells	Ring

### Life Skills

Do it yourself.

### Project

Do it yourself.

## Lesson-6

### (Who Did Patrick's Homework?)

#### Objectives

- To make students understand the importance of never relying on others for support and help, when you fall on the thorns of life and bleed. God helps those who help themselves.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate the use of subject-verb agreement and use the acquired knowledge in context.
- To write one word for expressions.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- HOTS
- Writing Letter
- Listening to the passage and answering questions related to it.
- Practising Conversation
- To recapitulate the use of correct forms of verbs.
- Writing one word for expressions.
- Completing comparisons
- Identifying indoor and outdoor games.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The story is about a boy named Patrick, who did not like to do his homework. Once, he got an elf and was happy, thinking that he would be able to get all his homework done through him.

- Ask students if they like to do their homework. Explain to them the importance of completing their homework by themselves. They can also take help of their parents or elders at home, but should not completely rely on them for their studies.



- Discuss the merits of homework with the students and try to make them understand the importance of doing it regularly.
- After gaining interest of the students centralise the character of Patrick in a way that students feel connected to the story. They will then read the story turn by turn. Guide them to read the dialogues with proper intonations.
- Explain new words by framing sentences of your own while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story like, 'God help those who help themselves' 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 spellings of difficult words on the board to avoid spelling errors.
- Discuss the role of elf 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 to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them use of subject-verb agreement.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in class.

### **Additional Questions**

- Why Patrick did not like to do his homework?
- What did Patrick like?
- What happened once when Patrick was sitting in his study room?
- How did Patrick know about elves?
- How did Patrick save the elf?
- What did the elf do in return?
- What happened on the last day of the school?
- What is the moral of the story?

### **Home Assignment**

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

### **Evaluation and Assessment**

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

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) scolded                      2. b) tiniest                      3. c) luck                      4. c) slyly  
5. a) thought
- B.** 1. True                      2. False                      3. False                      4. True  
5. True
- C.**     **Said by**                      **Said to**  
1. Elf                      Patrick  
2. Elf                      Patrick  
3. Elf                      Patrick
- D.** 1. Patrick disliked doing homework the most.  
2. Patrick liked to play cricket, football, badminton and any other game instead of doing homework.  
3. While sitting in his study room, Patrick saw that his Pussy cat was trying to grab a tiny doll. It was the tiniest doll Patrick had ever seen.  
4. For saving the elf from the cat, Patrick put up the condition that the elf had to do all his homework till the end of the semester.  
5. While doing Patrick's homework, the elf faced many problems. He did not know many words and had no knowledge of tables.  
6. Patrick felt weary because he lead to keep awake night after night helping the elf.  
7. Patrick's classmates were amazed to see his high performance in the examination.  
8. Patrick became a model kid because he cleaned his room, did all his chores, was always cheerful and was never rude to anybody.
- E.** 1. An elf is an imaginary character. It is said that it can fulfil all wishes. The elf, Patrick had got, was the tiniest man Patrick had ever seen. It had a big hat on his head.  
2. The association of Patrick with the elf brought about a change in his behaviour. He began to do all his work himself and remained cheerful all the time.

### Writing

Dear Uncle,

I had a wonderful experience before my examination. One day, while I was busy doing my homework, I found my cat, trying to catch a tiny doll. Going near it, I was surprised to find a very small man in place of doll. Soon I realised it was elf, who could fulfil all my wishes and now it will help me to do my homework easily and correctly.

He agreed to help me, in case I saved him from the cat. When I agreed to help him, the little elf helped me in finishing my homework wasn't it great!

With best wishes

Yours Truly

Patrick

## Listening

1. The fairy lived behind the closed doors.
2. The fairy came out once in a year to bless the children.
3. The ruined palace was about two kilometers away from Johnny's house.
4. Johnny always searched for an excuse to go to the palace because he wanted to meet the fairy.
5. a) in front                      b) earthly                      c) curse

## Speaking

- Tony : Congratulations! What a great achievement.
- Patrick : Thank you, but I was hoping to do better this time.
- Tony : How many hours did you study everyday?
- Patrick : No, I didn't study that much. But I had to take help from someone and that did the wonder.
- Tony : Will you not tell me about it?
- Patrick : Why not? Actually, I got an elf who did all the studies for me.
- Tony : But?
- Patrick : You know, an elf does not know anything about our studies. So, I had to help him and that increased my knowledge considerably.
- Tony : Do you still have that elf? Can't you show it to me also?
- Patrick : No, I have released him after the examination. But I will certainly tell if I can find him again.

## Grammar

- A.**
- |          |           |          |           |
|----------|-----------|----------|-----------|
| 1. likes | 2. play   | 3. sings | 4. waters |
| 5. live  | 6. plays  | 7. rises | 8. helps  |
| 9. go    | 10. helps |          |           |
- B.**
1. Time and tide wait for none.
  2. Either book is good to read.
  3. I always go for a walk after dinner.
  4. My sister and I love reading.
  5. Bread and butter is my favourite breakfast.
  6. Each one of the children gets a prize.

## Word Wise

- A.**
- |               |               |           |         |
|---------------|---------------|-----------|---------|
| 1. Possession | 2. Dish cloth | 3. Hamper | 4. Yell |
| 5. Leader     |               |           |         |
- B.**
- |            |            |           |        |
|------------|------------|-----------|--------|
| 1. Fox     | 2. Horse   | 3. Cuckoo | 4. Ice |
| 5. A child | 6. Kittens |           |        |

## Life Skills

Do it yourself.

## Project

Do it yourself.

# Lesson-7

## (The Spring is Here)

### Objectives

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

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Explaining lines of the poem.
- Listening to the facts and answering questions related to them.
- Speaking few lines on favourite season.
- Writing Rhyming Words

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about the season 'Spring'. The nature looks beautiful and joyful during the spring season. The poet describes how the arrival of spring makes the world happy and cheerful.

- Ask students about the changes that they notice when the season of spring arises.
- Explain them further that everything they see around them adds beauty to the nature.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of flowers, butterflies, leaves that grow of flowers, butterflies, leaves that grow in the season of the spring.
- 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 here-cheer, daffodils- sills, green-scene, unfold-gold, wall- tall, stay-everyday.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.



## Speaking

Do it yourself.

## Word Wise

- A.
1. Cheer - Encourage
  2. Beautiful - Attractive
  3. Open - Unlocked
  4. Flowers - Bloom
- B.
1. Deer - Here, Cheer
  2. Sold - Unfold, Gold
  3. Way - Stay, Everyday

## Life Skills

Do it yourself.

# Lesson-8

## (Thomas Alva Edison- The Wizard of Science)

### Objectives

- To enable the students to understand the efforts we put in something decide our success in it.
- 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 text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate use of 'Some' and 'Any' and use the acquired knowledge in context.
- Making new words by adding 'ion'.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- HOTS
- Diary Entry
- Match the following.
- Listening to the paragraph and answering questions related to it.
- Practising Conversation
- Use of 'Some and 'Any'
- Naming Persons
- Adding 'ion' to words to make new words.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about Thomas Alva Edison who was a genius. The invention of the electric bulb and the gramophone has made him famous all over the world. This great scientist had been very inquisitive since childhood. He loved to do experiments and find out the things for himself.

- Ask students about facts and their previous knowledge about Thomas Alva Edison. Add up of their knowledge.
- Ask them if they can add anything related to the lesson. They will then read the story 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 facts related to Thomas Alva Edison with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out 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 'some' and 'any'.
- Have a discussion about 'Word Wise' and 'Life Skills' in the class. Also, ask them to complete it and get it checked later in the class.

## Additional Questions

- Who was Thomas Alva Edison?
- What happened to him in the class?
- Why was Edison's parents called by the teacher?
- What did Edison do with the worms?
- What did Edison do with the eggs?
- How the father of Edison encouraged him?
- How did Edison increased his knowledge?
- What inventions did the Thomas Alva Edison made?

## Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write briefly about the inventions of Thomas Alva Edison.
- Do 'Project' at home and get it checked later in class.

## Evaluation and Assessment

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

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) carpenter                      2. a) patiently                      3. a) twenty-five cents    4. b) 12
- B.** 1. True                                      2. True                                      3. False                                      4. True
5. False
- C.**        **Said by**                                      **Said by**
1. Teacher                                      Edison
2. Mother                                      Edison
3. Edison                                      Mother
- D.** 1. The full name of Edison was Thomas Alva Edison.
2. As a little boy Edison had a very big head and so some people thought that there was something wrong with him.
3. Edison had the habit of asking too many questions. This irritated his teacher. So she asked his parents to take him out of the school. This is why he was taken out of the school at an early age.
4. Edison was fond of asking all sorts of questions and was never satisfied until he get the right answers. He also loved to do experiments and see things for himself. His father encouraged him by giving twenty-five cent for every book he read.
5. Edison promised to give one dollar to his mother every day from his earning.
6. Edison's most important invention was the electric bulb. He performed more than one thousand experiments before success.
7. A talking machine is a machine that can reproduce human voice. We call it gramophone now.
8. When Edison died, the people of America switched off their lights as a mark of respect to him.
- E.** 1. Edison made a pulp from worms and mixed it with water. Then he gave it to his maid to drink and said, "If you drink it, you can fly like a bird". Believing him, she drank the mixture and fell sick. Knowing about it, his mother gave Edison good beating.
2. Edison was very inquisitive by nature. He loved to do experiments and see things for himself. He failed many times in his experiments but never lost heart, rather he always drew inspiration from his failures.

### Writing

- A.** Dear diary,
- Today my teacher taught me about birds. Suddenly I got up, and asked why can't people fly like birds? The teacher replied because they don't have wings. I was not satisfied with her answer so I asked again even kites do not have wings but it flies. This irritated the teacher and she thought that I was trying to make fun of her by asking unnecessary question. So she called my parents to take me out of the school. I felt very bad since my intention was not what she thought and understood. It was only my curiosity due to which I asked her questions and caused problem to my schooling. Now, my mother has decided to teach me.
- B.** 1. Charles Babbage                                      e) Computer
2. James Watt    g) Steam Engine
3. Alexander Graham Bell                                      i) Telephone
4. Thomas Alva Edison                                      f) Electric Bulb
5. Newton    d) Law's of Motion



- |                           |                         |
|---------------------------|-------------------------|
| 6. Waterman               | h) Fountain Pen         |
| 7. Marconi                | j) Radio                |
| 8. Albert Einstein        | a) Theory of Relativity |
| 9. Wilhelm Conrad Rontgen | b) X-rays               |
| 10. Humphry Davy          | c) Safety Lamp          |

### Listening

- Humphry Davy was born in 1778 in a small village in England.
- His father was a wood-carver.
- Before Davy was two years old, he could talk almost as plainly and clearly as a grown up person. It shows that he was very talented since childhood.
- Davy could read very rapidly and remembered almost everything he had read.
- a) sufficient                      b) unusual                      c) say again

### Speaking

- Ram : Who was Isaac Newton?  
 Shyam : He was a famous British Scientist  
 Ram : What is he known for?  
 Shyam : Newton is known for his 'theory of gravitation'.  
 Ram : What is the 'theory of gravitation'?  
 Shyam : According to it the earth pulls everything towards it.  
 Ram : How did he arrive this conclusion?  
 Shyam : He arrived at this conclusion after seeing an apple falling towards the earth from the tree.

### Grammar

- |              |         |        |         |
|--------------|---------|--------|---------|
| 1. some      | 2. any  | 3. any | 4. some |
| 5. some, any | 6. some | 7. any | 8. some |
| 9. any       | 10. any |        |         |

### Word Wise

- |           |                 |                    |                 |                |
|-----------|-----------------|--------------------|-----------------|----------------|
| <b>A.</b> | 1. Inventor     | 2. Scientist       | 3. Green Grocer | 4. Florist     |
|           | 5. Butcher      | 6. Ophthalmologist |                 |                |
| <b>B.</b> | 1. satisfaction | 2. distinction     | 3. irritation   | 4. imagination |
|           | 5. relation     | 6. violation       | 7. donation     | 8. creation    |

### Life Skills

The qualities that helped Edison in becoming a famous scientist are:

- Hard work
- Curiosity
- Dedication
- Perseverance
- Determination
- Patience
- Optimism
- Experimental

### Project

Do it yourself.

# Lesson-9

## (Kashmir- The Paradise on Earth)

### Objectives

- To make students aware about the beauty of Kashmir truly called the heaven on earth. Its natural settings makes it one of the most beautiful places in the world.
- 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 affirmative and interrogative sentences in the present indefinite tense.
- To replace words with their synonyms.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Match the following.
- HOTS
- Picture Composition
- Listening to the passage and answering questions related to it.
- Practising Role Play
- Revision of affirmative and interrogative sentences in the present indefinite tense.
- Writing Synonyms
- Writing names of people according to different states.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The lesson is about the state of Jammu and Kashmir which is situated in the lap of Himalayas. It is one of the most beautiful places of our country. Kashmir is often called the Switzerland of India.

- Ask students if any of them have visited Kashmir. If yes, ask them to share their experience in the class.
- Once the students have gained interest tell them to read the lesson turn by turn. Guide them to read the difficult words properly.
- Explain new words by framing sentences of your own while reading for better understanding of students.

- Discuss about snow covered peaks, green forests, lovely lakes, Jhelum, Shikaras, orchards of agricultural products, craftsmen, carpet making and embroidering on the shawls. Also, ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in the class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them affirmative and interrogative sentences in the present indefinite tense.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### Additional Questions

- Why is Kashmir called 'Paradise on Earth'?
- How can you say Kashmir is situated in the lap of Himalayas?
- What are houseboats?
- What is the main food of the people of Kashmir?
- Write short note on craftsmen of Kashmir.
- What is the biggest source of revenue for people of Kashmir?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Project' work at home and get it checked later in class.

### Evaluation and Assessment

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

## Teacher's Support

### Understanding the Text

#### Reading

- |           |              |                |               |                |
|-----------|--------------|----------------|---------------|----------------|
| <b>A.</b> | 1. c) Jhelum | 2. c) Dal Lake | 3. b) Gulmarg | 4. a) orchards |
|           | 5. b) goats  |                |               |                |
| <b>B.</b> | 1. True      | 2. True        | 3. False      | 4. True        |
|           | 5. True      |                |               |                |
| <b>C.</b> | 1. c)        | 2. d)          | 3. b)         | 4. e)          |
|           | 5. a)        |                |               |                |

- D.**
1. Kashmir valley is a part of the state of Jammu and Kashmir.
  2. The river Jhelum glides across Srinagar and flows swiftly through the winding ways of the valley.
  3. The main food of the people of Kashmir is rice.
  4. The Kashmir valley is called the 'Paradise on Earth' because of its immense beauty.
  5. Tourists from all over the world visit Kashmir valley because of its exotic beauty.
  6. The Dal Lake is one of the most beautiful lakes of the world. It is eight kilometers wide. The lake is fed by the springs in the mountains.
  7. Shikaras are big houseboats that float and glide all over the Dal Lake. They are of different shapes and sizes and are beautifully decorated to attract the tourists. Tourists like to stay on shikaras because these boats are well furnished with all modern amenities.
  8. Pashmina wool is obtained from Kashmiri goats. Pashmina wool is used for making shawls.
  9. Kashmiri carpets are famous all over the world for their colours and designs.
  10. Tourism is the biggest source of revenue for the people of Kashmir.
  11. The Shalimar Bagh, the Nishat Bagh and the Naseem Bagh near Srinagar are some of the most famous gardens.
  12. Apples, peaches, pears, walnuts and almonds grow in abundance in these gardens.

**E.**

1. The Kashmir valley is situated in the lap of the Himalayas. The beautiful land is full of snow covered mountain peaks, green forest, lovely lakes and beautiful gardens. The high snow capped peaks of the Himalayan range in the east and the Pir Panjal range in the west and south enclose Kashmir. The river Jhelum glides across Srinagar and swiftly flows through the winding ways of the valley. Famous hill stations like Gulmarg and Pahalgam are also situated in Kashmir.
2. The Amarnath Cave is famous because of its mythological importance. Pilgrims cover the difficult route by trekking or riding on mules. Inside the cave, they pay homage to the image of Shiva formed from ice.

### **Writing**

This is beautiful picture of Dal Lake in Srinagar, Kashmir. It has a towering shrikara. Some shikaras are quite big and look like houses. They have all the facilities to keep you comfortable. Shikaras are like floating houses. Sitting inside them, you can also enjoy the beauty of nature. There is a staircase to reach the balcony, where you can stand and see the beautiful lake and the sky above from inside it looks palacious, indeed!

### **Listening**

1. Shimla is famous hill station and one of the top tourist destinations of India.
2. The Ridge of Shimla is large, open, spacious platform from where one can have a panoramic view of the mountain peaks around Shimla.
3. One can have the panoramic view of the mountain peaks from the ridge.
4. The Jakhoo Hill is the tallest point of Shimla.



# Lesson-10

## (The Selfish Giant)

### Objectives

- To enable the students to understand that even a hard hearted, cruel person and a ferocious Giant can have a change of heart if he is treated with love.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate present continuous tense and use the acquired knowledge in context.
- To write one word for the given expressions.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Who said to whom?
- HOTS
- Paragraph Writing
- Revision of Present Continuous Tense
- Writing one word for expressions.
- Writing antonyms and synonyms.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about a Giant who had a garden in which children played. Once he came back, he behaved rudely with the children and stopped them from entering into his garden.

- Ask the students if they go with their friends to play in the park. Have they ever met someone who scolds them and do not let them play in the park. Ask them to share the incidents in the class.
- Once they have gained interest, correlate the nature of the Giant with the nature of the person who stops children from playing in the park. This will help them to understand the character of Giant in a better way.

- Ask them if they know anything related to the theme of the story. They will then read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words by framing sentences of your own 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 '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 difficult spellings on the board to avoid spelling errors.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them vowels and consonants.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- Where did children go after school?
- Describe the beauty of the garden.
- Whom did the garden belong to?
- What was written on the board of entrance?
- What happened to the garden when the Giant did not allow children to play in there?
- Why was spring delayed?
- What did Giant hear one day?
- Why was Giant heart filled with pity and remorse?
- Why were people astonished?
- What happened after the Giant felt great sensation?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write character sketch of the Giant in your notebook.
- Do 'Project' work at home and get it checked later in class.

### **Evaluation and Assessment**

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

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. b) garden                      2. a) sweetly                      3. c) castle                      4. b) selfish  
5. c) rage
- B.** 1. True                              2. False                              3. True                              4. False  
5. True
- C.** 1. frightened                      2. winter                              3. rattled                              4. window  
5. hastened
- D.**        **Said by**                              **Said to**  
1. Children                              One another  
2. Giant                                      Children  
3. Children                                Giant
- E.** 1. As soon as the school was over, the children came out running and rushed towards the garden.  
2. The garden belonged to the selfish giant. It was a beautiful garden, with soft, green grass. Here and there, stood beautiful flower plants. There were some peach trees that broke out into delicate blossoms of pink and pearl, in the spring and bore rich fruit in the autumn. The birds sat on the trees and sang sweetly the whole day.  
3. The Giant put up a notice at the entrance that read 'TRESPASSERS WILL BE PROSECUTED'.  
4. Spring did not enter the Giant's garden because there were no children playing in it.  
5. The Giant was bewildered, as he failed to understand why the spring was so late that year.  
6. When the Giant looked out of the window, he saw that the children had crept in through a little hole in the wall and they were sitting on the branches of the trees. The trees were covered with blossoms and were waving their branches gently above the children's heads.  
7. The name of the Giant's friend was 'Cornish Ogre'.  
8. The Giant felt that it was the most beautiful music in the world. A sweet fragrance, coming from the open casement, entered his nostrils.
- F.** 1. The little boy stretched out his two arms and flung them round the Giant's neck and kissed him because the Giant had helped him climb the tree.  
2. To amend his fault, the Giant knocked down the wall around his garden.  
3. The little boy was Jesus Christ. He said to the Giant, "You let me play once in your garden and today you shall go with me to my garden, which is paradise."

### Writing

When the Giant heard the Linnet, he saw that the children had crept in through a little hole in the wall and they were sitting on the branches of the trees. The trees were covered with blossoms and were waving their branches gently above the children's heads. The birds were flying about and twittering and the flowers were looking up through the green grass.



## Listening

Do it yourself.

## Grammar

- |                |                 |                |                 |
|----------------|-----------------|----------------|-----------------|
| 1. is plucking | 2. am eating    | 3. is carrying | 4. are swimming |
| 5. are wasting | 6. is chasing   | 7. are going   | 8. is eating    |
| 9. are playing | 10. are dancing |                |                 |

## Word Wise

- |           |                 |                        |              |           |
|-----------|-----------------|------------------------|--------------|-----------|
| <b>A.</b> | 1. Self centred | 2. Frost               | 3. Incapable | 4. Mellow |
|           | 5. Escort       |                        |              |           |
| <b>B.</b> | 1. Selfish      | - Selfless, Egocentric |              |           |
|           | 2. Angry        | - Calm, Annoyed        |              |           |
|           | 3. Melodious -  | Discordant, Melodic    |              |           |
|           | 4. Glad         | - Annoyed, Happy       |              |           |
|           | 5. Wicked       | - Virtuous, Evil       |              |           |
|           | 6. Feeble       | - Strong, Weak         |              |           |

## Life Skills

The values that we learn from story are:

- Everyone is a child of God.
- Treat everyone with love and respect.
- We should not be selfish.
- We should stay happy with others.

## Project

- |           |                         |                |
|-----------|-------------------------|----------------|
| <b>A.</b> | 1. Window Castle        | United Kingdom |
|           | 2. Malbork Castle       | Poland         |
|           | 3. Hohensalzburg Castle | Austria        |
|           | 4. Buda Castle          | Hungary        |
|           | 5. Himeja Castle        | Japan          |
|           | 6. Citadel of Aleppo    | Syria          |
|           | 7. Agra Fort            | India          |
| <b>B.</b> | 1. Red Fort             | a) Delhi       |
|           | 2. Chittorgarh Fort     | b) Rajasthan   |
|           | 3. Purana Quila         | c) Delhi       |

# Lesson-11

## (The Fairy Tree)

### Objectives

- To enable the students to understand that we should never give up hope and lose courage while fighting against the odds in life. Do not forget that there is always a sunshine after the rain.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of 'collective nouns' and using the acquired knowledge in context.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Who said to whom?
- Reference to context.
- HOTS
- Paragraph Writing
- Listening to the paragraph and answering questions related to it.
- Practising Conversation
- Revision of Collective Noun
- Writing one word for expressions.
- Writing quantity words.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about a young girl Flora, who was the youngest of seven sisters. Everyday she went to the forest to gather firewood. She had made Rainbow, her pet and fed him for her own share of breakfast. But the eldest sister caught Rainbow, baked him for supper and hid the bones in the kitchen fire.

- Ask students if they have a pet at home and how do they take care of them. What do they try give them to eat?
- Once the students have gained interest introduce the theme of the story to them. Explain them the character of Flora, the little girl, who was kind hearted and petted Rainbow, a fish which her sister killed.

- Now, ask the students to read the chapter turn by turn. Guide them to read the story and dialogues with proper intonations.
- Explain new words by framing sentences of your own for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story like 'importance of being kind and hopeful' and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Discuss about the scene of bending of tree and proposing of King to Flora for marriage in the class.
- 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 to practise pronunciation and conversation.
- Make students do the 'Grammar' activity themselves after explaining their uses of collective noun.
- Have a discussion about 'Word Wise', '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**

- Who was Flora?
- What was the name of Flora's pet?
- Who managed Flora's house?
- Where and why did Flora rest?
- What did Flora do with the fish?
- What did Flora's sister do with the fish?
- What did Flora find one morning?
- Which song did Flora sing?
- Where did the leaf of the Fairy Tree go?
- Why was the prince surprised?
- What was the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write the character sketch of the prince and Flora in your notebook.
- Do 'Project' at home and get it checked later in class.

### **Evaluation and Assessment**

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

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. a) deserted      2. c) rocks      3. c) scales      4. b) companion  
5. c) flower
- B.** 1. False      2. True      3. True      4. False  
5. True
- C.** 1. chores      2. stream      3. crumbs of bread      4. prince  
5. reached
- D.**
- | Said by    | Said to |
|------------|---------|
| 1. Flora   | Fish    |
| 2. Rooster | Flora   |
| 3. Prince  | Flora   |
- E.** 1. There was a deserted island in the middle of the sea.  
2. Flora, the youngest sister, was sent to forest each day, to gather woods for the kitchen fire.  
3. Flora named the fish Rainbow.  
4. The family of the seven sisters lived on a deserted island in the middle of the sea.  
5. Flora went to forest everyday to gather wood for kitchen fire. In this way, she helped in household work.  
6. Flora would lie down on the mossy bank of a stream in the forest for hours and dream.  
7. Every morning instead of eating her breakfast, Flora saved it and fed her pet. So she began to grow thin.  
8. The oldest sister caught Rainbow and baked him for supper. Then she buried the bones under the kitchen fire.  
9. The young prince of the island was sitting on the roof when the leaf of the Fairy Tree reached the prince and fell at his feet.
- F.** 1. The elder sister managed the household. She had divided the household chores amongst the obedient sisters. All things were going smoothly and easily.  
2. Flora was kind to the fish, so she made friend with him and had someone to play with.  
3. Flora was sad to not find fish in the edge of the basin. She returned back home and sadly threw herself on the bed.  
4. Flora thought she was dreaming when the prince asked her to marry him.
- G.** 1. One morning as Flora was walking along the grassy path that led to the cave, she saw a little fish in the stream. She liked the fish and caught it. She put it into the basin in the cave and became her companion.  
2. The prince met Flora in the forest. As Flora reached to pick a flower, the tree bowed low, and every leaf shook with delight. This made the prince understand that the Fairy Tree belonged to Flora.

## Writing

Flora was a little girl who made Rainbow her pet. She used to feed the fish daily her own breakfast. But one day her sister found it and caught the fish and cooked it for dinner. She also hid the bones in the kitchen fire. Flora was upset but had hope while she was sleeping a rooster informed her about her died fish and Fairy Tree at bank of the basin. One day she saw a prince coming near the Fairy Tree to fetch its leaves which he was unable to do. So he requested Flora to pluck a leaf for him. On being impressed the prince proposed Flora to marry him and become his bride.

## Listening

1. The old man went for fishing in a lake near his house.
2. The old man used the boat to go to the centre of the lake.
3. The old man began fishing in the centre of the lake.
4. The shaking of his fishing rod woke the old man up.
5. The surprising thing about the fish, that the old man caught, was that it could talk like a man.

## Speaking

- Flora : I have no friend, will you be my friend?  
Fish : Yes, I would be glad to have you as my friend.  
Flora : What should I call you?  
Fish : You can call me by my name.  
Flora : Can I call you 'Rainbow'?  
Fish : What a nice name!  
Flora : I shall come here every morning and offer you crumbs of bread for food.  
Fish : I shall sing a song for you.

## Grammar

- |           |           |            |                |
|-----------|-----------|------------|----------------|
| 1. Crowd  | 2. Fleet  | 3. Army    | 4. Team        |
| 5. Troupe | 6. Knot   | 7. Herd    | 8. Swarm       |
| 9. Muster | 10. Flock | 11. Colony | 12. Parliament |
| 13. Cast  | 14. Pack  | 15. Flight |                |

## Word Wise

- |           |            |           |              |           |
|-----------|------------|-----------|--------------|-----------|
| <b>A.</b> | 1. stream  | 2. basin  | 3. companion | 4. supper |
|           | 5. retinue |           |              |           |
| <b>B.</b> | 1. Crumbs  | 2. Slice  | 3. Grains    | 4. Drops  |
|           | 5. Piece   | 6. Morsel |              |           |

## Life Skills

Flora was a kind hearted girl. She use to feed her breakfast to the companion fish, Rainbow. She was hopeful that Rainbow cannot die. So God gave her reward in form of a Fairy Tree due to which she got a chance to marry the prince.

## Project

Do it yourself.

# Lesson-12

## (Gulliver in the Island of Lilliput)

### Objectives

- To enable the students to understand that a good deed never goes unrewarded, it always pays off.
- 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 past indefinite tense and use the acquired knowledge in context.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Match the following.
- Quoting lines from the story.
- HOTS
- Imaginary Writing
- Listening to the passage carefully and answering questions related to it.
- Practising role play.
- Revision of Past Indefinite Tense
- Word Composition
- Writing Antonyms

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about Gulliver who loved adventure. He made several voyages on his small ship. Once, during such an adventurous voyage, his ship was caught in storm and drifted to an unknown direction.

- Ask students if they know anything related to the theme of the story. Explain them about lilliputs and Gulliver, as a traveller.
- Once you have introduced the theme of the story to the students ask them to find more about Gulliver and Lilliput from their home. Now, ask them to read the chapter turn by turn. Guide them to read the dialogue with proper intonations.
- Explain the instances that occurred in the story slowly and steadily so that students do not mix up the plot in their mind.

- After gaining interest of the students, elaborate the character of Gulliver and his adaptation on Lilliput's island.
- Explain the moral fo the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text.'
- Write the spellings of difficult words on the board to avoid spelling errors.
- Discuss about the characteristics of Gulliver and Lilliputs' appearances.
- 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 to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them past indefinite tense.
- Have a discussion about 'Word Wise', '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

- Who was Gulliver?
- What he used to tell people?
- What accident took place one day?
- Why was Gulliver lucky?
- Where did Gulliver find himself when he woke up?
- What were small creatures doing to him?
- How he expressed that he was feeling hungry?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Find out more information about Gulliver and his voyage and write it in your notebook.
- Do 'Project' at home and get it checked later in class.

### Evaluation and Assessment

Evalute 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

- |           |                              |                |                 |                  |
|-----------|------------------------------|----------------|-----------------|------------------|
| <b>A.</b> | 1. b) voyages                | 2. c) cruising | 3. a) six       | 4. c) frightened |
|           | 5. a) pirate                 |                |                 |                  |
| <b>B.</b> | 1. True                      | 2. True        | 3. False        | 4. True          |
|           | 5. True                      |                |                 |                  |
| <b>C.</b> | 1. sailing                   | 2. drifted     | 3. astonishment | 4. caught        |
|           | 5. Lilliputians              |                |                 |                  |
| <b>D.</b> | 1. d) an adventurous sailor. |                |                 |                  |
|           | 2. e) what to do?            |                |                 |                  |

3. a) with Gulliver on it.
  4. c) pricked him like thorns.
  5. b) to be built for Gulliver.
- E.**
1. Being an adventurous sailor, who always loved the sea, he never missed an opportunity to go on a voyage.
  2. The others simply ran away in panic.
  3. Some of them ran away and returned soon with plenty of bread and other eatables.
  4. But when he saw that Gulliver was not about to harm them, he ordered his release.
  5. However, the people did not want him to leave their island.
- F.**
1. Gulliver never missed an opportunity to go on a voyage.
  2. As the sea was calm and their little ship was cruising smoothly, the sailors on board were happy thinking that they would soon reach some unknown island.
  3. After the ship was caught in the storm, it lost its way and drifted towards an unknown direction. After sometime, it sank with all the sailors.
  4. Gulliver got hold of a wooden plank and clung to it. The plank drifted along the waves and reached the island of the Lilliput with him.
  5. It was morning when he woke up. He was feeling tired and exhausted. He tried to get up but couldn't. He couldn't believe when he found himself imprisoned.
  6. The people of the island wanted him to stay on and protect them from their enemies.
  7. Gulliver brought his hand near his mouth and signalled for something to eat. So the tiny men understood that he was hungry.
  8. Gulliver was taken to the king by a carriage driven by fifteen hundred of their best horses.
  9. The people of island faced the problem of attacks from the pirates of the neighbouring island. Gulliver sank many of the pirate ships and brought many others tied in hooks and a rope to lilliput.
  10. As promised by the king, a big ship was made for Gulliver and he used it to return to his country. The tiny men gave him many beautiful and precious things as gifts.
- G.**
1. The little men were astonished to see the huge size of Gulliver. At first, they imprisoned him and when he threw one of them from his body, they showered arrows at him. Later on, when they got to know that Gulliver was not going to harm them, they started treating him kindly. They gave him food and wine and then took him to their king.
  2. The king had promised to make Gulliver free if he could help them get rid of the pirates. Gulliver did it and thus he earned his freedom by dint of his efforts.

### Writing

After he reached Lilliput island, he felt asleep on the shore. Before that he had floated on a plank on the sea water. He woke up in the morning. When he tried to move, he could not because he was tied to strings. The people of Lilliput island had made him prisoner. They threw arrows on him. Later on, when they got to know that Gulliver was not going to harm them, they started treating him kindly. They gave him food and wine and then took him to their king.

### Listening

1. Robinson Crusoe was an adventurous sailor.
2. He was shipwrecked and swam to a deserted Pacific Island. He lived there for five years.
3. He used the sail and some poles, he had collected from the broken ship, to make his own tent.



4. Man Friday was an islander of a tribe whom Crusoe had saved from the savages. He was named so because he was rescued on a Friday.
5. a) inhabited                      b) full                                      c) abandoned

**Speaking**

Do it yourself.

**Grammar**

1. India did not win the first cricket test.  
Did India win the first cricket test?
2. The doctor did not examine the patient.  
Did the doctor examine the patient?
3. The train did not come late.  
Did the train come late?
4. The hungry fox did not try to get the grapes.  
Did the hungry fox tried to get the grapes?
5. Your friend did not help the blind man.  
Did your friend help the blind man?
6. The gardener did not water the plants in the morning.  
Did the gardener water the plants in the morning?
7. The hunter did not shoot an arrow at the deer.  
Did the hunter shoot an arrow at the deer?
8. A naughty boy did not throw stones at the dog.  
Did a naughty boy throw stones at the dog?
9. The little boy did not fly a blue kite.  
Did the little boy fly a blue kite?
10. Meera did not dance well in the function.  
Did Meera dance well in the function?

**Word Wise**

- |           |              |             |            |           |
|-----------|--------------|-------------|------------|-----------|
| <b>A.</b> | 1. ship      | 2. waves    | 3. ladders | 4. pirate |
|           | 5. rope      |             |            |           |
| <b>B.</b> | 1. Healthy   | - Unhealthy |            |           |
|           | 2. Floated   | - Sink      |            |           |
|           | 3. Desperate | - Cheerful  |            |           |
|           | 4. Harm      | - Benefit   |            |           |
|           | 5. Precious  | - Valuable  |            |           |

**Life Skills**

- |                              |                  |
|------------------------------|------------------|
| 1. Bag full of clothes       | 2. Medicines     |
| 3. First aid box             | 4. Camping items |
| 5. Magazines and story books | 6. Light Snacks  |

**Project**

Do it yourself.

## Lesson-13

### (Chandra Shekhar Azad)

#### Objectives

- To teach students that we should always feel proud on those young freedom fighters who smilingly sacrificed their lives, for the sake of the freedom, we are enjoying now.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of 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 punctuation marks.

#### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Match the following.
- HOTS
- Writing biography.
- Listening to the passage and answering questions related to it.
- Practising Conversation
- Revision of Punctuation
- Naming Persons
- Writing Synonyms
- Writing about patriotic feeling.

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The story is about Chandra Shekhar Azad, a freedom fighter who sacrificed his life for the sake of freedom. The British ruled our country ruthlessly for over 200 years. Many people fought against them and struggled hard to make our country free.

- Ask students to name few freedom fighters which they have learned about in previous classes. Tell them to speak few lines about them.
- Discuss about the slogans and ask students to repeat slogans after you 'Bharat Mata ki Jai,' 'Mahatma

Gandhi ki Jai'. This will add enthusiasm among the students related to the chapter.

- Once the students are filled with feeling of patriotism ask them to read the story turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words by framing sentences of your own while reading for better understanding of students.
- Discuss about the struggle freedom fighters had faced to get freedom from the Britishers and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out '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 punctuation marks.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- What do you mean by patriotism?
- What was the effect of British rule over our country?
- Who was Chandra Shekhar Azad?
- What did the police do to stop the procession?
- Why was everybody astonished in the court?
- What punishment did the magistrate give on being annoyed by Chandra Shekhar Azad?
- What happened on 27<sup>th</sup> February, 1931?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write short note on any of your favourite freedom fighter.
- Do 'Project' at home and get it checked later in class.

### **Evaluation and Assessment**

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

# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. a) worthy                      2. c) Hanuman                      3. c) sixteen                      4. a) enthusiasm
- B.** 1. Yes, Chandra Shekhar Azad had religious as well as patriotic feeling since childhood because he had been an ardent follower of Lord Hanuman. At the age of sixteen, he was leading the procession as he was attracted by the great national upsurge of the Non-violence and non-cooperation movement of 1920-21 under leadership of Mahatma Gandhi.
2. No, the leader of the procession did not flee away to see the police rather the leader was caught with some other children.
3. Yes, Azad had no fear of the court despite of his young age because he was answering the magistrate fearlessly due to which even the magistrate got impatient and sent him back to jail.
4. Yes, Azad was an inspiration for many others as his fierce courage and patriotism inspired many young men to join the freedom movement.
5. No, Azad was not killed by the police, though he received serious bullet injuries but it couldn't deter him from the gun battle. At last, when there was only one bullet left in his revolver, he turned it towards his own forehead and triggered off the revolver. Thus, he kept the pledge of not being caught alive.
- C.** 1. Bhabra                      2. panic                      3. astonished                      4. punishment
5. cordoned off
- D.** 1. Chandra Shekhar Azad                      d) great patriot
2. British Rule                      c) tyrant
3. Mahatma Gandhi                      a) leader of Non-cooperation Movement
4. Lashes                      e) fifteen
5. Alfred Park                      b) Allahabad
- E.** 1. The real name of Chandra Shekhar Azad was Chandra Shekhar Tiwari.
2. Chandra Shekhar was born on 23<sup>rd</sup> July, 1906 in a small village named Bhabra in Jhabua district (Madhya Pradesh).
3. Chandra Shekhar went to a Sanskrit Pathshala at Varanasi for higher education.
4. The non-cooperation movement was led by Mahatma Gandhi.
5. Chandra Shekhar was arrested for leading a procession in Varanasi and raising slogans against the tyranny of the British. He was only sixteen years old then.
6. The magistrate became irritated because Chandra Shekhar was bold and fearless and did not reply to his questions properly. He ordered that Chandra Shekhar should be whipped fifteen lashes.
7. When the magistrate asked him his name, Chandra Shekhar replied 'Azad'. Thus, he became famous as Chandra Shekhar Azad.
8. Chandra Shekhar's fierce courage and patriotism inspired many young men to join the freedom movement.

9. Chandra Shekhar Azad had a fierce gun battle with the police at Alfred Park in Allahabad. When there was only one bullet left in his revolver, he turned it towards his own forehead and triggered off the revolver.

- F.
1. Chandra Shekhar's real name was Chandra Shekhar Tiwari. His father's name was Pandit Sita Ram Tiwari and mother's name was Jagrani Devi. Since childhood, he was an ardent follower of Lord Hanuman. He received his early education in his village, Bhabra. Then he went to Sanskrit Pathshala at Varanasi for higher education.
  2. Young Chandra Shekhar was attracted by the great national upsurge of the non-violence and non-cooperation movement of 1920-21 under the leadership of Mahatma Gandhi. In 1929, when we were still under the British rule, a procession was taken out in Varanasi against the tyranny of British. Chandra Shekhar Azad, hardly sixteen years old, was leading the procession.

### Writing

Chandra Shekhar Azad died fighting for the freedom of India. He was born on July 23, 1906 in a village name Bhalora, in Madhya Pradesh. His father's name was Pandit Sita Ram Tiwari and mother was Jagrani Devi. He was a great follower of Lord Hanuman. He had his higher education in a Sanskrit Pathshala in Varanasi. While he was only sixteen years old, had led a procession on shouting 'Bharat Mata ki Jai' and 'Mahatma Gandhi ki Jai'. When police blocked the way, everyone, except Azad, ran away in panic. He was produced before the magistrate, who asked, "what do you do?". "Trying to make India free", was his answer. He was surrounded by police, when Azad was sitting with his friends in a park. Rather than being caught, he shot himself with his pistol on February 27, 1931.

### Listening

1. Mahatma Gandhi returned to India from South Africa early 1915.
2. Gopal Krishna Gokhale was his political mentor. He advised him to take care of the problems of the common countrymen.
3. The peasants of Champaran complained against exploitation and oppressive working conditions.
4. Mahatma Gandhi staged his first Satyagraha at Champaran in Bihar.
5. a) guide                                      b) extensively                                      c) misuse

### Speaking

- Rohit : Who was Mahatma Gandhi?  
Rajesh : Mahatma Gandhi was a great freedom fighter.  
Rohit : What do Indians call him lovingly?  
Rajesh : He is called 'Bapu' by all of us.  
Rohit : What was he by profession in the beginning?  
Rajesh : He was a lawyer by profession.  
Rohit : Where did Bapu have education in law?  
Rajesh : He had his education in England.  
Rohit : Where did he practice as a lawyer?  
Rajesh : As a lawyer, he practiced in South Africa.

- Rohit : What did he do for the Indians there?  
 Rajesh : Babu fought against the discrimination, they often faced.  
 Rohit : How did he fight against the British?  
 Rajesh : Babu used 'AHINSA' (non-violence) and non-cooperation to fight.

### Grammar

1. We are going to see the Taj Mahal.
2. Who is talking to Naresh?
3. New Delhi is the capital of India.
4. How beautiful the rain is!
5. Can we come to your party?
6. Agra is situated on the bank of the river Yamuna.
7. Naveen will invite his friend Mukesh to the party.
8. The Rajdhani Express will arrive soon.
9. Nitin will help Naresh in his hour of need.
10. Alas! Our pet dog is dead.

### Word Wise

- A.**
- |            |              |           |            |
|------------|--------------|-----------|------------|
| 1. Advisor | 2. Aggressor | 3. Editor | 4. Curator |
| 5. Mayor   | 6. Selector  | 7. Actor  |            |
1. I don't need any advisor to carry out my plan.
  2. They fought against the aggressor bravely.
  3. Who is the editor of the Tribune?
  4. She is a curator by profession.
  5. My mother is the Mayor of Kanpur Corporation.
  6. The selector of the team has yet to arrive.
  7. Mr. Amitabh is a top class actor.
- B.**
- |                |                  |               |
|----------------|------------------|---------------|
| 1. plight      | a) troubles      | b) difficulty |
| 2. indomitable | a) unconquerable | b) stubborn   |
| 3. procession  | a) march         | b) parade     |
| 4. enthusiasm  | a) interest      | b) zeal       |
| 5. fierce      | a) brutal        | b) severe     |

### Life Skills

Do it yourself.

### Project

Do it yourself.

# Lesson-14

## (The Man Who Became a Spider)

### Objectives

- To enable the students to understand that too much of anything is bad and hence one needn't be over ambitious. We have to be satisfied with bird in our possession rather than catching hold of the other in the bush.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of conjunctions and use the acquired knowledge in context.
- To learn to name different persons.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Reference to context.
- HOTS
- Story Writing
- Listening to the passage and answering questions related to it.
- Practising Conversation
- Revision of Conjunctions
- Naming Expressions
- Writing synonyms and antonyms.
- Naming Persons

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about an old man Anansi, who lived in a small village of Africa. He was a glutton and loved to eat. He never missed a chance to enjoy the feast. His greed for food made him a spider in the end.

- Ask students if there are few students in the class who love food and try every possible method to get their favourite food. With reference to this explain the meaning of glutton. i.e., a person who eat whatever he could lay his hand on.

- Discuss if students that excess of anything is bad for us. We eat food so that our body gets energy, not for sake of only enjoying and filling our body with harmful junk items regularly and excessively eating too much can cause 'obesity' which is very harmful and one do not feel fit and healthy.
- Explain the students the importance of not being greedy, as greed leads to disasters. A greedy person will always have to pay back in the end. With this, introduce the theme of the story to the students and also the character of Anansi.
- Ask the students to read the chapter turn by turn. Guide them to read the dialogue with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercise given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them use of conjunctions.
- Have a discussion about 'Word Wise' and 'Life Skills' in the class. Also, ask them to complete it and get it checked later in the class.

### **Additional Questions**

- Who was Anansi?
- Why was Anansi in a great fire?
- Why did Anansi call his sons?
- What did Anansi do with the rope?
- Was Anansi successful in his plan? Why or why not?
- What stupidity did his sons do?
- What happened to Anansi in the end?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write a short note on character of Anansi in your notebook.
- Do 'Life Skills' at home and get it checked later in class.

### **Evaluation and Assessment**

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



# Teacher's Support

## Understanding the Text

### Reading

- A.** 1. c) adjacent      2. a) feast      3. b) tugged      4. c) ashamed  
5. a) reed
- B.** 1. False      2. False      3. False      4. False  
5. True
- C.**
- | <b>Said by</b> | <b>Said to</b> |
|----------------|----------------|
| 1. Anansi      | Himself        |
| 2. Anansi      | Intikuma       |
| 3. Sons        | Anansi         |
- D.** 1. Anansi was an old man who lived in a small village in Africa. He was a glutton and an easy go type of man.  
2. The only thing Anansi loved to do was eating; eating whatever he could lay his hands on.  
3. Anansi tied one of the end of both the ropes around his waist so that his sons could indicate him the starting of feast by giving a tug. He will therefore come at once and eat where the feast started first.  
4. The feast started in both the villages at the same time.  
5. Anansi was in a great fix because there was a grand feast in the upper village and on the same day there was also a feast in the lower village.  
6. At last, Anansi decided to tie ropes around his waist and asked both his sons to pull it from the village from wherever the feast started first. No, he did not succeed in his plan.  
7. Anansi tied ropes around his waist and giving one end to each of his two sons asking them to go to the two villages. He wanted them to go give a pull to the rope where the feast started first. In this way, he would be able to attend the feast in both the villages.  
8. Anansi could not attend either of the feast because both the sons pulled the ropes at the same time resulting in the death of Anansi.  
9. When Anansi's sons reached home, they saw that the tight rope around Anansi's middle had squeezed him completely out of shape. The middle of his body, where the rope had been tightened, was thin as a reed but above and below the waist, he had puffed out like a balloon.  
10. The moral of the story is that too much of anything is bad and hence one needn't be over ambitious. We have to be satisfied with bird in our possession rather than catching hold of the other in the bush.
- E.** 1. Anansi was an easy go type man because he would run from one village to other to eat their food, but he would always join in their songs and dances and merry making too.  
2. Anansi was in great fix because there were two feast in a day and he did not want to miss either of the feasts and wanted to have his share in both.  
3. As the two sons pulled the rope, it kept on tightening which led to the middle body of Anansi become this as reed but above and below the waist, he had puffed out like a spider.  
4. Greedy Anansi had turned into spider in the end because of his greed for food and his foolish idea of tightening rope around his waist.
- F.** 1. Anansi was an old man who lived in a small village in Africa. He was an easy go type of man and the only thing he loved to do was eating. He ate whatever he could lay his hand on.

2. It was Anansi's excessive greed that made him a spider. The statement rightly fits here. Had he controlled his greed and behaved like any normal man, he would not have died such a tragic death.

### Writing

Once, a farmer lived in a village. He was very poor. His income was very small. He passed his days with difficulty. One day, someone gave him a hen. It gave a golden egg everyday. He sold the egg everyday. Soon he became a rich man. All began to respect him in the village. He became greedy. He thought that inside the hen there must be a storehouse of golden eggs. He should get them in a day. Then he would be the richest man in the village. He took a knife and cut the stomach of the hen. He did not even get a single egg inside. He lost not only the golden eggs but the hen also.

### Listening

1. The name of the rich friend was Navneet. He lived in a big town.
2. He arranged for a grand feast for his childhood friend.
3. He was disheartened because his friend did not utter a word of praise.
4. Our food should be nourishing and wholesome.
5. a) keenly                                      b) lavish                                      c) wholesome

### Speaking

Do it yourself.

### Grammar

1. He had missed the bus because he was late.
2. I was feeling tired so I went to bed early.
3. The girls were singing and dancing.
4. Our team played well although we lost the match.
5. Give me a pen and a pencil.
6. The doctor is busy so you will have to wait.
7. I go for a morning walk as it is good for health.
8. I have seen the Taj Mahal and The Red Fort.
9. You may go by rickshaw or by foot.
10. The baby is crying because it is hungry.

### Word Wise

- A.** 1. trickster                                      2. wink                                      3. rope                                      4. reed  
5. spider
- B.** 1. Gladly -                                      Unwillingly  
2. Clever -                                      Foolish  
3. Strong -                                      Weak  
4. Pulled -                                      Pushed  
5. Ashamed -                                      Proud
- C.** 1. Grand -                                      Impressive, Majestic

	2. Dilemma	-	Quandary, Predicament		
	3. Brood	-	Think, Consider		
	4. Strange	-	Odd, Weird		
	5. Puffed	-	Breathless, Sent out in puffs		
<b>D.</b>	1. illiterate		2. pilgrim	3. pessimist	4. optimist
	5. spendthrift		6. cannibal	7. martyr	8. conspirator
	9. theist		10. atheist	11. hermit	12. traitor
	13. orphan		14. bachelor	15. vegetarian	

### Life Skills

Do it yourself.

## Lesson-15 (The Violet)

### Objectives

- To enable the students to understand the fact that nature's beauty is really charming and adorable.
- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining natural things and beauty of nature.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Explaining stanzas of poem.
- Writing summary of poem.
- Listening to the facts and writing true on false.
- Word Composition
- Writing rhyming words.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about violet a kind of lovely flower of violet colour.

- Ask students if they have seen violets before. If not, tell them to search the picture and look at it once they get back home.
- Now, also ask them to name their favourite flower and speak few lines about it.
- Read the poem aloud to the students.
- Identify and define words that they do not know. Try to give them examples of flowers seen in a park or a garden.
- 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 bed-hed, view- grew, flower-bower, fair-there, bloom-perfume, arrayed-shade, go-grow, see- humility.
- Discuss the rhyme scheme of the poem i.e., ab ab with the students and also teach them to find out rhyme scheme of the poem.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the spellings of difficult words on the board.
- Explain the concept of beauty of nature which is really charming and adorable.
- 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.
- Have a discussion about 'Word Wise', 'Life Skills' and 'Project' and ask the students to complete and discuss it later in the class.

### Additional Questions

- What grows down in green and shady bed?
- How did stalk look?
- How can you say it was a lovely flower?
- What happens within the silent shade?
- Where does the poet want to go?

### Home Assignment

- Read the poem aloud and learn it for recitation.
- Do 'Project' at home and get it checked later in class.

### Evaluation and Assessment

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

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) stalk                      2. c) bower                      3. a) sweet
- B.** 1. False                          2. True                              3. True
- C.** 1. The stalk of the flower was bent and hung downward. So the poet felt that it wanted to hide from her view.
2. The colour of the flower was bright and fair.

3. The flower was bright and fair. It was blooming and diffusing a sweet perfume. Its stalk was bent, it hunged its head as if to hide it from the view.
  4. The poet wants to learn to grow in sweet humility from the flower.
- D.**
1. The poet wants the violet to be in the rosy bower to show its beauty. So that the poet can go to the valley to see the beautiful flowers.
  2. The violets were happy and satisfied blooming modestly.

### Writing

The poem 'The Violet' by Jane Taylor opens with the verse 'Down is a green shady bed' where the speaker spots the 'modest violet' as if is trying to hide with its bent stalk and head hung low. The speaker feels that with its beauty and charm, it could be a part of a rosy bower flaunting its beauty. Yet, content, it chooses to spread its perfume in that silent shade. The speaker is touched by the modesty of such a beautiful flower and decides to go to the valley to see the violets and learn the lesson of humility from them making this world a sweet world.

### Listening

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

### Speaking

Do it yourself.

### Word Wise

- A.**
1. Shady - Leafy, Shadowed
  2. Modest - Humble, Unassuming
  3. Bower - Arbour, Leafy shelter
  4. Content - Satisfied, Pleased
  5. Humility - Modesty, Diffidence
- B.**
- 1 perfume
  2. bower
  3. shady
  4. bloom
  5. stalk
- C.**
1. Head
  2. Tower
  3. Threw
  4. So

### Life Skills

Through this poem, Jane Taylor wants to emphasise the need of being humble and polite. The man should learn modesty and contentment from violets that despite their dazzling beauty, they are content in their humble belonging and make this world lovable.

### Project

Do it yourself.

## The Magpie's Nest (Story to Read)

### Objectives

- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.

- To explain the moral of the story to the students by engaging students in discussions.
- To practise dialogue reading efficiently.

### **Overview**

- Reading of text.
- New Vocabulary
- Answering questions related to the text.
- Practising reading with proper punctuations.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about birds and their way of building their nests. It is believed that long ago, there was a big forest on the foothills of a big mountain. No bird there knew to build a nest, only the Magpie was an expert. So Magpie was asked to teach them all how to build a nest. All the birds lacked patience and learnt incomplete method of building their nests. This proved that no one can attain perfection without listening attentively.

- Ask students if they have seen Magpie. If not tell them to bring its picture in the class the next day.
- Now, tell the students to read the story turn by turn. Guide them to read the dialogues with proper intonations.
- Now explain them how thrush, blackbirds, sparrows, starlings make their nests as described in the story.
- Ask students to search the internet and collect more information related different kinds of nests.
- Explain new words and frame sentences of your own to make students understand the meaning of words in a better way.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have further discussion about 'different kinds of birds and their habitats'.

### **Additional Questions**

- Where was the big forest located?
- Who was an expert in making nest?
- Why did all the birds approach Magpie?
- How do blackbirds make their nests?
- Who have comfortable nests?
- What was the turtle-dove doing?
- Why was Magpie terribly angry at last?
- What is the moral of the story?

# Annual Examination Sample Paper-1

## Reading Section

Read the following passage carefully and answer the following questions.

### The Tropical Rainforest

Tropical rainforests are among the most mysterious of all geographical biomes in the world. A biome is an area with very distinctive plants and animals that have adapted to life in that particular environment.

Rainforests have covered large portions of the earth for millions of years and can have trees that are 1000 years old or more. They are called rainforests because they are amongst the wettest areas on Earth, receiving anywhere from 80 to 100 inches of rain a year. Rainforests have four very distinct layers of trees. The first is the emergence layer which has giant trees growing from 100 to 240 feet tall. These trees have umbrella shaped crowns that grow high above the rest of the forest. They have their own distinct plant and animal life.

The next layer is called canopy. These trees grew up to 130 feet tall and they form a tight canopy, or covering, over the rest of the forest which allows very little sunlight to come down. The branches and trunks of these trees are covered with smaller plants and appear to be tied together with hundreds of vines. About 90% of all rainforest animals live way up high in the canopy.

The third layer is the understory, and its very shady. Only about 15% of the sunlight from the canopy falls, and it tends to be warm and humid. Trees and leafy plants that require little sun grow here, with the trees growing about 60ft. This layer has many smaller trees, shrubs, vines and plants, but little air movement. There are many animals and insects living in this layer.

The finest layer of the rainforest is the forest floor. It is surprisingly dark and less than 2% of the sun's light reaches this area. Because the sun's rays don't shine on the ground, there is very little plant life on the forest floor. It is an area covered with fallen leaves, seeds, dead flowers, fruits and branches that decompose very quickly. It also has a distinctive variety of animals and plants that live here.

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

- How much sunlight does understory get?  
a) 100%                      b) 75%                      c) 15%
- Which layer grows upto 240 feet tall?  
a) Canopy                      b) Emergent Layer                      c) Understory
- Most rainforest animals live in which layer?  
a) Emergent Layer                      b) Understory                      c) Canopy
- The understory is very \_\_\_\_\_.  
a) dark                      b) huge                      c) shady

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

- The forest floor tends to be very dark. Why?
- What is a biome?

3. Why are rainforests given their name?
4. Define canopy layer.

### Writing Section

- A. Do you like to read books? Which is your favourite book? Write a book review for the same. Include these points in your review.**
- Name of the book
  - Name of the author
  - Name of characters
  - Main events and setting
  - Your favourite incident and characters from the story.
- B. Imagine yourself to be one of the soldiers of the Greek army. Write your feelings in a diary after you were successful in winning over the city of Troy.**

### Grammar Section

- A. Use the correct form of the interrogative pronoun in the following:**
1. \_\_\_\_\_ wishes to see you?
  2. \_\_\_\_\_ did she say was the winner?
  3. \_\_\_\_\_ of the girls can sew the best?
  4. \_\_\_\_\_ of you has done this?
- B. Point out the adjectives and identify the degree of comparison.**
1. The poor woman had seen happier days.
  2. Make less noise
  3. That child has a slight cold.
  4. A live ass is stronger than a dead lion.
- C. Fill in the blanks with appropriate forms of verbs.**
1. Birds \_\_\_\_\_ nests in trees.
  2. The tailor \_\_\_\_\_ me a new coat.
  3. The snake \_\_\_\_\_ the man.
  4. We \_\_\_\_\_ cricket.

### Text Section

- A. Answer the following questions.**
1. New ideas and people rise  
In our fancies and our eyes.
    - a) What is being talked about here?
    - b) What do you understand by 'fancies'?
    - c) Write the pair of rhyming words.
  2. Who was King Priam?



3. Why could the Greeks not conquer Troy?
4. Where did the holy hermit live?
5. How did the hermit attain great spiritual power?

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

1. The hermit possessed great spiritual powers.
2. The hermit threw away the she-mouse in disgust.
3. Greece and Troy were two neighbouring countries.
4. They were good neighbours.
5. Books are our best friends.
6. One should never read any book out of the syllabus.

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## Annual Examination Sample Paper-2

### Reading Section

Read the following poem carefully and answer the following questions.

#### Hyperbole Cafe

Welcome to our restaurant  
 Where everything's gigantic.  
 A hundred waiters hold one dish.  
 Over kitchen can get frantic.  
 Over soup is deeper than the sea.  
 Our needles stretch a mile.  
 The bread is longer than a train.  
 It's sure to make you smile.  
 We pile our peas up mountain high.  
 One cookie hides the moon.  
 We pour our iced teas into boats.  
 We hope you will visit soon.

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

1. Everything in the restaurant is \_\_\_\_\_.  
 a) tiny                      b) normal-sized                      c) gigantic
2. The soup is compared with the \_\_\_\_\_.  
 a) lake                      b) sea                      c) river
3. The ice tea is poured in \_\_\_\_\_.  
 a) cups                      b) bowls                      c) boats
4. The peas are piled up as what?  
 a) mountain                      b) hill                      c) valley

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

1. What type of dishes are served in the restaurant?
2. How are the dishes that are served in the restaurant?
3. What dish in the restaurant hides the moon?
4. How can the kitchen get?

**Writing Section**

- A.** Imagine yourself as the holy hermit. Write your feelings in a diary after you have arranged the marriage of your daughter with the King of Mice.
- B.** Imagine you are Manikaran. You felt relieved to be save from death. Write a letter to your friend telling about the incident.

**Grammar Section**

**A. Fill in the blanks with the present perfect continuous tense.**

1. They \_\_\_\_\_ tennis since four o'clock.
2. He \_\_\_\_\_ TV for over an hour.
3. Rupa and Rekha \_\_\_\_\_ to the cassettes since 9:30.
4. He \_\_\_\_\_ the plants since 6 o' clock.

**B. Put the adverbs into the following sentences so as to make sense.**

1. The two brothers are alike. (nearly)
2. He has promised to pay. (faithfully)
3. There were three or four boys late. (only)
4. I did not want to come. (really)

**C. Fill in the blanks with suitable prepositions.**

1. The horse is \_\_\_\_\_ the stable.
2. He got angry \_\_\_\_\_ me.
3. Do not go \_\_\_\_\_ the river.
4. He jumped \_\_\_\_\_ the gate.

**Text Section**

**A. Answer the following questions.**

1. What was the occasion of celebration in the kingdom of Silver Land?
2. What did the king order his courtiers to arrange?
3. Where did King Vikram Singh rule?
4. Who was Manikaran?
5. What was the thing that Patrick disliked the most?
6. What did Patrick like doing instead of homework?

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

1. Patrick never liked to do his homework.
2. The cat was playing with a little ball.
3. Manikaran had no intention to insult the king.
4. He expressed his wish to die of old age.

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5. It was time for celebration in the kingdom of Silver Land.
6. The Remarkable Rocket was the special attraction of the show.

## Annual Examination Sample Paper-3

### Reading Section

Read the following passage carefully and answer the following questions.

#### Broken Promises

Native people have been overlooked and abused. Indigenous people have often lived in a country for thousands of years before it was 'discovered'. In Africa, it was the native African tribes who were abused. In Australia it was the Aborigines and Torres Strait Islanders. In America, it was the native Americans, who were called 'Indians' any mistake.

The US government signed many peace treaties with the native Americans when the nation was young. A peace treaty is a document in which both sides agree on the terms for peace. Many natives did not understand English well. They did not understand the treaty. Some native leaders signed their rights to land in order to get personal wealth. They neglected the needs of their people. The ultimate purpose of the treaty was to push native Americans off their lands. These were the lands where their people had lived long ago, before the arrival of European Explorers.

During the 1830s, the US government forced the Choctaw, Cherokee, Creek, Seminole and other tribes off their land on the east side of the Mississippi River. They were marched around 1200 miles to eastern Oklahoma, then known as Indian territory. Thousands died from disease and exposure on the way. This was such a devastating event to the native Americans that it became known as Trail of Tears.

Once that had been accomplished, settlers decided they should be able to have any land on the west side of the Mississippi River, too. In 1890, Lakota people were killed by soldiers at Wounded Knee, South Dakota. Sadly, they were killed even though they had already surrendered.

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

1. Aborigines and Torres Strait Islanders belonged from where?  
a) Africa                      b) Australia                      c) America
2. The peace treaties by the US government to the native Americans were signed when the nation was \_\_\_\_\_.  
a) young                      b) old                      c) poor
3. Many natives did not understand \_\_\_\_\_.  
a) French                      b) German                      c) English
4. Many tribes marched around \_\_\_\_\_ miles to Eastern Oklahoma.  
a) 800                      b) 1200                      c) 1400

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

1. What was the Trail of Tears?
2. Why did native Americans agreed to treaties that were unfair to them?
3. What is a peace treaty?
4. Members of which tribe were killed by soldiers at Wounded Knee?

### Writing Section

- A.** Imagine that you were invited by the king of the Silver Land to attend the marriage of his son, the Silver Boy. You had also attended the grand finale in which a spectacular fireworks show was displayed. Write a vivid account of the display with a special mention of the various crackers displayed on the occasion.
- B.** Patrick's cat had caught an elf. When it requested Patrick to release him, Patrick put up the condition that the elf should do Patrick's homework before his release. The elf agreed but asked Patrick for help and guidance. Imagine that Patrick wanted to write a letter to his uncle narrating his experience. Write the letter on his behalf.

### Grammar Section

- A. Convert the following sentences from the active voice to the passive voice.**
1. The cat killed the mouse.
  2. The man cut down the tree.
  3. His teacher praised him.
  4. They have videographed the programme.
- B. Transform the following exclamatory sentences into assertions.**
1. What would I not give to see you happy!
  2. O What a fall was there my countrymen!
  3. What sweet delight a quiet life affords!
  4. What a delicious flavours these mangoes have!
- C. Write sentences by the help of the interjections given below.**
1. Behold!
  2. Listen!
  3. Look!
  4. Ha-Ha!

### Text Section

- A. Answer the following questions.**
1. Name some of the things that indicate the arrival of the spring.
  2. From where do crocuses are daffodils peep out?
  3. What was the full name of Edison?
  4. Why did some people think there was something wrong with Edison?
  5. In which state is the Kashmir Valley situated?
  6. Which river flows through the Kashmir Valley?
- B. Write (T) for true and (F) for false sentences.**
1. Kashmir Valley is situated on the lap of the himalayas.
  2. The Dal Lake is one of the most beautiful lakes of the world.
  3. Spring is the best season of the year.
  4. During spring, the nature looks beautiful.
  5. Edison was born in a poor family.
  6. Edison was not at all interested to continue his study in school.

# Annual Examination Sample Paper-4

## Reading Section

Read the following passage carefully and answer the following questions.

### Convection Currents

You may not be able to see the wind, but you can see the effects of wind on the things around you. You can feel it blowing across your face on a chilly day. You can see the leaves blowing down the street and see the sail on a sailboat puff up when the wind catches it. So why does the air move? The simple answer is that the sun heats Earth unevenly causing different amounts of air pressure in different areas.

The simple explanation does not really give you much of an idea about what causes the wind to blow. You have to look a little deeper. Convection currents are loops of moving air or water that transfer energy from one location to another. When convection currents occur in the air, they cause wind.

Local winds, like mountain breezes and valley breezes, stay in a fairly small area. Mountains absorb more heat during the day than the valleys do, so warm air rises off the mountainside. The cooler air from the valley rushes into take its place. During the night, the whole process happens in reverse. A cool breeze blows down from the mountains.

In areas that are near the ocean, sea breezes blow from the water toward the land during the day, the land heats faster than the ocean. When the warm air rises over the land, cool air rushes in from the ocean to take its place. Once the water finally warms up, it holds onto the warmth longer than the land. When the warm air rises off of the ocean, the cooler air from the land rushes out to take its place over the ocean. Global winds cover larger areas. Uneven heating of certain parts of the planet result in planetary winds. These are long-lasting wind patterns that circle the globe in predictable patterns. They curve to the right in the Northern Hemisphere and to the left in the Southern Hemisphere. Fast moving currents called jet streams blow up to 149 miles per hour in the atmosphere surrounding Earth. All of these wind patterns influence the weather. Winds blow clouds from one area to another, and clouds carry precipitation. Understanding the patterns of the wind can help you know what kind of weather to expect.

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

1. What is the speed of jet streams?
  - a) 100 miles per hour
  - b) 149 miles per hour
  - c) 170 miles per hour
2. Which winds are the long lasting winds?
  - a) Sea breeze
  - b) Planetary winds
  - c) Local winds
3. What is influenced by wind patterns?
  - a) Wind
  - b) Convection Current
  - c) Weather
4. Water holds on warmth longer than the \_\_\_\_\_.
  - a) land
  - b) air
  - c) trees

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

1. What are convection currents?
2. How do convection currents influence the weather?
3. How does wind occur near mountains in the daytime?
4. Write the differences between local winds and global winds.

**Writing Section**

- A.** Imagine yourself to be Edison. How did you feel when the teacher asked your parents to take you out of the school. You were lucky to have the support of your mother. Write a diary entry describing your feelings at that time.
- B.** Look at the picture carefully. Describe the picture in about 100-150 words.



**Grammar Section**

- A. Fill in the blanks with the correct forms of the verbs in brackets. Use the simple past, past continuous or past perfect.**
1. Saroja \_\_\_\_\_ her hand while she \_\_\_\_\_ the dinner. (burn, cook)
  2. Anil came at 10:30. You \_\_\_\_\_ to bed by that time. (go)
  3. Gopi \_\_\_\_\_ asleep while he \_\_\_\_\_ the magazine. (fall, read)
  4. We \_\_\_\_\_ to the cinema late, so the film \_\_\_\_\_ already. (get, start)
- B. Fill in the blanks with suitable prepositions.**
1. He sat \_\_\_\_\_ a chair.
  2. The coolie saw a snake \_\_\_\_\_ his foot.
  3. The sky is \_\_\_\_\_ our heads.
  4. We took shelter \_\_\_\_\_ a tree.

**C. Fill in the blanks with appropriate conjunctions.**

1. Be just \_\_\_\_\_ fear not.
2. I ran fast, \_\_\_\_\_ I missed the train.
3. Make haste, \_\_\_\_\_ you will be late.
4. \_\_\_\_\_ you try, you will not succeed.

**Text Section**

**A. Answer the following questions.**

1. Where did the children play when their school was over?
2. Who did the garden belong to? Describe it briefly.
3. Why did the youngest sister go to the forest everyday?
4. What did Flora name the fish?
5. What did Gulliver never miss?
6. Why were sailors on board the ship happy?

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

1. Gulliver was an adventurous sailor.
2. The ship sank in the storm but Gulliver survived.
3. Flora was the eldest of the seven sisters.
4. All the sisters were very obedient.
5. The selfish Giant had been away from his castle for seven years.
6. The Frost painted all the trees golden.

## Annual Examination Sample Paper-5

**Reading Section**

**Read the following passage carefully and answer the following questions.**

**Customs and Traditions**

A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition.

A culture's customs are often determined by the natural resources found in their environment. In the desert south west region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important.

The traditional roles of men and women in the native tribes varied as well. In hunting cultures , men were

often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special ceremonies. Harvest ceremonies were a common way to give thanks to the tribe's Gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leader's ability to provide for their needs.

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

1. A culture's customs are determined by what?  
a) Religion                      b) Natural Resources      c) Tribe
2. Who were away from their home during hunting?  
a) Men                              b) Women                      c) Kids
3. Hunting and fishing were \_\_\_\_\_ activities.  
a) monthly                      b) yearly                      c) daily
4. \_\_\_\_\_ was an important part of Native American cultures.  
a) Religion                      b) Spirituality                      c) Human

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

1. What is a custom?
2. What are the ways that Native Americans told their stories?
3. Explain the importance of folklore.
4. Why did some tribes develop weaving?

**Writing Section**

- A. What does coming of spring indicate in the story? How is this related to the change of heart in Giant? Write a paragraph describing the theme of the story in your notebook.
- B. Describe the wonderful Fairy Tree in your own words. Do you think such a tree really exist?

**Grammar Section**

**A. Write a subject for the following sentences.**

1. \_\_\_\_\_ is sweet.
2. \_\_\_\_\_ caught a mouse.
3. \_\_\_\_\_ has three windows.
4. \_\_\_\_\_ love little pussy.



**B. Rewrite the following sentences using the passive voice of the verb.**

1. The man caught the thief.
2. The Jackal followed the tiger.
3. His teacher saw him.
4. He made a very remarkable discovery.

**C. In each of the following sentences, supply a verb in agreement with its subject.**

1. To take pay and then not to do work \_\_\_\_\_ dishonest.
2. The cost of all these articles \_\_\_\_\_ risen.
3. The Jury \_\_\_\_\_ divided in their opinion.
4. The news from the front \_\_\_\_\_ bad.

**Text Section**

**A. Answer the following questions.**

1. The room we sit in melts away,  
and we find ourselves at play.
  - a) Why is the narrator sitting in the room?
  - b) How does the room 'melts' away?
  - c) Where does the reader find himself?
2. What did the Trojans see in the midst of the ruins?
3. Why did Greece and Troy often fight against each other?
4. Why did the hermit turn the she-mouse into a beautiful girl?
5. Where and why did the hermit take his foster daughter first?

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

1. The Sun lived in a golden palace far away in the east.
2. The hermit's daughter was well versed in household affairs.
3. The stock of grains of the Trojans was finished soon.
4. The Greeks felt that they could never capture the kingdom.
5. Everybody should develop reading habits.
6. A person gets completely lost while reading books.

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# Annual Examination Sample Paper-6

## Reading Section

Read the following poem carefully and answer the following questions.

### Flowers for My Mother

I never have a special day  
To give flowers to my mother;  
I give them to her everyday  
To show how much I love her.  
When I sweep the kitchen floor,  
Or care for baby brother,  
Run on errands, or make the beds.  
I am giving flowers to mother.  
Its lots of fun pretending  
And to hear my mother say,  
"Thank you, dear, for all the flowers  
You've given me today."

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

1. What does the poet give her mother everyday?  
a) Flowers                      b) Sweets                      c) Food
2. The poet's attitude to her mother shows that:  
a) she is special to her.                      b) she loves her very much.  
c) she is able to work hard.
3. The narrator is a \_\_\_\_\_ child.  
a) carefree                      b) caring                      c) careless
4. The poet never has a \_\_\_\_\_ day to give flowers to her mother.  
a) particular                      b) special                      c) both a) and b)

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

1. What does the poet do for her mother?
2. How does the poet give flowers to her mother everyday?
3. What does the poet think he is doing?
4. What does the poet loves to hear from his mother?

## Writing Section

- A. Gulliver reached the island of the Lilliputians after his ship sank into the sea. Describe briefly his experience on the island.

**B. Take hints from the lesson and write in your own words, a short biography of Chandra Shekhar Azad.**

Include the following points:

- Place of birth
- Parents
- Education
- Role in the Freedom Movement
- Any remarkable incident of life
- Death

**Grammar Section**

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

1. We have \_\_\_\_\_ (keep) this secret for three years.
2. He has never \_\_\_\_\_ (drive) a motor bike before.
3. I have \_\_\_\_\_ (be) sick all week.
4. By the time we arrived the children had \_\_\_\_\_ (eat) all the chocolates.

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

1. The stars \_\_\_\_\_ at night.
2. Birds \_\_\_\_\_ with their wings
3. Fish \_\_\_\_\_ in water.
4. The plane \_\_\_\_\_ at 6:15.

**C. Fill in the blanks with the simple past or present perfect forms of the verbs in brackets.**

1. We \_\_\_\_\_ the movie on video yesterday. (see)
2. I \_\_\_\_\_ Mr NP Singh since 2001. (know)
3. It is very cold, so I \_\_\_\_\_ the window. (close)

**Text Section**

**A. Answer the following questions.**

1. Where were all the crackers stocked on the day before the display?
2. Who interrupted when the Bright Candle and the Cracker Wheel were discussing about the display?
3. How did Manikaran wish to die?
4. What kind of person was King Vikram Singh?
5. What did Patrick see while sitting in his study room one day?
6. What condition did Patrick put up before the elf for saving him?

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

1. The little elf was happy to do Patrick's homework.
2. The elf had no knowledge of human history.
3. The Remarkable Rocket was covered with sparking gold paper.
4. The Remarkable Rocket went off with a dazzling display.
5. People were very happy under King Vikaram Singh's rule.
6. Manikaran was a clever person.

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# Annual Examination Sample Paper-7

## Reading Section

Read the following passage carefully and answer the following questions.

Dear King George

In the late 1700s the American colonists were unhappy with King George III of England. They didn't think he was doing what a good leader should do. He charged unfair taxes, would not allow trade with other countries and made colonists open their homes for soldiers to live with them. Colonists felt very far away from their king. Something needed to change. The colonists began to rebel.

The Second Continental Congress found in 1775 after fighting began in the American Revolution. Made up of delegates from the 13 American colonies, the Congress met in Philadelphia to lead the colonies towards Independence. In 1776, a committee of the Congress selected Thomas Jefferson to write a letter to King George III. Jefferson had already proven himself to be an honourable and knowledgeable man. He was also an excellent writer.

The letter was a dangerous thing, because it would be considered treason by the king. The Congress was opposing their lawful ruler. People who were associated with this letter could be imprisoned or killed for saying they wanted to be independent from the king.

Jefferson's historic letter became known as the declaration of Independence. It listed all the reasons that the colonists thought the king was not a very good king. It said that the king and the colonists should break their relationship with each other, and each should go their own way. Congress approved the Declaration of Independence on July 4, 1776. All members of the Second Continental Congress signed it at the bottom. One of the man would become famous for his signature. John Hancock, President of the Second National Congress, signed in large, bold letters. His name has become a synonym for signature.

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

- Jefferson's historic \_\_\_\_\_ became known as the Declaration of Independence.  
a) letter                      b) hat                      c) signature
- Whose name has become a synonym for signature?  
a) John Hancock      b) King George III      c) Thomas Jefferson
- Who wrote the Declaration of Independence?  
a) King George      b) John Hancock      c) Thomas Jefferson
- How many American colonies were there?  
a) 12                      b) 13                      c) 10

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

- What was the Second Continental Congress?
- Why would sending the letter be considered treason?
- Name one thing King George was doing that the colonists considered unfair.
- What was John Hancock's position in the Second Continental Congress?

### Writing Section

- A. Write a story with a moral 'Truth Never Dies'.
- B. Write a brief summary of your favourite poem.

### Grammar Section

#### A. Convert the following into direct speech.

- 1. He asked Rama to go with him.
- 2. Rama replied that he could not do so.
- 3. He asked his father when the next letter would come.
- 4. His father replied that there might not be another that year.

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

- 1. Ashoka was the greatest king.
- 2. Everybody, who is present, knows the truth.
- 3. The brave people only deserve the victory.
- 4. I am doubtful whether you are an honest man.

#### C. Rewrite the following statements adding appropriate 'Questions Tags'.

- 1. Art is equally important.
- 2. Accidents like this do occur occasionally.
- 3. The dirty smell came from inside the house.
- 4. They will scratch your eyes out.

### Text Section

#### A. Answer the following questions.

- 1. Why was Edison taken out of school at an early age?
- 2. What was Edison fond of? How did his father encourage him?
- 3. What is the main food of the people of Kashmir?
- 4. Why is the Kashmir Valley called the 'Paradise on Earth'?
- 5. What do forsythia bushes do on the arrival of the spring?
- 6. What do birds do when they go in a garden?

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

- 1. Some flowers wither in spring.
- 2. Birds serenade everyday in gardens in spring.
- 3. Not much water is needed for growing rice.
- 4. Shawl making is a famous cottage industry of Kashmir.
- 5. Edison was an intelligent student.
- 6. Kabir's parents always encouraged him.

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# Annual Examination Sample Paper-8

## Reading Section

Read the following passage carefully and answer the following questions.

### Around the World in 80 Days

Mr Phileas Fogg lived, in 1872, at No.7, Saville Row, in Burlington Gardens. He was one of the most noticeable members of the Reform Club, about whom, little was known, except that he was a polished Englishman. He talked very little. His sole pastimes were reading the papers and playing whist. He often won at this game. Phileas Fogg lived alone in his house in Saville Row. A single domestic suffices to serve him. He breakfasted and dined at the Club, in the same room, at the same table, and went home exactly at midnight, only to retire at once to bed. At exactly half-past eleven Mr Fogg would, according to his daily habit, quit Saville Row, and repair to the reform. A rap at this moment sounded on the door of the apartment and the dismissed servant, appeared. "The new servant", said he. A young man of thirty advanced and bowed. "You are a Frenchman, I believe, asked Phileas Fogg, "and your name is John?". "Jean, replied the neuromer, "Jean Passepartout, I've had several trades in England". "Passepartout suits me," responded Mr Fogg. "You know my conditions?". "Yes, said Passepartout". "Now from this moment, twenty-nine minutes after eleven am, this Wednesday, 2<sup>nd</sup> October, you are is my service". "Phileas Fogg got up, took his hat and went off. It was his new master going out. Passepartout remained alone in the house in Seville Row.

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

- Mr Fogg was the most \_\_\_\_\_ man of the Reform Club.  
a) ignorant            b) noticeable            c) deliberate
- His sole pastime were reading the paper or playing\_\_\_\_\_.  
a) whilst            b) golf            c) tennis
- Passepartout was a young man of \_\_\_\_\_.  
a) twenty            b) fifty            c) thirty
- Mr Fogg was a polished \_\_\_\_\_.  
a) Englishman            b) Frenchman            c) Britishman

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

- Who was Phileas Fogg and where did he live?
- What was the routine of Phileas Fogg?
- What was the name of the new comer and why did he come?
- What did Mr. Fogg say to Passepartout?

## Writing Section

- Write the charactersketch of Anansi in your own words.
- If you were in the place of Greeks what would you have done to win over Troy? Write in your own words.

## Grammar Section

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

1. Anita wasn't at home, she had \_\_\_\_\_ (go) to the shops.
2. We've already \_\_\_\_\_ (have) lunch.
3. This was the first time she had \_\_\_\_\_ (do) her homework.
4. They have \_\_\_\_\_ (begin) painting the living room.

### B. Use the simple present tense to fill in the blanks.

1. The sun \_\_\_\_\_ in the west.
2. Birds \_\_\_\_\_ nests.
3. Rain \_\_\_\_\_ from the clouds.
4. Cows \_\_\_\_\_ grass.

### C. Fill in the blanks using verbs in the present perfect tense.

1. Suresh \_\_\_\_\_ the TV.
2. I \_\_\_\_\_ her for a long time.
3. It is very cold, so I \_\_\_\_\_ the window.
4. I \_\_\_\_\_ the Qutab Minar several times.

## Text Section

### A. Answer the following questions.

1. What was the real name of Chandra Shekhar Azad?
2. Where and when was Chandra Shekhar born?
3. Why was Anansi in a great fix?
4. What did Anansi say to his two sons?
5. Why does the poet feel that the flower wants to hide from view?
6. How was the colour of the flower?

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

1. The poet liked the violet.
2. The poet wanted to go and see the flower again.
3. Anansi belonged to the upper village.
4. Anansi's sons were disobedient.
5. Azad had no fear of the court despite of his young age.
6. Azad was killed by the police.

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# Annual Examination Sample Paper-9

## Reading Section

Read the following poem carefully and answer the following questions.

### My Teacher, My Friend

My teacher is a special friend.  
She lifts a magic lantern high  
And lights dark corners.  
She holds the precious gift  
of knowledge in her hands,  
And shares it with me.  
She shows me the wonder of life,  
The miracle of nature  
And the mystery of Science.  
She opens a book,  
And gives me the world.

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

1. My teacher is a \_\_\_\_\_ friend.  
a) special                      b) good                              c) bad
2. The teacher lights dark \_\_\_\_\_.  
a) room                              b) house                              c) corners
3. The nature has many \_\_\_\_\_ for us to see.  
a) superstitions              b) miracles                              c) wonders
4. The teacher opens a \_\_\_\_\_ for us.  
a) book                              b) window                              c) door

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

1. What qualities of the teacher impressed the poet?
2. What does the term 'dark corners' indicate?
3. Why does the poet call her teacher a special friend?
4. What does the teacher help the poet to understand?

## Writing Section

A. You must have heard the story of the dispute between the Sun and the Wind. They both thought themselves to be the mightiest. Look at the pictures and write the story in about 100-150 words.





**B. Use the following homographs in sentences to bring out their differences.**

1. Bear  
Bear
2. Pupil  
Pupil
3. Fine  
Fine

**Grammar Section**

**A. Fill in the blanks with appropriate conjunctions.**

1. I am sure \_\_\_\_\_ he said so.
2. Wait \_\_\_\_\_ I return.
3. He was punished \_\_\_\_\_ he was guilty.
4. He will not pass the exam \_\_\_\_\_ he studies hard.

**B. Write a subject for the following sentences.**

1. \_\_\_\_\_ like milk.
2. \_\_\_\_\_ build nests.
3. \_\_\_\_\_ is crowing.
4. How well \_\_\_\_\_ sings!

**C. Rewrite the following sentences correctly according to subject verb agreement.**

1. He, with his father, were among the first to arrive.
2. Their lives, their liberties, and their religion is in danger.
3. Mr Smith, with his wife and children, live next door.
4. Two and two are four.

**Text Section**

**A. Answer the following questions.**

1. What notice did the Giant put up at the entrance?
2. Why did spring not enter into the Giant's garden?
3. Where did the family of the seven sisters live?
4. How did Flora help in the household jobs?
5. How did Gulliver reach the island of Lilliput?
6. Where did Gulliver find himself when he woke up in the morning?

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

1. The tiny men did not give Gulliver anything to eat.
2. The king promised to set Gulliver free if he could get them rid of the pirates.
3. Flora was happy to have Rainbow as her companion.
4. The bones of the fish were buried in the garden.
5. The little boy stood in the middle of the garden.
6. There were marks of nails on his palms and feet.

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# Annual Examination Sample Paper-10

## Reading Section

Read the following poem carefully and answer the following questions.

### My Tree

O Tree, so big and fat and strong.  
You've lived so very, very long;  
A hundred years or more, I'm told.  
And yet you are not so very old.  
A hundred secrets you could tell  
of children whom you love so well.  
Who came and sat beneath your shade  
or underneath your branches played.  
A hundred birds have built their nests;  
Your leaves have softly kissed their breasts;  
Your branches seem to touch the sky,  
Yet you were once as small as I.  
Some day when I have grown up, too,  
I'm coming back to visit you;  
And changed though other things will be,  
I will find the same dear friendly tree.

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

- The speaker in the poem is:  
a) a child                      b) a gardener                      c) a bird
- The poet believes the tree knows children's secret because:  
a) they used to play under it.                      b) they loved him so much.  
c) trees can remember things.
- In the last stanza, the poet hopes that:  
a) the tree will remain a friend forever.                      b) he will go away.  
c) he will grow up.
- The speaker has come to know of the tree's age from:  
a) his own observation.                      b) the rings on its trunk.  
c) other people.

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

- How does the tree know the secrets of the children?
- What does the poet hope for?
- How does the poet know the tree's age?
- How was the tree?

### Writing Section

- A.** Write a letter to your friend describing about the air pollution caused due to burning of crackers during Diwali. Also, ask him to celebrate cracker-free Diwali from the coming years.
- B.** Imagine yourself as Patrick what solution you would have found to complete your homework on time without the help of elf.

### Grammar Section

**A. Use the correct form of the interrogative pronoun in the following:**

1. \_\_\_\_\_ was that speaking to you?
2. \_\_\_\_\_ do you think they are?
3. \_\_\_\_\_ of these bats will you take?
4. \_\_\_\_\_ is that for?

**B. Point out the adjectives and identify the degree of comparison.**

1. Solomon was one of the wisest men.
2. Hunger is the best sauce.
3. His simple word is as good as an oath.
4. My knife is sharper than yours.

**C. Fill in the blanks with appropriate forms of verbs.**

1. All the boys \_\_\_\_\_ their teacher.
2. The gang of robbers \_\_\_\_\_ in a cave.
3. Two and two \_\_\_\_\_ four.
4. The headmaster \_\_\_\_\_ him his name.

### Text Section

**A. Answer the following questions.**

1. Who was leading the Non-violence Movement?
2. Why was Chandra Shekhar arrested? How old was he then?
3. Who was Anansi? What type of man was he?
4. What was the only thing that Anansi loved?
5. Describe the quality of the flower.
6. What does the poet want to learn from the flower.

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

1. The poet saw the violet in her garden.
2. The flower was dull.
3. The people of both the villages turned Anansi away.
4. Anansi had turned into a spider.
5. Chandra Shekhar Azad had religious as well as patriotic feelings since childhood.
6. The leader of the procession fled away to see the police.

# Listening Section

## Chapter -1 (Book)

- Mother : Payal, you watch too much T.V. all day long.  
Payal : Oh Mom, it's vacation time. What's wrong in that?  
Mother : It can affect your eyes badly. You should read good books too.  
Payal : But mom, I get bored when I read books.  
Mother : I will suggest you some interesting books that you will like to read.  
Payal : OK mom. I promise I will limit my T.V. time. I am hungry now. Please give me something to eat and then I will read some books.  
Mother : That's like a good girl. Let me bring some cheese sandwich for you.

## Chapter -2 (The Battle of Troy)

Once, there lived a hermit in a small hut in the middle of a forest. He was a kind, helpful and God fearing man. He spent most of his time in meditation. Many people from the nearby villages visited him every day. They sat before him, listened to his religious discourses and offered him whatever little food or other articles they could manage. The hermit's needs were also limited. He was always satisfied with whatever little he could get and never longed for more. The only possession of the hermit was a beautiful horse. He loved it like his own son. The horse was very healthy, spirited and vigorous. When it galloped at speed, it flew past like a flash of light. It was so obedient to the hermit that whenever the hermit called it, it would stop and run back to him without wasting even a moment.

## Chapter -3 (The Perfect Match)

Long long ago, there stood the ruins of the palace of a king in a dense forest. Hundreds of mice lived there in the cracks of the floor of the ruined palace. They had plenty of food in the forest and lived happily. A herd of elephants also lived in the forest. Everyday, they used to go a nearby lake for drinking water. The path they followed passed beside the ruins. Every day, when they moved, many of the mice were trampled under their feet and were killed. The mice were very sad. They held a meeting and decided to meet the king of the elephant and request him to change their path.

## Chapter -4 (The Witty Jester)

In olden days, it was customary for emperors, kings and big landlords to patronise talented people. So they had their own court poets, artists, singers, town planners, architects and many other people besides a council of ministers, to advise them on different matters. They also have their court jesters. The jester was a very important person for his ability to make people laugh and feel happy. During the middle ages, Maharaja Krishna Chandra ruled over Bengal. Gopal was the Maharaja's favourite jester. A barber by profession, he had a razor-sharp wit and could make the best of any situation. He was bright and clever and had a tremendous presence of mind. But what was most important, he had a kind heart as well. He was always ready to help anyone; not just the king.

## Chapter -5 (The Remarkable Rocket)

Once upon a time there lived a group of monkeys in a forest. It was very cold for them staying on the trees on winter days. So one day the leader of the group called all the monkeys for a meeting. He said, "My dear

friends, it is very cold staying on the trees all winter. We monkeys are known for our wit; please suggest something for our betterment". Nobody spoke for a while and then a monkey spoke up. He said, "Dear chief, why don't we rub ourselves with mud like the hermits and withstand cold all winter". Then another rejected his idea for it will be very dirty rubbing mud on one's body and suggested using fireflies to warm themselves instead.

## **Chapter – 6 (Who Did Patrick's Homework?)**

Behind the closed doors there lived a fairy with golden wings. She used to come out once in a year to bless the children. This was the story that was famous about this ruined palace but nobody knew which day was that, exactly. Johnny was curious to see the fairy with golden wings and receive her divine blessings. The ruined palace was about two kilometres away from his home so he always kept on searching for the excuses that would pave him the way towards the palace. He would often ask his mother about the fairy. His mother would tell him that the fairy comes to bless the children but only those who study well and obey their parents.

## **Chapter-7 (The Spring is Here)**

The winter season usually begins in December and ends in early March. The January is the coldest month. Spring usually comes in late March, and the flowers start to bloom everywhere. It's a beautiful season. Children enjoy flying kites. And it's an ideal time to go on picnics and play outdoor games. Summer starts in early May, as temperatures slowly rise to around 45 degrees. The summer is humid and hot, followed by rains in late July. And at last, summer changes to autumn in late September and the weather starts to cool off. It is also a time when people enjoy festivals.

## **Chapter – 8 (Thomas Alva Edison-The Wizard of Science)**

Humphry Davy was a genius since childhood. Born in 1778, in a small village in England, he was the son of a poor wood-carver. Even in his earliest years Humphry gave ample proofs that nature had endowed him with rare talents. It is said that before he was two years old, he could talk almost as plainly and clearly as a grown person; that he could repeat many passages from books he had heard before; and at the young age of only five years, he could read very rapidly, and remembered almost everything he read.

## **Chapter – 9 (Kashmir-The Paradise on Earth)**

Shimla is a famous hill station and one of the top tourist destinations in India. It is the capital of Himachal Pradesh and is situated in the Himalayan foothills. During the British Rule, it was the summer capital of the British Rulers. The ridge of Shimla is a large open spacious platform from where one can have a panoramic view of the mountain peaks around Shimla. The snow capped mountain ranges engulfed in the beauty of the nature is a phenomenal view that the Ridge of Shimla offers to the crowd. There are many places of tourist interest in and around the city. The Jakhoo Hill is the tallest point in the city.

## **Chapter-10 (The Selfish Giant)**

The Giant returned to his castle after spending seven years with his friend, Cornish Ogre. When he saw the children playing in his garden he was very angry. He built a high wall around the garden to prevent the children from entering there. However, when he realized his fault, he knocked down the walls and allowed the children to come and play again.

## **Chapter-11 (The Fairy Tree)**

Once there was an old man who liked fishing. He always fished in a lake, which was near his house. One day, the old man brought his fishing rod and went out to the lake to fish after he had eaten his dinner. When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The old man used the boat and rowed to the centre of the lake. He began fishing in the centre of the lake. After a while, he fell asleep. Suddenly, the old man woke up as his fishing rod was shaking. The old man pulled up the fishing rod and caught a fish. To his surprise, it was a golden fish. Even more surprising, it could talk like a man.

## **Chapter-12 (Gulliver in the Island of Lilliputs)**

Robinson Crusoe was an adventurous sailor. Once, he was shipwrecked and swam to a deserted Pacific Island where he lived for five years. The day after his arrival on the desert island, he made a little tent with the sail and some poles he had collected from the broken ship. Next he piled all the empty chests and casks up in a circle round the tent to make it safe from attack by men or animals. One Friday morning, a boat full of savages landed on the island. They had with them an islander of another tribe. Crusoe saved the man from their clutch and brought him with him. He named him Man Friday as he was rescued on a Friday.

## **Chapter-13 (Chandra Shekhar Azad)**

Mahatma Gandhi returned to India from South Africa in early 1915. Gopal Krishna Gokhale, his political mentor advised him to take care of the problems of the common countrymen. Mahatma Gandhi followed his advice and travelled widely for one year. Over the next few years, he was to become involved in numerous local struggles. The workers on indigo plantations at Champaran in Bihar complained of exploitation and oppressive working conditions. Mahatma Gandhi fought for them and staged his first Satyagraha there in 1917.

## **Chapter-14 (The Man Who Became a Spider)**

Navneet and Balbir were fast friends. Navneet was rich and lived in a big town while Balbir lived in a small village. Once, Balbir went to Navneet's house who welcomed him warmly and arranged a grand feast for him. As Balbir tasted all the dishes, Navneet eagerly waited for a word of praise. However, he was disheartened when his friend said, "Certainly, it was a sumptuous lunch but the food served in our village is better." Navneet was irritated and wanted to know what was wrong with the food. At this, Balbir smiled and said, "My friend, the food that matters is one which is nourishing and wholesome, and not one which displays the wealth of a person." Navneet understood the worth of Balbir's statement and was ashamed.

## **Chapter 15 (The Violet)**

1. The violet was very proud.
2. It was a lovely and bright flower.
3. The violet wants to bloom in a rosy place instead of in open.
4. It spread its fragrance everywhere to show its politeness.
5. The poet learns a lesson of politeness from the flower.