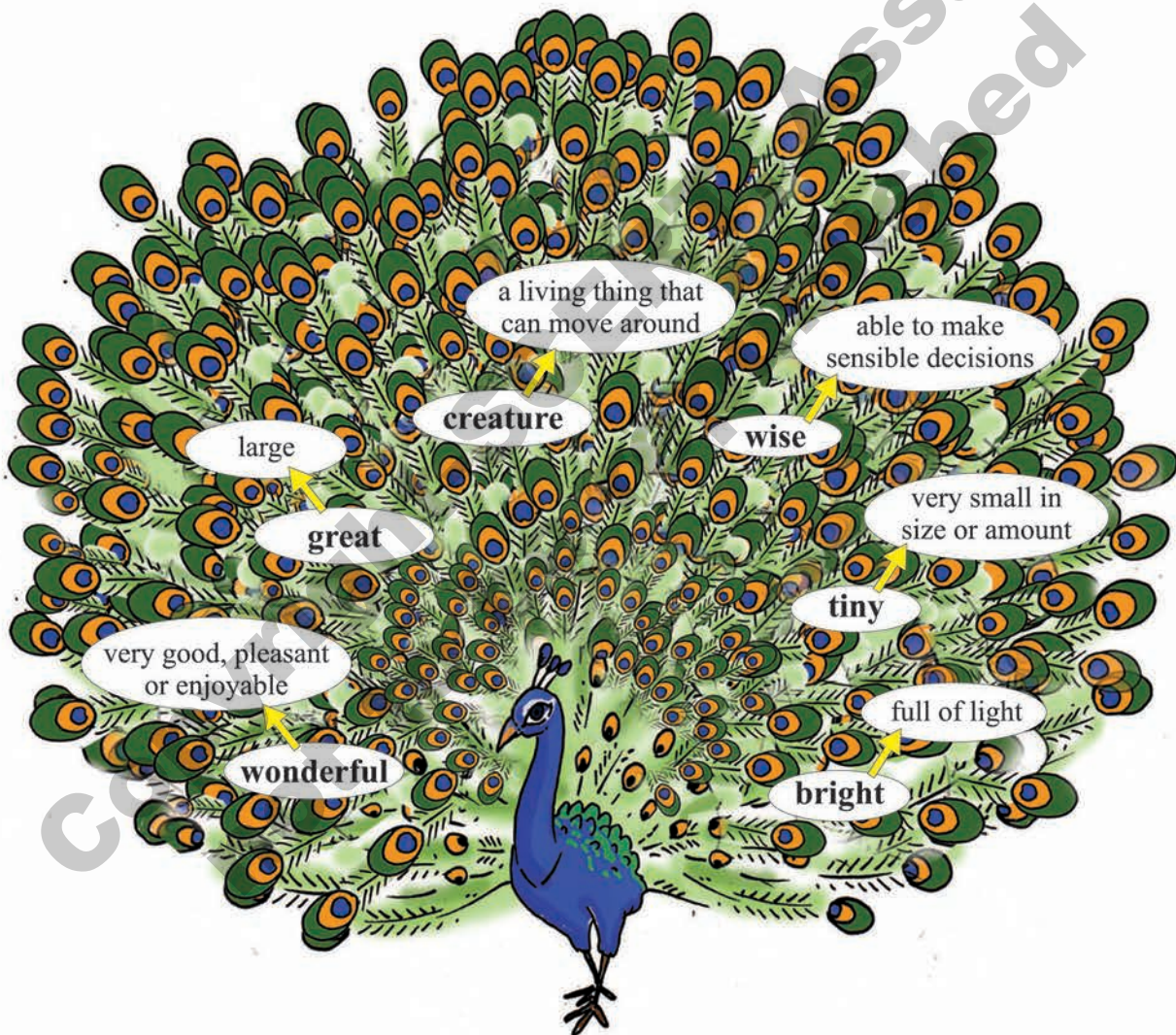


Lesson 1



All Things Bright and Beautiful

Let's learn some new words and their meanings:

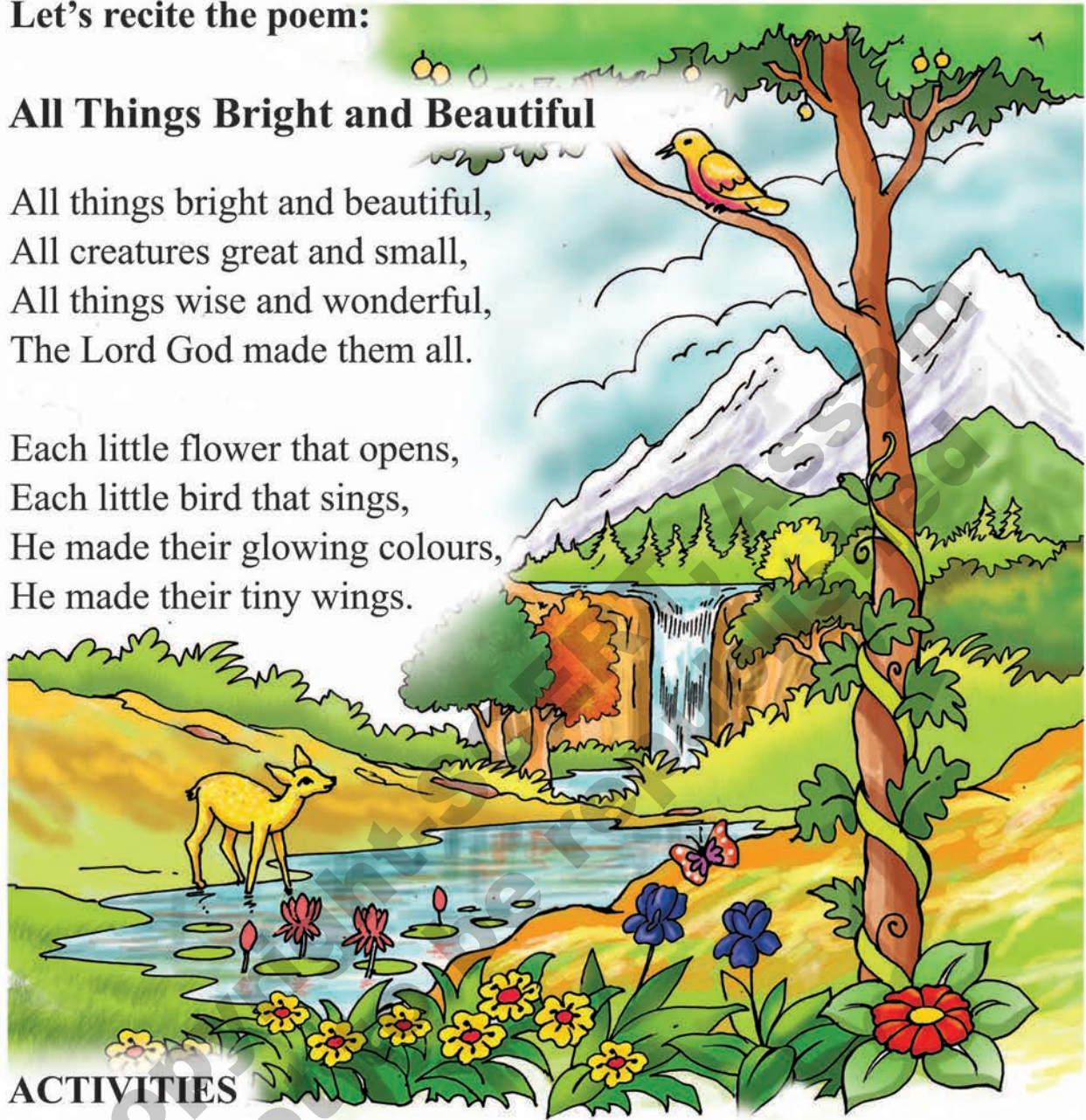


Let's recite the poem:

All Things Bright and Beautiful

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colours,
He made their tiny wings.



ACTIVITIES

1. Find out in the poem the words you don't understand. Look up their meanings in the dictionary. One is done for you:

Word

great

.....

.....

Meaning

large/big/very good, etc.

.....

.....

2. Fill in the blanks with the correct word from the poem:

- a) All things _____ and beautiful. (light/bright/great)
- b) Each little flower that _____. (runs/sings/opens)
- c) God made their tiny _____. (Rings/stings/wings)

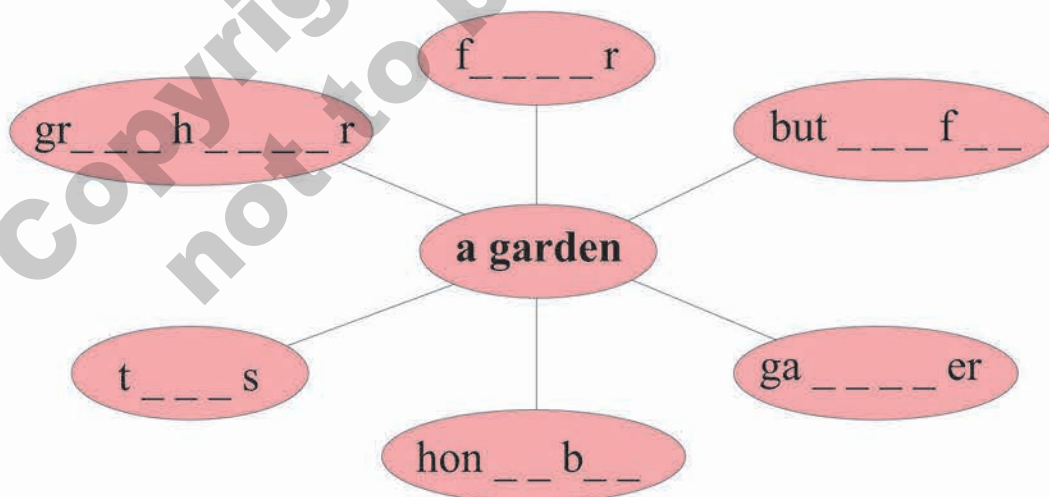
3. Let's see how much you have understood the poem:


- a) Write the names of two small creatures.
- b) "He made their glowing colours" – who is 'he' in this line?
- c) "He made their tiny wings" – who is 'their' in this line?
- d) What are the things that God has made?
- e) Why does the poet praise God in this poem?

4. Circle the rhyming words in each group:

- a) small, beautiful, all
- b) wonderful, small, beautiful
- c) might, colour, bright
- d) wings, opens, sings

5. Complete the word-web with things you find in a garden:



 The teacher will tell learners to complete the word web with words related to a 'garden'.

6. Write a word that rhymes with the first two:

sweet	feet	<input type="text"/>
thing	sing	<input type="text"/>
mood	food	<input type="text"/>
old	cold	<input type="text"/>

7. Read the following:

little drops of water

tiny drops of water

small drops of water



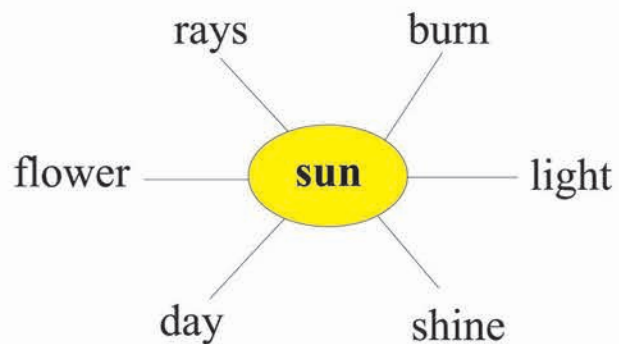
The word little, tiny, small have the same meaning in these sentences.

Let's learn some more words that have the same or nearly the same meaning:

Beautiful	_____	pretty	nice
Great	_____	large	big
Wise	_____	clever	intelligent
Wonderful	_____	lovely	delightful

8. We can also think of many new words from a given word, such as 'sun'. One is done for you:

- a) sunburn
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____



9. **Word chain:** Use the last letter to begin the next word. Each new word should be something you find in nature. The first one is done for you.

START

flower → rabbit → →

FINISH

plant river
 rat eagle
 elephant grass
Thunder tree
Tadpole egg
Sheep

↑ ↓
↑ ↓
↓

10. **Practise saying these sentences aloud:**



I scream, you scream we all scream for ice cream.



If a dog chews shoes, whose shoes does he choose?

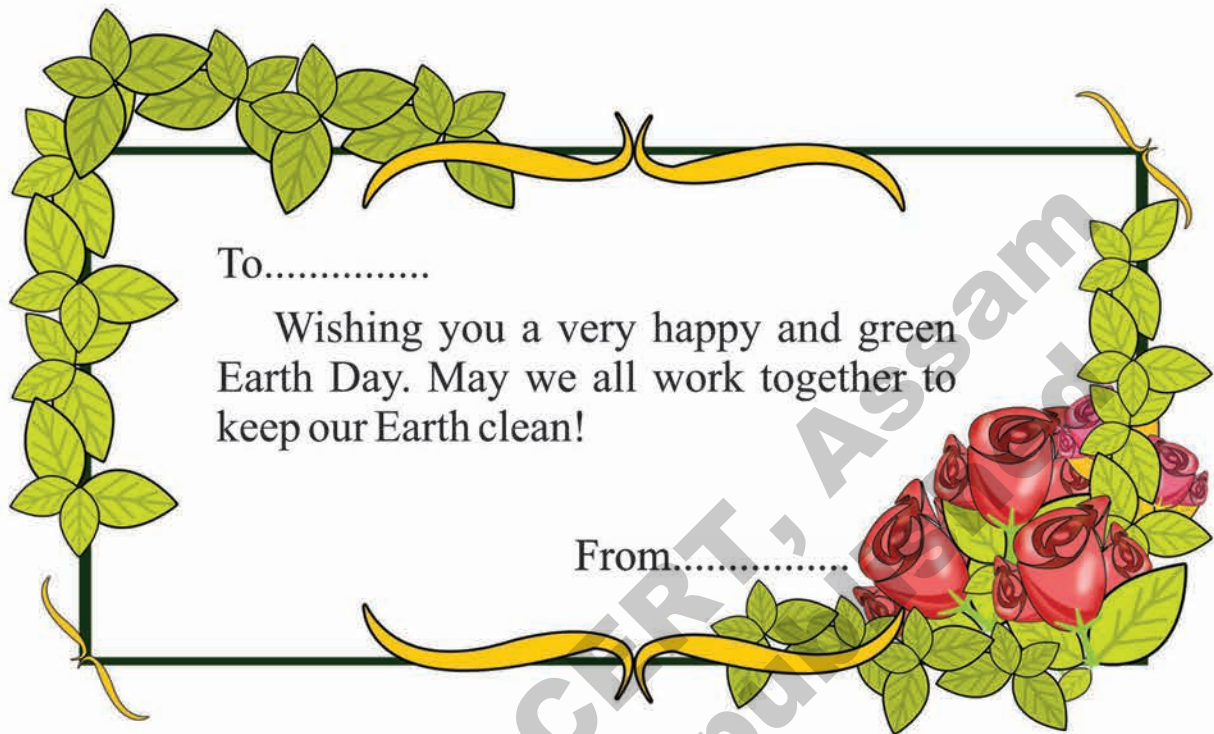


I thought, I thought of thinking of thanking you.

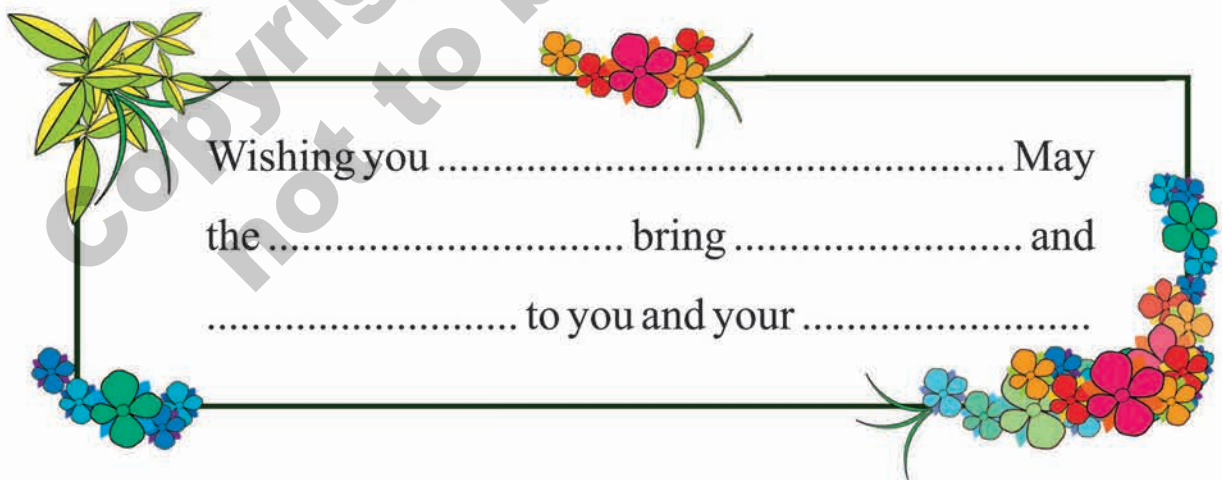


The big bug bit the black beetle.

11. This year, on Earth Day, you wish to send a greeting card to your friend. Here is a greeting card for you.



We send greeting cards on occasions such as the New Year's day and birthday. Complete the greeting card given below to wish someone a happy New Year. You may choose words given in the box. You may also use a word more than once.



new happiness family very a happy prosperity year

12. Your school celebrated World Environment Day on 5 June this year by holding a quiz. Your team won the quiz. Write a letter to your friend telling him/her about the quiz. You may use the points given in the box:

Your address

.....

.....

Date

Dear

.....

.....

.....

Your loving friend
(Your name)

- date of the quiz
- place/name of the venue
- name of the teams
- number of members
- name of the judge
- scores of each team
- points you scored
- prize distribution
- how you celebrated

13. Read the following conversation. Rewrite the conversation changing the underlined words into their short forms.

Runjun: Hello, how are you? **Riaz:** I am fine.

Runjun: Can you hold the bag for me? **Riaz:** Sorry. I cannot. It is heavy.

14. Complete the following. You may choose words given in the box. Rewrite the complete sentence:


- a) Food is to eat as water is to _____.
- b) Bird is to sing as dog is to _____.
- c) Earth is to God as machine is to _____.
- d) Sight is to eyes as smell is to _____.
- e) Prayer is to pray as games is to _____.

bark
nose
play
drink
man

15. Write two words ending with 'mb':

thumb

dumb

 The teacher will help learners understand the meanings of words like 'venue' and 'score'.



16. Say as fast as you can:

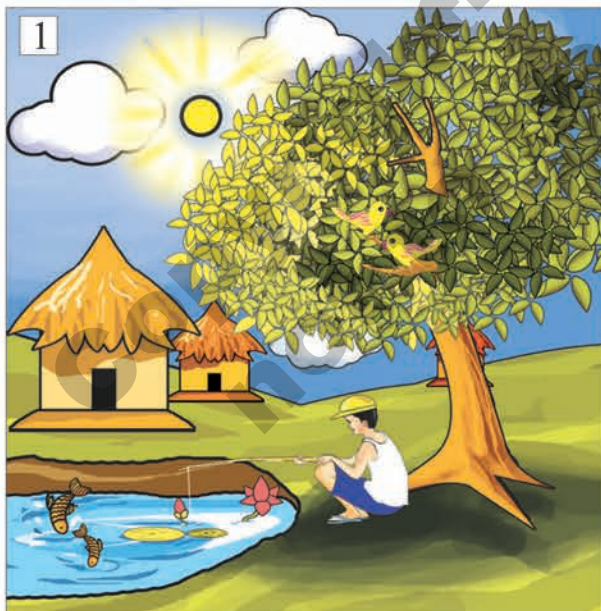
bees peas seas keys

Now, write the names of four things ending with 's' to mean more than one.

17. Complete the following by using 'and', 'but', 'so' or 'therefore':

- a) Hop, the grasshopper _____ Annie, the ant are friends. Hop spends all his time singing _____ dancing. _____ Annie loves to work all the time.
- b) Annie was busy in summer, _____ Hop did not meet her.
- c) Both big _____ small creatures are made by God, _____ buildings are not.
- d) Plastic is bad for the environment. _____, plastic bags should not be used.

18. Look carefully at the pictures below. Find out six differences in picture 2 and write them down:



19. Read these sentences about a rhinoceros. Write down the questions you want to ask her. Don't forget to put the question mark:

a) Who.....

I am a rhino.

b) Where.....

I live in Kaziranga.

c) What

I eat plants and grass.

d) How

I am ten years old.

e) Why

I am crying because I am endangered.



Please save me.
I am endangered.

20. Read this paragraph about your state written by a class V student:

The name of my state is Assam. Assam is a beautiful state. Dispur is the capital of Assam. Assam is full of beautiful trees and flowers. The river Brahmaputra flows through my state. Animals like tigers, elephants, wild boar, buffaloes and deer live in the forests of Assam. Several birds visit my state during the winter. I love my state.

Now write five sentences about your town/village:

1. _____
2. _____
3. _____
4. _____
5. _____

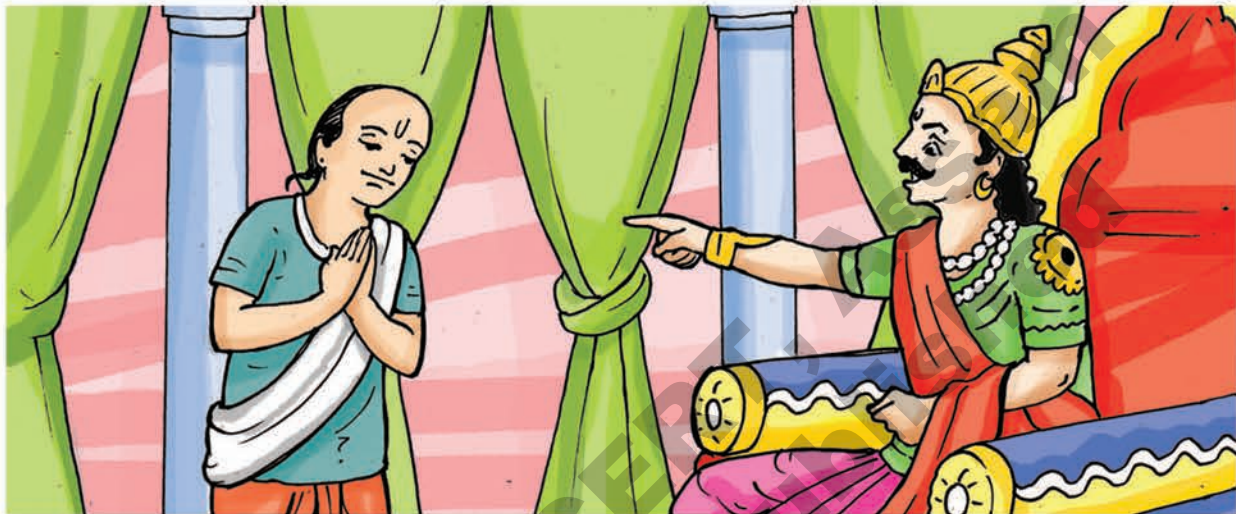


☞ From the visual clue in Activity 19, the teacher may help learners to frame the question that elicits the correct response.

21.Read the story:

Tenali Raman

Tenali Raman was a courtier in a king's court. One day the king got angry with Tenali Raman. The King said, "I don't want to see your face. Don't come to my courtroom".



The next day Tenali Raman came with his face covered with a pot. He made three holes in the pot. There were two holes for his eyes and one hole for his nose and mouth. On seeing Tenali Raman, the King said, "Why have you come again, and why are you covering your face with the pot?"

Tenali Raman replied, "Your majesty, you said you didn't want to see my face."



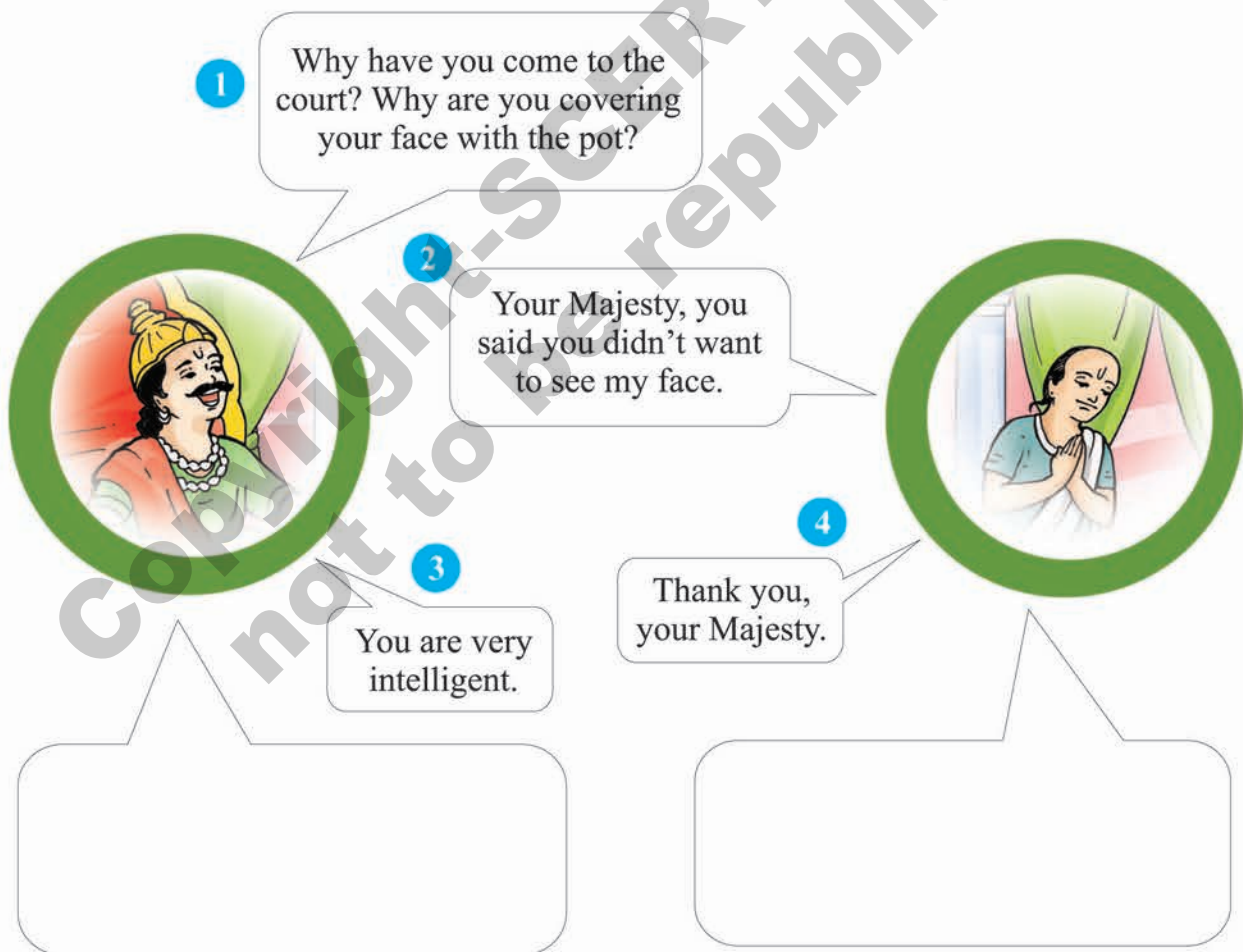
The King laughed and said, “You are very intelligent, Tenali.” Tenali Raman smiled and said, “Thank you, your Majesty”.

22. Rearrange the following sentences to complete the story:

- a) Tenali Raman came to the king’s court with his face covered.
- b) The King asked Tenali Raman not to come to his court.
- c) The King was impressed by Tenali Raman’s intelligence.
- d) The King recognised Tenali Raman though his face was covered.

23. Role play:

Try to enact the story in your classroom. Play the roles of the king and Tenali Raman. Add your own dialogues.



Lesson 1

For the Teacher

The theme of this lesson is appreciation and love for God's wonderful creations.

Reading and Writing

The teacher will help learners to read aloud the poem "All Things Bright and Beautiful". He/she will ensure that learners understand the meanings of difficult words so that they comprehend the poem better. Activities 2 and 3 will test their comprehension.

The teacher will help learners to write greetings on the New Year and on their friends' birthdays in Activity 11. The teacher will help learners to understand the importance of celebrating Earth Day. In Activity 20, the teacher will monitor the learners while they write about their town/village after they have read aloud the short text about Assam.

The teacher will help learners to do a role play after they have read the short story of Tenali Raman.

Revision

Exercises in Activities 14, 15, 16, 17 and 19 revise certain grammatical elements that were introduced in *Beginners' English-IV*.

Speaking

Activity 10 is a task for developing oral and aural skills of the learners. The teacher will help learners with the sound of consonant clusters and also help them differentiate between the 'sh' and 'ch' sounds. He/she will ensure that learners say these sentences with correct pronunciation.

Vocabulary

In order to enrich the learners' vocabulary, the teacher will help learners to understand and use these words in their speech and writing. (Activities 4,5,6,7,8 and 9)

Teachers will develop in students the habit of using a dictionary in order to look up the meanings of difficult words.

Learning Outcomes:

The learner –

1. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar stories, poems heard or read
2. uses synonyms such as 'big/large', 'shut/close' and antonyms like inside/outside, light/dark from clues in the context

