



LESSON - 8

WAKE UP!

Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come to play.
The birds are singing in the trees,
And you can hear the buzzing bees.
Wake up! Wakeup!
It's a lovely day.
Oh! Please get up
And come and play.
It's much too late to lie in bed,
So hurry up, you sleepy head.
Wash and dress
And come on out –
Everyone is up and about.
The cow, the horses, the ducks
And the sheep,
The tiniest chicken
Cheep-cheep-cheep
Wake up!

– C. Fletcher



I. New words

wake up, lovely, buzzing, sleepy head, tiniest

II. Read and write

Complete the answers :

- (i) By what name does the poet call the child?
The poet calls the child
- (ii) Is it too early for the child to get up?
No, it is too late to in bed.
- (iii) Name the animals and birds who are already awake?
The are already awake.
- (iv) What does the poet ask the child to do before going out?
The poet asks the child to and
- (v) Who are the tiniest ones to get up?
The tiniest ones to get up are the

III. Let's talk

- (A) 1. Do you get up early in the morning?
2. Who wakes you up?
3. How does he or she wake you up?
- (B) (i) The children are playing in the playground.
They are playing football.
Say the instructions or sentences that they use:
e.g. Hit the ball!
Pass the ball!

Don't cross the line!

Give it to me!

Run fast!

Run, run, run!

Write such instructions which are used in cricket.

_____	_____
_____	_____
_____	_____

(C) Talk about yourself.

Tell the class when do you get up?

What do you do in the morning?

Who wakes you up?

What happens when you get up late?

IV. Vocabulary

(A) Fill in the blanks with suitable words given in the box.

wakes, lovely, hurry, buzzing

1. You have a _____ dress.
2. I don't like the _____ sound of bees or dragonflies.
3. _____ up or we will be late.
4. My grandmother _____ me up everyday.

(B) Match the words and make meaningful instructions:**A**

Get

Go

Keep

Work

B

quiet.

brave.

hard

ready.

(C) Match the meanings with the phrases according to the poem

- | | | |
|---------------|---|---------------------------------|
| much too late | - | someone who is fond of sleeping |
| come on out | - | awake and moving |
| up and about | - | very late |
| sleepy head | - | get up and come out |

IV. Write and share

What does your mother say to wake you up? Can you add some more lines which she says to you?

Look! the sun has risen.

Leave the bed, you will be late for your school.

Look what I am cooking for you.

Look! what a pleasant weather outside !

Wake up,
my child!

V. Structures in context

- (i) Write some instructions which have only two words. Go through the textbook of class IV, note down such instructions. Share them with your class. Learn from your teacher how to use them. e.g. Wake up. Come in.

- (ii) Connect the sentences given below using 'and'.

(a) It is 10 'O' clock.

(b) It is the time to go to bed.

(a) Meera studies well.

(b) She helps her mother in the kitchen too.

(a) I wrote a message.

(b) I sent it to my all friends.

(a) I wake up early in the morning.

(b) I go for morning walk with my father..

- (iii) Choose the correct word and fill in the blanks.

(a) a fine morning. (It's/Its)

(b) I have a cow colour is brown.

(It's/Its)

(c) The Tajmahal is famous for beauty.

(It's/Its)

(d) This is a plastic chair so very light in weight. (It's/Its)

(e) This school is known for building.
(It's/Its)

(f) Don't go outside without warm clothes.
very cold today. (It's/Its)

VI. Fun time

(A) Now twist your tongue. Divide the class into four groups. Give one tongue twister to each group and ask to present before the class.

Note : Teacher will help the learners to pronounce correctly :

- (1) Upper roller, lower roller
- (2) Good cook could cook
- (3) slim slam slap
- (4) thin sticks, thick bricks



(B) Look at the picture and write about it.

