

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
જીસીઈઆરટી/અભ્યાસક્રમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૯-૧-૨૦૧૫-થી મંજૂર

English

(First Language)

Standard 4

(First Semester - Second Semester)



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and
varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my
elders and treat everyone with courtesy.

I pledge my devotion to my country and its
people.

My happiness lies in their well-being and
prosperity.

Price : ₹ 58.00

Name of Student : _____

Name of School : _____

Class : _____ Roll No. _____



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Preface

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

With all good wishes.

Dr. Bharat Pandit

Director

Date : 3-3-2015

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Executive President

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FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : *

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education to his /her child or ward by parent or guardian as the case may be, between the age of six and fourteen years.

*Constitution of India : Section 51-A.

INTRODUCTION

With the ever changing realities of the world and the needs of human life, our understanding of teaching learning process in general and English language teaching in particular requires a state of the art Insight Booster to make our practices more learning-generative, enjoyable and rewarding. Here are some core underpinnings and mechanics of this insight booster.

The human brain is hard-wired for learning multiple languages. Children are natural language acquirers; they are self-motivated to pick up the language without any conscious learning unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. They use their innate language-learning strategies to acquire their mother tongue and soon find they can also use these strategies to pick up English. While facilitating our students to learn English, we need to understand the psychological needs of the children, the nature of how they learn everything in life in general and language in particular.

Learning for life is generally not linear or didactic. We human beings construct our own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we reconcile it with our previous ideas and experiences, may be changing what we believe in or may be discarding the new information as irrelevant. This is termed as Constructivist pedagogy. Constructivism taps into and triggers the students' innate curiosity about the world and how things work. Students do not reinvent the wheel but rather attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings. This theory proposes a radical change in the traditional view of teaching-learning.

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer seen as a place where the teacher ("expert") pours knowledge into passive students who wait like empty vessels to be filled up. In the constructivist model, the students are motivated to be actively involved in their own process of learning. The teacher functions more as a facilitator who facilitates mediates, prompts and helps students develop and assess their understanding, and thereby checking their learning. Moreover, in the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view.

So, now we think of 'learning' as a process that is student active, contextualized, reflective and collaborative. Combining these theoretical concepts with the psychological needs of young learners and the principles of communicative approach, we may derive the following implications for our classroom practices :

- Students need to feel secure and to know that there are some obvious reasons for using English. Usage of the language is the only way to learn the language.
- Learning activities need to be linked with some interesting everyday activities about which they already know.
- Activities are accompanied by input language material to be read, serving as a foundation for the vocabulary, structural patterns and expressions to be used meaningfully in English.
- English sessions are funny and interesting, concentrating on concepts which children already understand in their mother tongue. [In this way children are not learning two things, a new concept as well as new language, but merely learning English to talk/write about something they already know.]
- Activities are backed up by specific contexts, games, creative activities wherever possible as this helps understanding and increases general interest as well as divergent thinking.
- While children are doing the tasks and activities, the quality of the produced language is evaluated in terms of its appropriateness and fluency not correctness. Thus, tolerating the errors of the children in the used language is expected. Mistakes need to be welcomed as testimony of learning.
- Collaboration encourages natural and meaningful communication. Activities done in groups and pairs become instrumental in natural language learning.
- Both silence and noise are parts of our day-to-day life. Activities requiring think-time, trigger *constructive silence* and activities requiring dialogues, inquiry, sharing, reporting and narration trigger *creative noise*.

Thus, facilitation in learning of English goes beyond memorising facts of the content or mastering the structure of grammar. It requires us to create an environment like a music class where nothing is passive, pre-planned, linear and lop-sided.

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ACTIVITY - 1

Read this.

THE FADING GLORY OF THE EARTH

Long, long ago, the Earth was green and clean. It proudly carried and nurtured a number of trees. But after some time, someone invented machines to make life comfortable. The machines were used and liked by many. However, we now realise that the Earth gets warmer and has less natural beauty. The Sun's rays reach the Earth easily and damage her beauty. This has also led to change in flora and fauna.

Today, toxic materials are found everywhere. The pollutants are in the air, water and land.

**Did you know?**

- The temperature of the Earth is increasing every year.
- The amount of rainfall is getting less.
- Water is going to be more and more expensive in future.
- The increase in temperature kills many life forms. Many animals and birds are getting extinct.

ACTIVITY - 2

Read and discuss the points about the Past and Present conditions of the Earth's natural beauty. Predict the future of the Earth working in groups and complete the third column.

PAST The Earth was....	PRESENT The Earth is...	FUTURE The Earth will be...
Green More trees	Green Less trees	
Blue Ample water	Blue Polluted and less water	
Brown Clean Land	Brown Unclean/ polluted Land	
Red Colourful flowers	Red Less flowers	
Yellow Pleasant rays of sun reached the Earth	Yellow IRRITATING rays of the sun reach the Earth and cause harm to life on Earth	

Have you completed the above table? If yes, share your responses with your teacher and elders at home. Let us learn more about our Mother Earth's condition in the following passage.

ACTIVITY - 3

THE FADING GLORY OF THE EARTH

Most toxic waste comes from man-made things like mobile sources (e.g. cars, trucks, buses), stationary sources (e.g. factories, refineries, power plants), as well as indoor sources (e.g. some building materials and chemicals used for cleaning). The amount of pollution is increasing day by day and this has led to the depletion of resources on the Earth. In other words, we can say that the health of the Earth and its life forms do not appear to be too good.



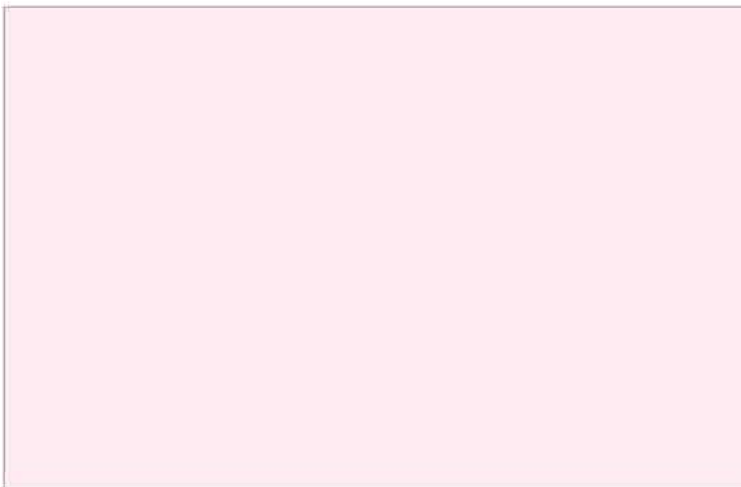
Did you know?

People are exposed to toxic air pollutants in many ways that can pose health risks, such as :

- Breathing contaminated air
- Eating contaminated food products
- Drinking water contaminated by toxic waste

ACTIVITY - 4

Find Eco-friendly words.



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THE FADING GLORY OF THE EARTH

The Earth Day is celebrated on 22nd April. It was one of the first attempts to make people aware of the Earth's depleting environmental resources and increasing pollution levels. The celebration of Earth Day in 1992 was made memorable by an international conference held in Brazil. The leaders of many countries attended this event and it led to a new movement to preserve the Earth's resources in both - big and small ways.

People across the World take up a number of activities like tree plantation, awareness camps on environment related topics, pollution reduction camps and many more. So, we can say that the World Earth Day is a time for people around the globe to support the environmental protection movement.

ACTIVITY - 5

What will you do to conserve and protect our Earth?

Observe the following table and tick the desirable options. Also, mention how you would contribute to "**Better Earth - Better We**" movement.

Save Water	Yes / No	If yes, what will you do to save water?
Save Trees	Yes / No	If yes, what will you do to save trees?
Save Animals and Birds	Yes / No	If yes, what will you do to save them?

Did you know?

Environmentalism is a very important political and social movement. Its goal is to protect nature by emphasizing the role of nature in protection of the environment in combination with various actions and policies oriented to nature preservation. It is a movement that works towards maintaining a balanced environment.

ACTIVITY - 6

Observe the following pictures and relate the sentences to the pictures respectively. Justify your selection of the sentence and its relation to the picture in groups.



Sentences:

- "Save Water; Save Life"
- "Don't litter, it will make your life bitter."
- "Nurture Nature."
- "Plant a tree, plant a tree, so that the next generation can get air freely!"



ACTIVITY - 7

Read the following poem:

A POEM

Up into the Banyan tree
Who should climb but little me?
I held the trunk with both my hands
And looked around all nearby lands.

I saw the next-door garden lie,
Full of flowers, before my eye,
And many pleasant faces more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dust roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and Farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

- R. L. Stevenson

Answer the following questions based on the poem in the space given below.

- What is the poem about?

- List the natural things mentioned in the poem.

- What does the poet mean by "grown-up river"?

- Identify words that rhyme :

ACTIVITY - 8

Construct a sentence for each word :

Words	Sentences
1. protect	
2. beautiful	
3. majestic	
4. mighty	
5. pouring	



Did you know?

The Chipko movement or Chipko Andolan took place to protect trees. People hugged trees in order to prevent them from being cut. The event took place on March 26, 1974.

ACTIVITY - 9

Look at the pictures and fill up the table by using the following words.

Size	Colour	Fragrance
Small / Medium	Red Yellow White Orange	Pleasant Strong Mild

Sample	Size	Colour	Fragrance
	Medium / Small	Red	Pleasant
			
			
			

ACTIVITY - 10 Crossword

(A) Find the words that depict things around us.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A	I	R	B	I	R	D
P	B	A	T	O	W	N
P	E	T	R	A	I	N
L	E	G	E	K	N	G
E	C	O	E	W	D	K
G	A	A	C	R	O	W
M	T	T	I	G	E	R

(B) Compare your words with your friend's words. Now write any new words you discovered.

_____	_____	_____
_____	_____	_____

Helpline

- Provide guidelines to the students based on ways in which they could relate themselves to nature. Enable them to write slogans, stories and paragraphs on diverse nature theme.
- Use clippings from youtube or other websites and make students discuss their views and generate ideas.
- Make students prepare a vocabulary chart for the class notice board.

ACTIVITY - 1**PART 1: FAMOUS INDIAN SCIENTISTS**

Curiosity is said to be the Mother of Invention. Scientists are curious to know and explore different things and processes around them. We enjoy all the comforts of knowledge as well as life today. This would have not been possible without the efforts and success of numerous scientific inventions.

Some of the famous scientists of India are Aryabhata, Chanakya, C.V.Raman, APJ Abdul Kalam, C.R.Rao, Vikram Sarabhai, Homi Bhabha and many more.

* Let us read more about some of the famous Indian Scientists.

- Vikram Sarabhai was born in Ahmedabad on 12th August 1919 in a Jain family. The establishment of the Indian Space Research Organization (ISRO) was one of his greatest achievements. He also supported Dr. Homi Bhabha in setting up the first rocket launching station in India.
- Dr. Homi Jehangir Bhabha, widely regarded as the father of India's nuclear science programme. He was an Indian nuclear physicist, founding director, and professor of physics at the Tata Institute of Fundamental Research.
- Aryabhata was an Indian mathematician and astronomer. He gave the concept of Zero and the place value system in Math.
- Sir Chandrasekhara Venkata Rāman was an Indian physicist. He was awarded the Nobel Prize for Physics in 1930 for his discovery in Physics known as the Raman Effect.

ACTIVITY - 2

Observe the following pictures and find the names of the scientists and their contribution/s to the World of Science. Write in the space provided below.



There are many other Indian Scientists. Find more information about them and share it with your friends.

ACTIVITY - 3

Answer the following questions.

- List the names of any three scientists.

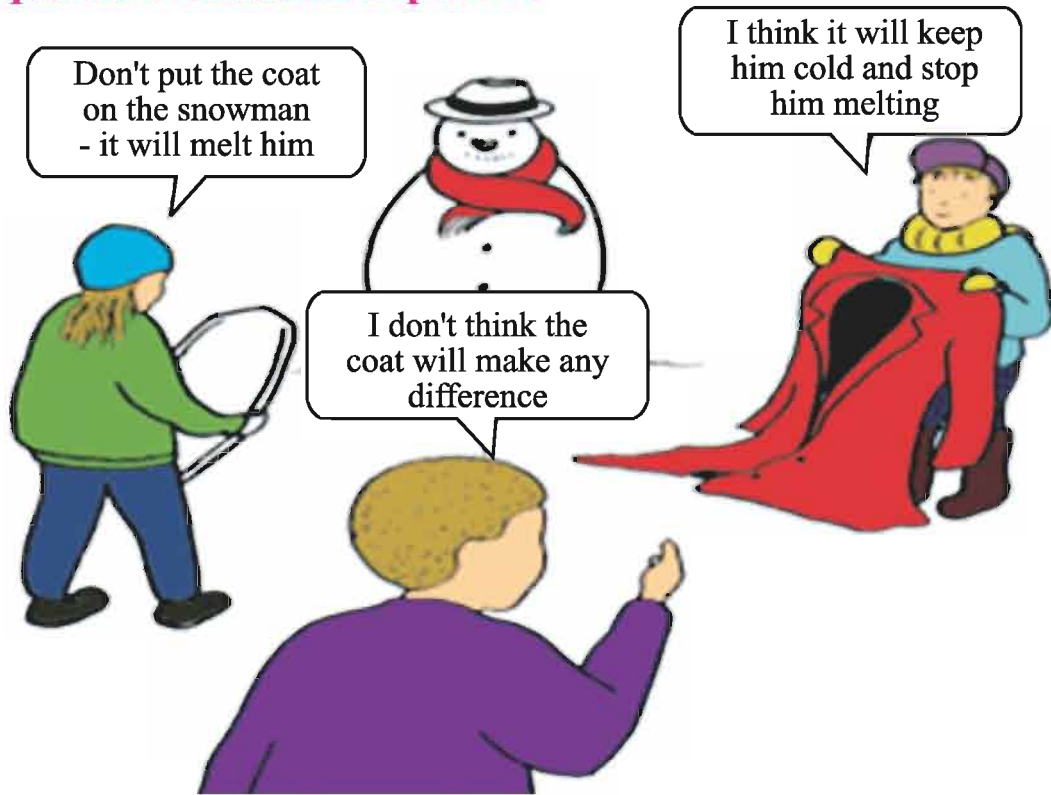
- What do scientists do ?

- Find the meaning of the words: curiosity and discovery.

Read More ... "Who invented the computer?" is not a question with a simple answer. The real answer is that many inventors contributed to the history of the computer and that a computer is a complex piece of machinery made up of many parts, each of which can be considered a separate invention.

ACTIVITY - 3

Observe the following picture and discuss in groups and find the answers to the questions related to the picture.



- Are the children curious? What makes you say so?

- Why is the boy holding a jacket?

- What is a snow man?

PART 2 : FAMOUS DISCOVERIES AND INVENTIONS

Archimedes was a Greek scientist. He lived in Syracuse nearly 2000 years ago. The King of the land wanted to wear a Golden Crown. He gave some gold to a goldsmith to make a suitable crown. After a few days, the goldsmith came with the crown to the King. The crown was weighed. The weight of the crown was equal to the gold given to the goldsmith by the King. The King looked at the color of the crown. He suspected that the goldsmith had stolen some gold. But the king was not sure. The King wanted to find out the truth. He asked his court scientist Archimedes to find out. The King said, “Find out how much gold has been stolen?” How to find out the truth? Archimedes thought about the problem day and night. One day he was about to have his bath, but he was busy thinking. He did not notice the bathtub. The water in the bathtub was already full to the brim. He slid into the bathtub. Immediately a large quantity of water flowed over the brim of the bath tub. He noticed this. Suddenly, there was a flash in his mind. He jumped out of the bathtub, shouting, “Eureka! Eureka!” Eureka in Greek means “I have found it.”

Thus, it was found that different metals of the same weight have different volumes. Objects, put in water, will displace water. The displaced water will be equal to their volume.





ACTIVITY - 4

Observe the above picture and narrate the Eureka story to your friends in groups. Write approximately seven sentences that convey the essence / meaning of the story. Write the same in the space below.

ACTIVITY - 5

Your Curiosity Check !

Find the answers to the following questions. You may refer to people, books, websites or any other resources that you find to answer the questions given below.

Question 1 : How are pencils made?

Question 2: How are newspapers printed?

Question 3: Why do we have antacid tablets or Eno or Soda ?

Today there are many cartoons projected on television screens, websites as well as books. Some cartooned pictures give us a lot of information. Let's do an activity with cartoons.

ACTIVITY - 6

Study the pictures given in the tables below and construct a situation based on them. Use the hints to get authentic clues and build situations. You may use web resources or discuss the task with your teacher.

Cartoons	The cartoon reflects.....
Gravity 	Hint : Isaac Newton



Hint : Air to Breathe

ACTIVITY - 7

My Hero Scientist!

Write the details of your favourite scientist. Discuss the details of the same with your teacher and friends in class.

Name of the Scientist:

Life span : _____

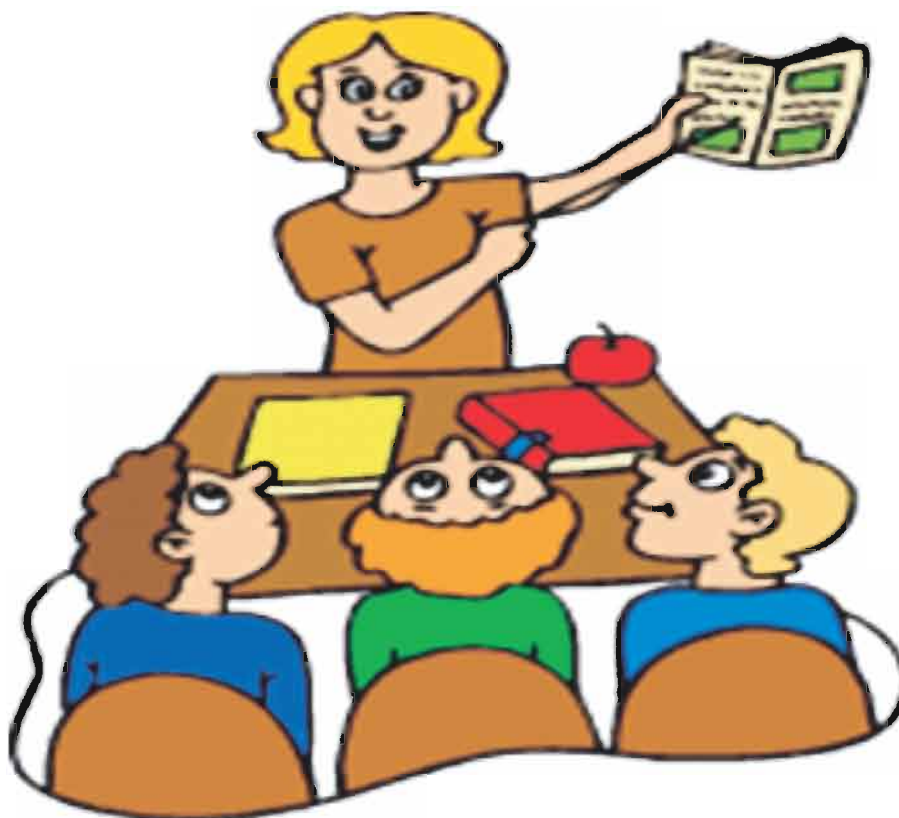
Place / origin :

*Inventions/ contributions :

Paste the picture of the scientist:

ACTIVITY - 8

Describe the following picture in pairs. Share your views with your friends and teacher.



Fill in the gaps.

- Ravi _____ a boy. He lived _____ his mother. One day, they decided _____ go _____ Delhi. Ravi was late from school. Mother told Ravi _____ get ready. They reached the station and learnt _____ the train was late.
- Little Sunita _____ three friends. All of them _____ younger to her. They went _____ play cricket on a bright sunny day. Suddenly, Sunita _____ tired and hungry. The girls decided to _____ home.

ACTIVITY - 10

What would you like to become in life? Think and share your dreams and ambitions with your friends in a group and then write it about in the space provided below.

Helpline

- Build an English resource corner for your students. Encourage the students to read comics, make charts, flash cards and power point presentations.
- Provide guidelines to the students based on ways in which they could relate themselves to the earth. Enable them to write slogans, stories and paragraphs on diverse themes.
- Use a number of clippings from Youtube or other websites and make students discuss their views and generate ideas.
- Instruct students to collect at least two poems dealing with the theme of science. Allow students to practice poetry recitation in your presence and within groups.

ACTIVITY - 1

How many trees do you find in this picture? _____

How many birds are there in this picture? _____

What is the colour of the boat?



ACTIVITY - 2

BIRTHDAY GIFT

Jia's father gave her a little boat as a birthday gift. It was a beautiful red boat with a milk-white sail. Jia wound it up. And it sailed in the big bath-tub filled with water.

Jia was excited. She called her friend Dhruv and showed him the boat. "It is a beautiful boat. But does it really sail?" asked Dhruv. "Of course!" Jia said. She slowly wound the key and put the boat in the bath-tub.

With a whirr the boat set off, going round and round, creating **ripples**. "May I sail the boat just once?" asked Dhruv.

"No!" Jia quickly replied. "You will spoil my lovely boat!" Dhruv was hurt. He went home. He stopped going to Jia's house. But she did not care. She had her little red boat to play with. She spent most of her time near the bath tub. She watched the boat sailing and was happy. After a few days, she began to get bored. It was no fun playing with the boat all by herself. She wished Dhruv would play with her again.

Key Words :

to be excited – to become eager or happy

ripples – small waves or series of waves on the surface of water

to rush – to move quickly

stream – a small river



One day, Jia was sitting by the window. Her mother had shut the window because it was raining. Pitter... patter... the rain fell on the closed window. Then Jia heard a song,

“Come, come children,
with your boats and play,

I will take your boats far,
far away!”

It was the wind singing to the children.

In a little while the rain stopped. Jia looked out of the window. All the children had rushed out to put their paper-boats in a stream by the road. There were pink boats and white boats, big boats and little boats. They rose and fell with the tiny waves. The weak boats overturned and sank while the strong ones sailed on.

‘I will take my boat too,’ thought Jia. She washed her boat. It became bright and shiny. She went up to the stream. She wound the key and carefully put the boat in water. ‘Whirr, whirr,’ it went quickly. It left all the paper – boats behind. She looked proudly at the other children “Look at my boat,” she clapped.

Suddenly, a piece of wood banged into Jia's boat. And it broke into pieces. She sat down and cried. “Don't worry. You shall play with my boat!” She looked up. Dhruv was holding a red boat in his hand; It was just like Jia's boat.

“Papa bought it for me,” Dhruv explained. “Come, let us sail it in the bathtub.” Jia smiled. They were friends again.

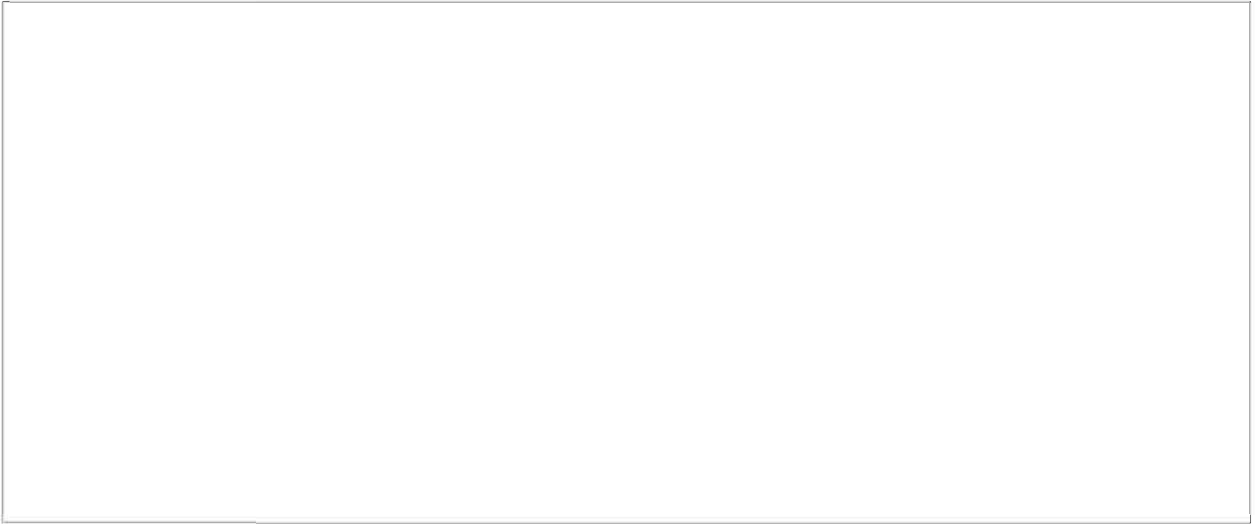


Helpline

Before reading the lesson aloud, ask students how they celebrate their birthdays. Then read the lesson aloud and allow students adequate time to read the lesson on their own. Though the meanings of some words are given, ask them to underline words which are unfamiliar to them. You can ask students to use dictionary for finding the meanings of such words.

ACTIVITY - 3

Draw the picture of a boat in a bath tub and colour it.



ACTIVITY - 4

You know that we can make a paper boat. Now make a list of other things that you and your friend can make out of paper.

Things that you can make	Things that your friend can make

Make some of these things and display them in class.

ACTIVITY - 5

Who said to whom?

	Who said	to whom
1. But does it really sail?		
2. You will spoil my lovely boat.		
3. Look at my boat.		
4. Don't worry. You shall play with my boat.		



ACTIVITY - 6

Find words which end with ‘ed’ and ‘ing’. One example is given for you.
Now read the story again. Then write the words in the following table.

For example :

-ed	-ing
sailed	going

Now make five meaningful sentences using these words.

1. **Example :** The boat sailed away into the night.

2.

3.

4.

5.

ACTIVITY - 7

Look at the pictures and write the names of seasons under each picture.
What do you like to do in these seasons? Write it in the box.



For example:

I enjoy wearing my favourite sweater.



Which season do you like the most? Why?

ACTIVITY - 8

In the story we saw that the boat makes a 'Whirr Whirr' sound. Do you know any more words that indicate sound? Write them here :

For example: Tick-tock (Sound of a clock)

ACTIVITY - 9

Read the story again and arrange the sentences in proper order. Write the number of the sentences in the boxes given.

- Dhruv came there and said, "Let's sail it in the bath tub".
- Suddenly Jia's boat broke into pieces and she started crying.
- Jia was happy because her boat went past quickly and left all the boats behind.
- Dhruv stopped going to Jia's home.
- The rain stopped and all the children went to the stream and put their boats in it.
- Jia was happy because her father gave her a little toy boat as a birthday gift.
- They became friends again.
- So Dhruv was hurt.
- Jia was happy with her toy boat but after few days she began to get bored.
- One day it was raining and Jia was at home
- Jia showed her boat to her friend Dhruv.
- Dhruv wanted to sail the boat but Jia did not allow him.
- But Jia did not care.
- Jia also went to the stream and put her boat in it.

ACTIVITY - 10

Read and enjoy.

Rain Rain Rain
It's raining today
I hear the rain
pitter patter
On the roof
I love to play
in rain, and that
with my boat
I love the rain.



Helpline

Recite the poem first and then make students recite it. You can recite the poem with actions. Allow students to recite other poems on seasons.

Create a 'Jingle' about...

For Example :

If I were the rain,
I would make
puddles dropping
from the high sky.



If I were an umbrella, I would



If I were a rainbow, I would



Helpline

Ask students to use internet or other sources to collect more information on seasons. Ask them to find a story or a poem on seasons and share it with their friends.

Learning outcomes

Vocabulary

To be excited, stream, ripples
etc.

Language

Reading the lesson for specific purpose
Reciting the poem
Producing language through imaginative
power

Skills

Listening and Reading
Speaking and Writing

Teaching goals:

Giving information about seasons ,
working individually or in pairs or
groups

ACTIVITY - 1

Observe the following pictures. Describe each clock / watch.

Wall clock

Pendulum clock

Wrist Watch

Discuss the following questions with your teacher and friends.

1. How many hands does a watch usually have? Name them.
2. What kind of clocks and watches do you have at your home?
3. Do you have a wall clock in your classroom?

Helpline

Make students think independently and then share their answers with their classmates.

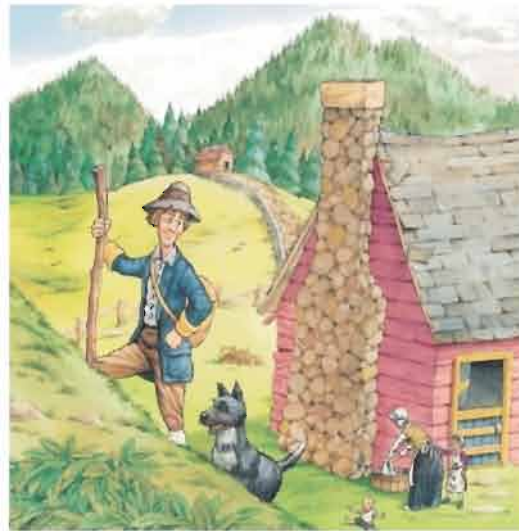
ACTIVITY - 2

Read the story.

RIP VAN WINKLE

Rip Van Winkle was a lazy man.

He would often go off into the forest with his dog, Wolf, to hunt for rabbits and squirrels. He would go round and hunt small animals.



One day, Rip helped a strange old man carry a barrel to a clearing where several others were playing a game. Rip had some of the pink water from the barrel along with his companions. Soon he fell sleep.

When he awoke he was alone. Rip looked for his gun. To his surprise it was covered in rust ! Feeling confused and hungry, Rip headed for his village.

When he reached there, people gathered around him staring at his tattered clothes and long grey beard. Rip saw a young woman who looked like his wife. He asked her who she was. She told him her name and said her father had left the house twenty years ago with his dog and had never been seen again.

"I am you father," cried Rip joyfully and told them all how he had been asleep for the last twenty years!

(A) Fill in the details :

Name of the Character	What s/he did ?
1.	
2.	
3.	

(B) Imagine you are Rip Van Winkle. Tell your story to the class.

ACTIVITY - 3

Read and enjoy.

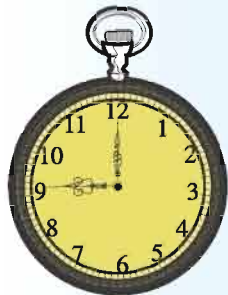
CLOCK TICK, CLOCK TICK

Clock tick! ...Clock tick!
It's 6: 30 in the morning:
Have to brush my teeth
Have to go through bath
Have to get ready for the school!



Clock tick! ...Clock tick!
It's 7: 00 in the morning:
Have to go the kitchen
Have to eat my breakfast then
Have the food full me every when!

Clock tick! ...Clock tick!
It's 4: 00 in the afternoon:
Have to do my homework
Have to go to play in the garden
Have me to relax after
the whole day's hard work.



Clock tick! ...Clock tick!
It's 9: 00 in the evening:
Have to settle my bed like a serf
Have the burden of the day off
Have me win my goodnight sleep!

- Adopted from Gil Gregorio

Helpline

Recite the poem and ask students to recite it with action and gestures. You can also ask them to share their schedule in poem.

ACTIVITY-4

Ask the following questions to your friend sitting next to you. Share the information with your teacher in writing.

1. What are the three activities that you do in the morning?
2. What are the three activities that you do in the afternoon?
3. What are the three activities that you do in the evening?
4. When do you go to sleep?

ACTIVITY-5

Draw arms. Fill in the blanks given below the clock.

Quarter to two

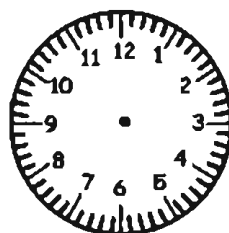
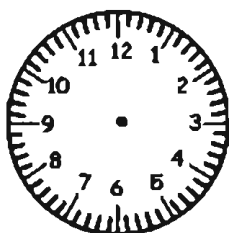
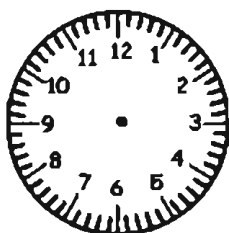
Four fifteen

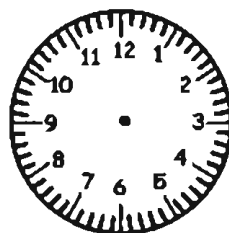
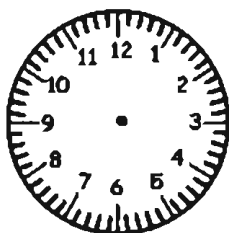
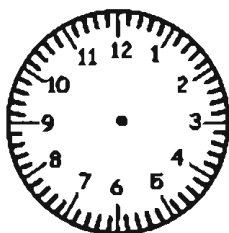
Ten past ten

Three twenty

Five past ten

Five twenty – five







ACTIVITY - 6

Work in a pair. Draw clocks according to the time given.

Ten to two

Quarter to seven

Quarter to nine

Ten twenty - five

Twelve o'clock

3: 35

8:40

11: 30



ACTIVITY - 7

Guess what time it is now. Be a tower showing time. Stand in front of the class and show time with the help of your hands. Let them guess what time it is now.

ACTIVITY - 8

(A) Read the sentences given below. Read them aloud following your teacher.

- I have an English class **at** 11am.
- I go to bed **at** 10:30 pm.
- My father comes home **at** lunchtime.
- In India, usually it rains **in** June.
- Do you think we will go to Moon **in** the future?
- There should be a lot of progress **in** the next century.
- Do you play cricket **on** Sundays?
- Her birthday is **on** 7th December.
- Where will you be **on** New Year's Day?

**(B) Now try to make another ten sentences using 'in', 'at' or 'on'.
Share them with your teacher.**

ACTIVITY - 9

Do you know what is AM and what is PM? Read the information given below.



The Latin abbreviations a.m. and p.m. are acronyms that stand for ante meridiem and post meridiem. Adapted from the conventional 24-hour clock, the 12-hour clock dates back to 1500 B.C. Unlike the 24-hour clock, a.m. and p.m. designations are used to differentiate between morning and afternoon.

Ante meridiem means "before midday," and post meridiem means "after midday." In Latin, ante means "before" and post means "after." Meridiem comes from the Latin word meridies, which means "noon" or "midday."

ACTIVITY - 10

Take turns and ask about the time in different countries around the world according to the example given below. Also try to find difference of hours between two countries.

E.g. It's 5:30pm in India. What will be the time in Greenland now?



***The blue-colored countries use half-hour deviations from the standard time zones.

ACTIVITY - 1

Look at the pictures given below: Six basic tips to keep yourself clean.



(1)
Cut your nails



(2)
Wash your hands



(3)
Brush your teeth



(4)
Take bath



(5)
Wash your face



(6)
Wash your feet

Discuss with your friends the following points. Share the information with your teacher:

1. Do you follow the health tips given in the pictures?
2. How many times do you wash your hands in a day?
3. How many times do you brush your teeth in a day?
4. How many times do you take bath in a day?
5. How many times do you wash your face in a day?
6. How many times do you wash your feet in a day?

ACTIVITY - 2

DOES IT STINK?

Once upon a time, there lived a ferocious lion in the jungle. One day he saw a sheep eating grass nearby and told her that he wished to eat her for dinner. The sheep got scared but she was intelligent and told the lion, “King, your mouth stinks. I find the smell so foul. Can you first go and clean your mouth, so that I can die with a nice smell around me.”

The lion was offended but went away. He kept thinking, but was not sure whether his mouth really stank or not. He came across a wolf and asked him whether his mouth was stinking.

The wolf said, “Your Highness how can your mouth stink. You are the king of the jungle.” The lion was sure that the wolf was trying to flatter him, so he said, “You are not telling me the truth. You are just trying to flatter me.” The wolf ran away, fearing his life.

Then came the fox, he realized what had happened and when the lion asked him, “Tell me fox, does my mouth stink?” The sly fox, pretended to have a cold and said, “Your Highness, I have a bad cold and therefore I cannot smell.” Saying this, the fox went away.

Key Words :

stink – have a strong unpleasant smell

ferocious – violent, wild, cruel

scare – great fear or nervousness in fright

foul – dirty or bad smell

offended – reason to feel upset

flatter – to praise someone falsely

sly – cunning in nature

pretend – to act and express something false to make it appear true

ACTIVITY - 3

Answer the following questions:

1. What did the lion say to the sheep?
2. What was the answer of the sheep?
3. How did the lion feel when he listened to the response of the sheep?
4. What did the lion do afterward?
5. What kind of animals do you think the sheep, wolf and fox were?

(Flattery, Sly, Intelligent)

1. Sheep is an _____ animal.
2. Wolf is a _____ animal.
3. Fox is a _____ animal.

ACTIVITY - 4

State whether the following statements are true or false: Write T or F in the box.

1. The lion was a very poor animal.
2. The sheep was eating meat nearby.
3. The lion's mouth was clean.
4. The wolf was flattering.
5. The fox was very honest.

PLEASE GIVE SOME SUGGESTIONS TO YOUR POOR FRIEND LION:

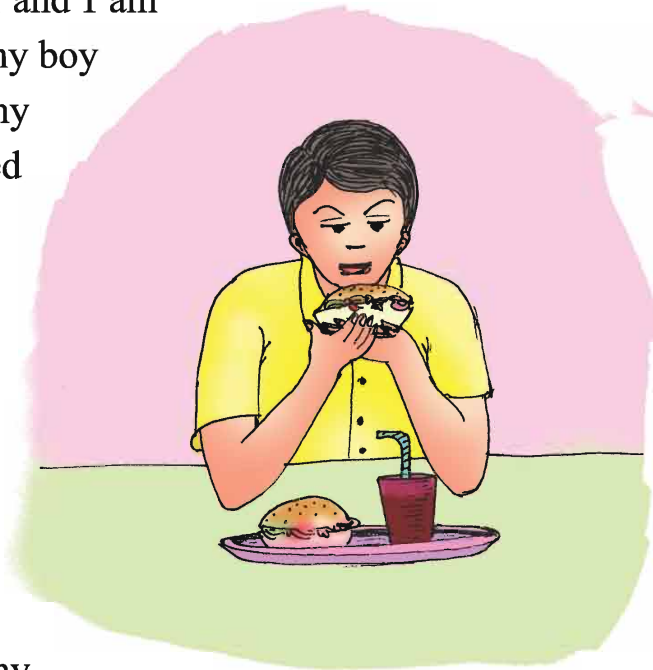
- (A) Give the lion suggestions and tips on how to keep his mouth clean. Make a list of other health related suggestions to keep your body clean and healthy.
- (B) Discuss why it is important to maintain one's health. Make a list of things you would do to remain healthy.

ACTIVITY - 5

Follow the story as your teacher reads it. Read it silently. Read some parts aloud as your teacher asks you to do.

Hello friends ! my name is Yash and I am studying in 5th standard. I am a healthy boy and always follow hygiene tips that my parents and teachers have suggested me. I want to share my routine with all of you. I hope you will like it.

I always wake up early at 6 am. Then I go for a walk in the garden and exercise. I brush my teeth every day in the morning. I take bath every day. I wash my hands and mouth before eating. I always wash my hands with soap after using the toilet. I trim my finger nails regularly. My mother washes my clothes regularly. I always have balanced diet with lots of green vegetables, fruits and water. I eat less junk food. I watch T.V from a certain distance. I always read in adequate light. I always keep the area around my home clean. I go to bed early in the evening.



ACTIVITY - 6

(A) Discuss with your teacher and friend seating next to you.

1. How do you find the routine of Yash?
2. What similarities or differences do you find in your routine and that of routine of Yash ?
3. Which things do you want to adopt from routine Yash?
4. What are the other things that you want to suggest Yash?
5. What kind of routine does your friend follow?
6. How does your routine differ from that routine of your friend?

(B) How is your routine like? Fill in the blanks given below and share with your teacher.

My name is _____. I usually wake up at _____ and get up at _____. I have a shower at _____ and get dressed at _____. I have my breakfast in the _____. I eat _____ for breakfast. I go to school at _____. I go home at _____. I watch TV at _____ and go to bed at _____.

ACTIVITY - 7

(A) Circle TRUE or FALSE

Yash is a student of the 4 th standard.	TRUE	FALSE
Yash is having a very boring routine	TRUE	FALSE
Yash never takes bath in the morning.	TRUE	FALSE
Yash always eats a lot of junk food.	TRUE	FALSE
Yash is not a healthy boy.	TRUE	FALSE
Yash keeps his surrounding dirty.	TRUE	FALSE

(B) Match the words to make sentences.

I get	breakfast.
I have	TV.
I have	to school.
I go	up at 7 o'clock.
I watch	to bed at 11 o'clock.
I go	a shower.

Talk about your routine with your teacher and friend.

Talk about the routine of a family member or a friend.

ACTIVITY - 8

Read the following poem and enjoy it:

TRY AGAIN

'T is a lesson you should heed,
Try, try, try again;
If at first you don't succeed,
Try, try, try again.

Once or twice though you may fail,
Try again;
Sure you would at last prevail,
Try again.

If we strive, 't is no disgrace
Though we may not win the race;
What should you do in that case?
Try again.

If you find your task is hard,
Try again;
Time will bring you your reward,
Try again.

All that other folks can do,
With your patience should not you?
Only keep this rule in view—
Try again.

-Anonymous

Now do the following tasks :

(A) You know that 'heed' rhymes with 'succeed'. Find all the rhyming words and list them.

Stanza-2	:	_____	_____
Stanza-3	:	_____	_____
Stanza-4	:	_____	_____
Stanza-5	:	_____	_____

(B) Memorize the poem and recite it with proper rhythm in the class.



ACTIVITY - 9

(A) Do you know why we need physical exercise? List some of the reasons for doing exercise. Discuss with your friend and share them with your teacher and other classmates.

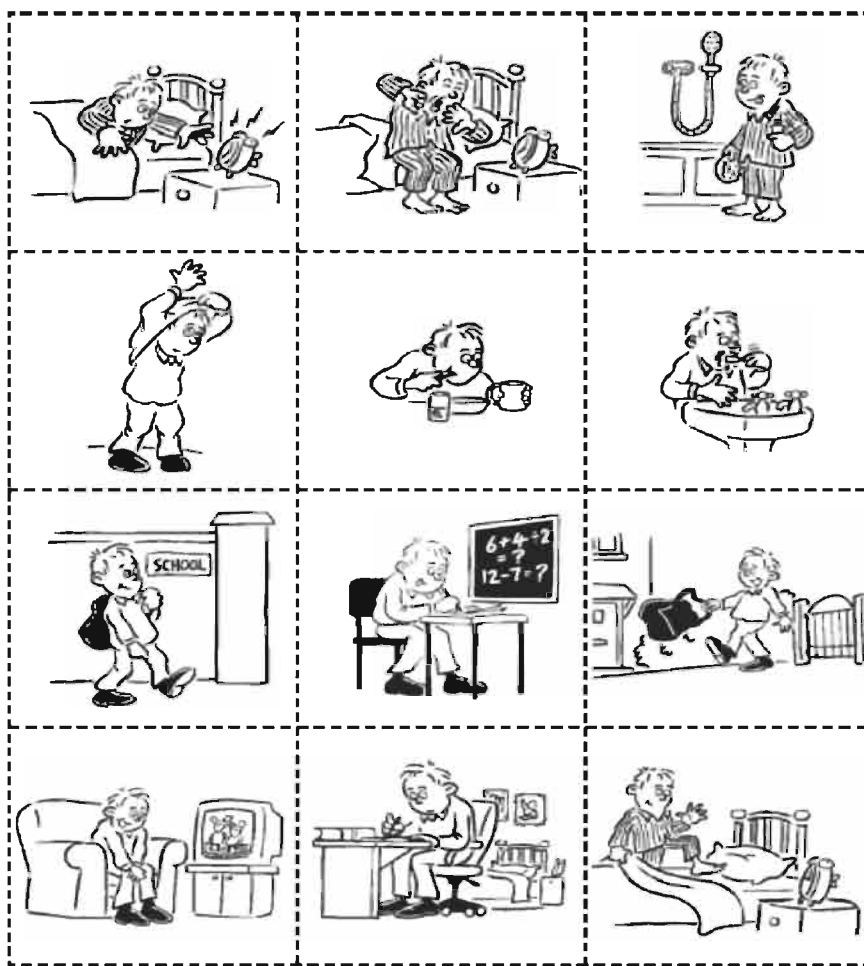
Read some of the reasons listed below:

- Physical exercise makes you feel fit, healthy and strong
- It relaxes your brain.
- It keeps your weight down.
- You sleep better.
- Your body gets stronger and healthier.
- You have more energy to do other things.
- You look in good shape.
- You can control your anger and negative feelings.
- You become positive.
- You never fall ill.

(B) Do you think that a good health and a regular routine have a deep connection with each other. Discuss it with your teacher and friend and try to write a paragraph describing your ideal routine to remain healthy and maintain a hygienic body.

ACTIVITY - 10

Work in pairs. Look at the picture chart carefully and say a sentence for each picture.



Now write 4 or 5 sentences about you and your friend.

e.g. - I get up at 6 am. Suresh gets up at 5.30 am.

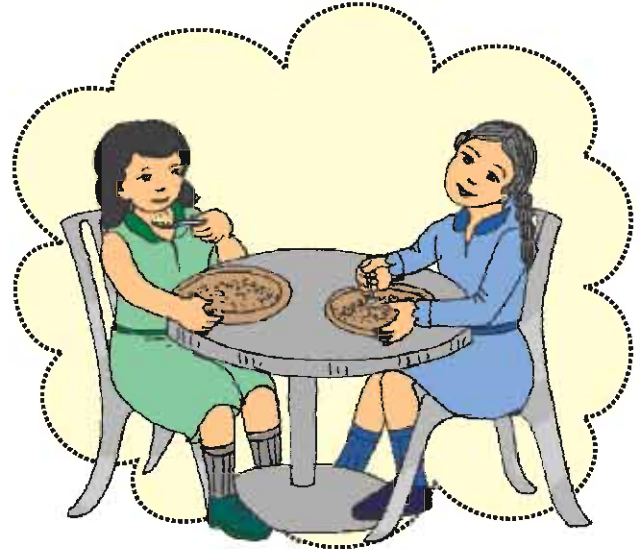
_____.	_____.
_____.	_____.
_____.	_____.
_____.	_____.
_____.	_____.

Helpline

Ask students to work in pairs and write which action does his or her friend do and when. Write complete sentences.

ACTIVITY - 1

Look at the picture and read the story. Do the activities mentioned in the boxes.

PART-1 THE GIRL WITH MAGIC EYES

Devi and Riya were very close friends. They spent a lot of time together. In the class they sat together, during lunch time they ate together and in the evenings they played together. They shared everything. There was no secret between them.

Answer the questions.

1. Who is your dearest friend ?

2. What are the things you do together ?

One day when Devi was going home after playing with Riya, she met a strange man just outside her house. The man looked tired. He asked Devi - "My child, can you give me some water ?" Devi looked at him and was slightly scared. The man looked frightening with his long beard and torn clothes. He had

black eyes which seemed to hold her. She looked at him for a few seconds without saying anything.

The man again said, "Dear child, please give me water. I'm very thirsty." Devi shivered as she listened to his voice. Slowly she checked her bag. Her water bottle was in the bag and it was full. Nervously, she held it out to him and said, "Here you are!" He almost snatched the water bottle and drank all the water in seconds.

Key Words :

frightening – terrifying
shivered – shake slightly
as a result of being
frightened

3. How do you think the man might have looked?
Draw the sketch of the man here.

- Add labels to your drawing.

The man returned the water bottle to her and said, "Thank you, dear. You are an angel. Why don't you ask me for something ? I can give you anything you want." Devi said, "Ask you for something ? Why should I ? I don't want anything." The man said, "Come on child. Don't waste my time. I'm a very busy person, you know. Be quick. Think of something you want. I can give you anything you ask for."

4. Suppose you were Devi what would you ask for ?

I would ask for _____



Devi was surprised. She wondered. If he could give anything she wants why did he ask her for water. But she was too scared to ask him about that. She said, "I don't think I need anything. My mother has told me not to take anything from a stranger. Besides I don't want to ask for anything in return for the water I gave you."

The man looked happy. He said, "Very well. You're a well behaved child who remembers her mother's words. You also have a helping nature. So I'm going to give you magic eyes."

Devi said, "Magic eyes ? I have never heard of any magic eyes."

The man smiled and said, "Well, you have them now." As soon as he said this, he disappeared. Devi was stunned. She just stood there like a statue for a few moments. Then she ran towards her house.

What do you think will happen next? Talk to your friend and share your ideas with the whole class.

ACTIVITY - 2

PART-2 THE GIRL WITH MAGIC EYES

Devi reached the house and rang the doorbell till her mother opened the door. As soon as she saw her mother, she threw away her bag and hugged her tightly. Her mother was surprised. She said, "What happened Devi ? Any porblem ? Calm down and tell me."

Devi said, " I have got magic eyes."

"What ? What do you mean by magic eyes ?" said her mother.

"I don't know. I met a stranger near our house. He asked for water and I gave it to him. He has given me magic eyes."

Her mother looked worried. "I don't know what you are talking about. Haven't I asked you not to talk to strangers ? How can somebody give you magic eyes ? Your eyes look the same to me. I don't see any magic in them."

Devi didn't say anything. She played for sometime, watched TV, did her homework, had her dinner and went to bed. She had a strange dream that night.

She saw two beautiful, huge eyes in front of her. The eyes were blue like the sea. She could see the whole city inside the eyes. She entered into the eyes and started walking through a street. She saw a shop full of chocolates and biscuits. Her mouth started watering. She said, "Please come to me, chocolates."

As she kept on looking at the chocolates, a ray of light came out of her eyes and touched the chocolates. Immediately, they started floating in the air and came towards her. She caught the chocolates and dropped them in her bag. She made a mountain of chocolates and sat on top of them.

1. Draw two beautiful, huge, blue eyes.

- Draw and label the eyes.

2. Draw a chocolate floating in the air. Draw a mountain of chocolates.

When she woke up in the morning, she remembered her dream and smiled to herself. She went to the bathroom and looked at the tooth brush. She smiled to herself and said, "Please come to me, tooth brush. And to her surprise she could see the light from eyes in the mirror. It touched the tooth brush, lifted it gently and moved it towards her. The brush almost started brushing her. She caught hold of it and looked at it in shock. She brushed her teeth, washed her face and looked at the towel. Then she thought, 'Let me try once more.' She said, "Please

come to me, Towel." This time when the light touched the towel and sent it flying towards her, she was ready to catch it. She ran to her mother and said, "Mummy, mummy look at my magic eyes." Before her mother could understand what she was saying, a number of things were floating in the air in the kitchen.

What things do you think were floating in the kitchen ? What do you think Devi might have said to get them to come to her ?

Things floating This is what Devi said.

Plates Please come to me, plates.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Her mother ran out of the room and woke up her father. Devi ran to the telephone and called her friend Riya. Devi said, "Riya, I have got magic eyes." Riya couldn't understand anything. She said, "Magic eyes ? What do you mean ?" Devi said, "Please come to my house immediately. Let's walk to school together and I'll show you." As both of them walked to school, Devi showed Riya what she could do with her magic eyes.

They were very excited by the time they reached the school. The teacher came in and started writing the topic of the day on the blackboard. Riya saw Atul, sitting in front of her making a paper rocket and throwing it at a boy in the first row. Riya nudged Devi who just looked at the rocket and said, "Please come to Atul."

To everyone's surprise, the rocket made a U-turn before it could reach the boy in the first row and darted towards Atul. Atul was in great shock. He tried to duck but the rocket hit him on the forehead. The teacher turned back and said,

"Atul, how many times I have warned you not to play mischief in class? This time I'm going to punish you. Write a one page report about this incident and make a presentation in the assembly tomorrow." As Atul said, "Oh, no !" Riya and Devi giggled hiding behind their notebooks.

During lunch time they sat under a tree in the school playground and opened their lunch boxes. Suddenly Devi heard some strange sounds near her. She looked around and found a couple of baby birds. They were bulbuls which had fallen from their nests. Devi gently lifted them with her eyes and said, "Go back to your nest." The birds safely landed in their nests and their mother chirped happily and hugged them. On the way home Devi saw the strange man again. He came straight to Devi and said, "Dear child, I gave you magic eyes. You have not misused them. You have used them for good purposes. So I am happy with you and I want to give you one more boon. What would you like to have?" Devi said, "Whatever you want to give, please give it to my friend Riya." The man was happy to hear this and he said, "Riya, you are lucky to have a friend like Devi. I give you the power to go anywhere you want. You close your eyes and think of a place and you will be there. You can hold Devi's hand and take her also there with you." The man disappeared. Both Devi and Riya were very happy. The first thing they did was to hold each other's hands, closed their eyes and thought of.....

Where do you think Devi and Riya wanted to go? Now both of them had magic powers. How do you think they would have used them?

Helpline

While reading activity - make the students work in pairs, if necessary. Once they complete the tasks, make them share their writing with that of their classmates. You may write sentences on black board and point out the general mistakes.

ACTIVITY - 3

Listen to your teacher and repeat the sentence replacing the underlined word / words.

- Can you give me some water ? (some chocolates/ some biscuits)
Can you give me some chocolates ?
Can you give me some biscuits?
- 1. Please give me some water. (cakes, milk, gulab jamuns)
- 2. Why don't you ask me for something ? (tell me, give me)
- 3. Ask you for something? Why should I? (tell, give, show)
- 4. Come on child. Don't waste my time. (make noise, cry)
- 5. I have got magic eyes. (lovely, beautiful, blue)
- 6. What do you mean by magic eyes? (that, this word)
- 7. Please, come to me chocolates. (fairies, clouds, kachoris)
- 8. Mummy, Mummy, look at my eyes. (hands, dress, puppy)
- 9. Go back to your nest. (house, city, seat)

• Group Activity :

(1) **Work in groups. Stand in a circle. All of you hold up one object like a pen, pencil, marble, sticker, etc. in your hands. One of you says, 'Please come to me.....' while looking at the object will move the object towards you. He or she will also come and stand next to you with the object and give it to you. Now that person says, 'Please come to me** looking at another object and the activity goes on till everyone gets a chance.

(2) **As close friends all of you decide on some activity you want to do together. For example, one of you can say, 'Let's all play together.' So all of you mime the game that you all want to play. Then somebody else will say, 'Let's sing together' and all of you choose a song and sing together.**

(3) **Play a guessing game. One of you think of a friend and describe her/him without mentioning the name. For example, you may say, 'My friend is tall and fair. I play with her during lunch time. She has long hair. She likes reading.'**

The others should guess the name of your friend and ask you questions like, 'Is it Kamala,?' 'Are you thinking of Catherine?'; or they may say, 'I think your friend is Sultana.'

You will say only, 'Yes, you're right' or 'No, guess again.'

ACTIVITY - 4

Work in pairs. Take up the roles of the strange man and Devi and act out the scene of their meeting for the first time. Use the dialogues given below.

The Strange man : My child, can you give me some water ?

Devi (scared) : Ah.....

The Strange man : Dear child, please give me some water. I'm very thirsty.

Devi (scared) : Here you are.

The Strange man : Thank you dear. You are an angel. Why don't you ask me for something ? I can give you anything you want.

Devi : Ask you for something ? Why should I ?
I don't want anything.

The Strange man : Come on child. Don't waste my time. I'm a very busy person. You know. Be quick. Think of something you want. I can give you anything you ask for.

Devi : I don't think I need anything. My mother has told me not to take anything from a stranger. Besides, I don't want to ask for anything in return for the water I gave you.

The Strange man : Very well. You're a well behaved child who remembers her mother's words. You also have a helping nature. So I'm going to give you magic eyes.

Devi : Magic eyes ? I have never heard of any magic eyes.

The Strange man : Well, you have them now.

ACTIVITY - 5

Work in pairs. Take up the roles of Devi and her friend Riya. You have magic eyes and magic feet. You can go anywhere you like and you can see whatever you want. Make a list of places you would want to visit and a list of things you would like to see.

Places I would go to	Things I would like to see

ACTIVITY - 6

Look around the classroom. Look out of the windows of your classroom. If you had magic eyes, what are the things you would like to move? What would you say to move them?

Things I would move	This is what I would say
the mango tree	Please come to me, mango tree.

ACTIVITY - 7

Write the following words in alphabetical order as in a dictionary and find their meanings.

enter	start	shiver	remember	snatch	smile	wonder
disappear	wash	call	hug	look	dart	

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTIVITY - 8

Read the story again and arrange the following sentences in the proper order. Write the numbers of the sentences in the boxes given.

- He told Devi that she could ask for anything she wanted.
- He wanted to give her something more.
- Devi was going home from school.
- He asked her for some water.
- Devi used the magic eyes to help others.
- The man drank the water.
- She met a strange man on the street.
- Devi did not want to ask for anything.
- The man was happy with Devi and gave her magic eyes.
- The man was happy with the way Devi used her power.
- Devi gave him water from her water bottle.
- Devi did not want anything more.
- Devi asked the man to give her friend Riya some magic power.
- The man gave Riya the power to go anywhere she liked.
- Both Devi and Riya were very happy.



ACTIVITY -9

Do a project as homework. Study the map of India. Decide the places Riya and Devi may visit. Prepare a chart of the things they may see and the people they may meet during their visit.

ACTIVITY - 10

Collect and paste pictures of two well known places in India. Write five sentences about each place.

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

Learning outcomes	
Vocabulary Frightened, shivered, wondered etc.	Language While reading activities for producing language Producing language through imaginative power
Skills Listening & Reading Speaking & Writing	Teaching goals: To motivate the learners to help others To enrich language through pair or group work

56

tree - cut - cutter - seed - grow - fruits - child - group - plant - lesson - world

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When the bus (1) _____ (stop) in a small square, Helen (2) _____ (read) her magazine and didn't realize that she (3) _____ (arrive) at her destination. "This is Santa Teresa," Martin said. "You (4) _____ (arrive) home! I suppose your cousin (5) _____ (wait) for us. Come on. I (6) _____ (carry) the bags." Helen thought, "all those years when I (7) _____ (live) in New York, I (8) _____ (dream) of this moment. And now it's real, I can't believe it! Here I am, I (9) _____ (really/stand) in the square." Santa Teresa was Helen's birthplace, but she (10) _____ (leave) the town at the age of six. She had some memories of the town, and some photographs, but

(11) _____ (she/belong) here still? She (12) _____
(not/know). Nobody (13) _____ (wait) in the square. Perhaps her
cousin Maria (14) _____ (not/receive) Helen's letter. "What
(15) _____ (we/do) now?" asked Martin. "There isn't even a hotel
here!"

ACTIVITY - 3

Look at the poem and answer the questions.

Summer, winter and rain
Which one do you like the most?
Summer is hot and winter is cold.
I like rain because it makes me feel wet and soggy.
I love rain.

1. How many lines does the poem have?
2. One of the lines is a question. Which one?
3. Which line is the longest?
4. Which is the shortest one?

ACTIVITY - 4

Do you remember dreams? What did you dream last night? Write about
your dream in the box.

ACTIVITY - 5

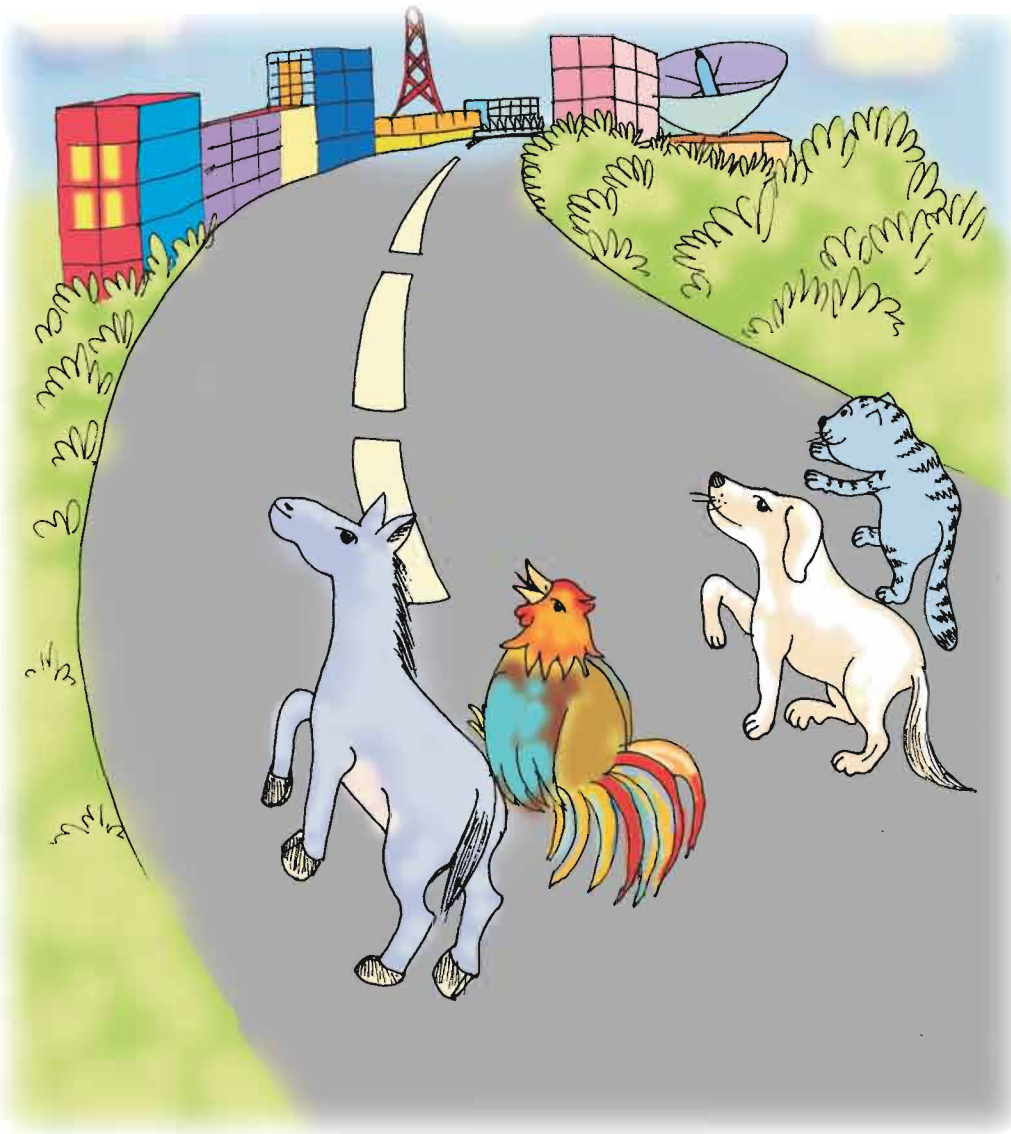
Write a paragraph about your daily schedule in the given box.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ACTIVITY - 6

Match (A) with (B).

Sr.No.	(A)	(B)
1	Cunning in nature	Scare
2	Reason to feel upset	Offended
3	To praise or butter up someone	Stink
4	Have a strong unpleasant smell	Flatter
5	Great fear or nervousness in fright	Sly

**ACTIVITY - 1 A**

(A) Which animals can you see in this picture?

(B) Do you know any story about these animals? Come forward and narrate the story in the class.

(C) Do you know how animals are useful to us? Speak about their usefulness.

(D) Come forward and make an animal sound. Ask the class to guess which animal it is.



ACTIVITY - 2

Now, listen to the part one of the story as your teacher reads it.

PART - 1

Once there was a farmer who had a very old donkey. The donkey had worked very hard for the farmer for many years. Now, when he became old, the farmer said, “You are no longer useful to me. Get out from here!” Poor old donkey was very sad. He left the farm and went towards the city.

He walked alone and he sang:

I am very old, you see,
No one cares at all for me,
I have no home or house to go.
What will I do? I do not know.

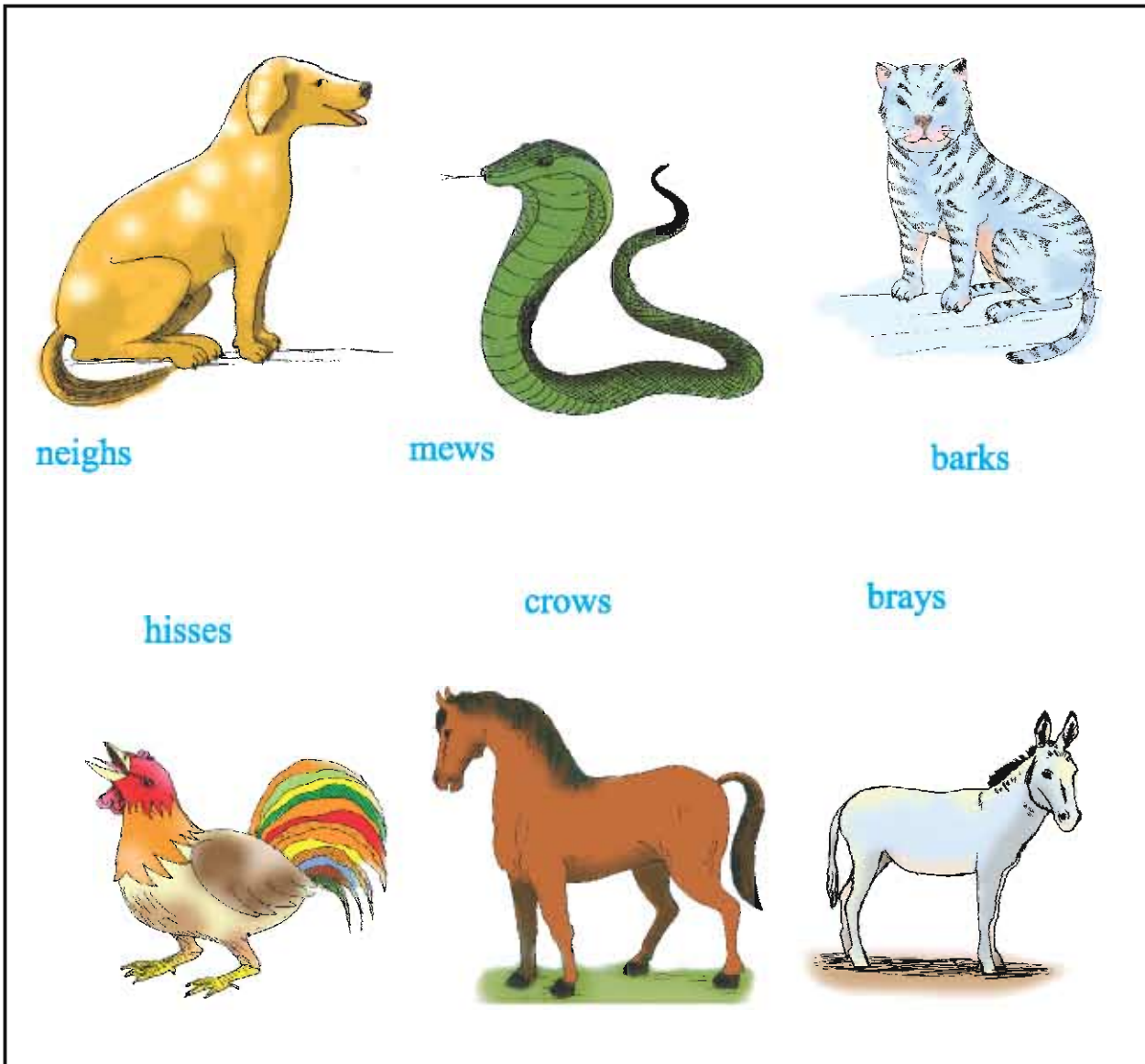
As he walked along, an idea came to his head. “I know what I can do! I can go to Toon Toon Town and become a musician!” So he walked along. A little later, he saw an old dog asleep on the side of the road. “What’s wrong my friend?” asked the Donkey. My master has thrown me out as I am old and slightly deaf,” said the Dog sadly. And he sang:

I am very old, you see,
No one cares at all for me,
I have no home or house to go.
What will I do? I do not know.

“Why don’t you come with me?” said the Donkey. The Dog liked the idea of going to Toon Toon Town and becoming a musician. Now they walked together.

ACTIVITY - 3

Do you know animals make sounds? Work in pairs and draw a line to match each animal with the sound it makes.



ACTIVITY - 4

PART - 2

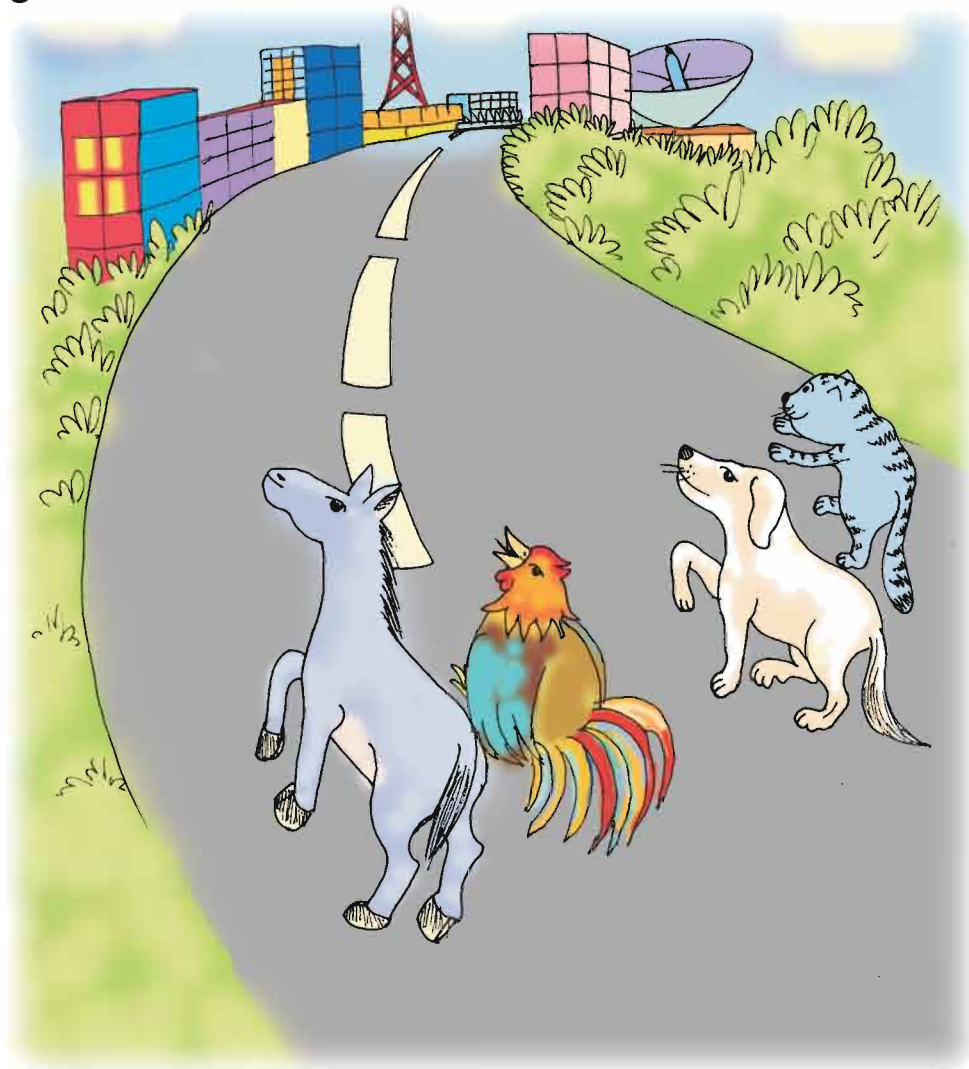
On the way, they saw an old Tabby Cat. She was thin and had stripes on her fur. “What are you doing here?” asked the Donkey and the old Dog. “I am too old to chase mice and my master has thrown me out of the house,” said the Tabby Cat sadly. And she sang:

I am very old, you see,
 No one cares at all for me,
 I have no home or house to go.
 What will I do? I do not know.

“Why don’t you come with us to Toon Toon Town to become a musician?” said the Donkey. “Thank you !” said the Cat and joined them. So they walked along together. A little later, they saw an old Rooster on the road. “What are you doing here alone, my friend? Why are you not on your farm?” asked the Donkey. “My master has thrown me out as I oversleep and cannot get up in the morning,” said the Rooster. And he sang,

I am very old, you see,
No one cares at all for me,
I have no home or house to go.
What will I do? I do not know.

“Come and sing with us. We are going to Toon Toon Town to become musicians,” said the Donkey. “I would love to !” said the Rooster and so off they went altogether.



Soon it became dark. They entered a forest and suddenly saw a house. They went near and peeped inside. They saw four robbers sitting by fire and eating nice hot food. "Let's think of a plan," said the Donkey. So together they thought of a plan. Then they got into position and the Donkey counted "one, two, three...NOW !" They all sang as loud as they could. The Donkey brayed, the Dog barked, the Cat meowed and the Rooster crowed. Then they rushed into the house. CRASH ! BOOM ! One robber saw the Cat's eyes and yelled, "Run ! There are two balls of fire !" The Dog bit a robber and he yelled, "Run ! There is someone with a knife !" The Donkey kicked a robber and he yelled, "Run ! There is a ghost who has thrown me over !" The Rooster crowed "Cock-a-doodle-do" and the fourth robber said, "Run ! Someone is saying, 'I will show you what I'll do' !" and so saying all four robbers ran shouting out of the house. "I'll sleep by the fire," purred the Cat. "I'll sleep under the table," said the Dog. "I'll sleep in the barn," said the Donkey. "I'll sleep on the roof," said the Rooster. And so they remained in this house and often sang together. They went later to Toon Toon Town and even gave concerts.

Helpline

For activity 2 and 4, once you complete your reading, allow students to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. Don't give meanings directly. When students don't know a word, first encourage them to ask other classmates if they know the unfamiliar word. In this way, the entire vocabulary of the class is raised with a little effort.

ACTIVITY - 5

Answer the following questions.

1. Why did the masters throw their animals out?
2. Do you think the masters did the right thing?
3. Where did the animals want to go and why?
4. How did the animals scare the robbers?

Helpline

Give adequate time to students to read the text for answering questions. Help students to understand questions.

ACTIVITY - 6

Read the story again and find out how many times the following words occur:

old - _____

together - _____

thrown - _____

master - _____

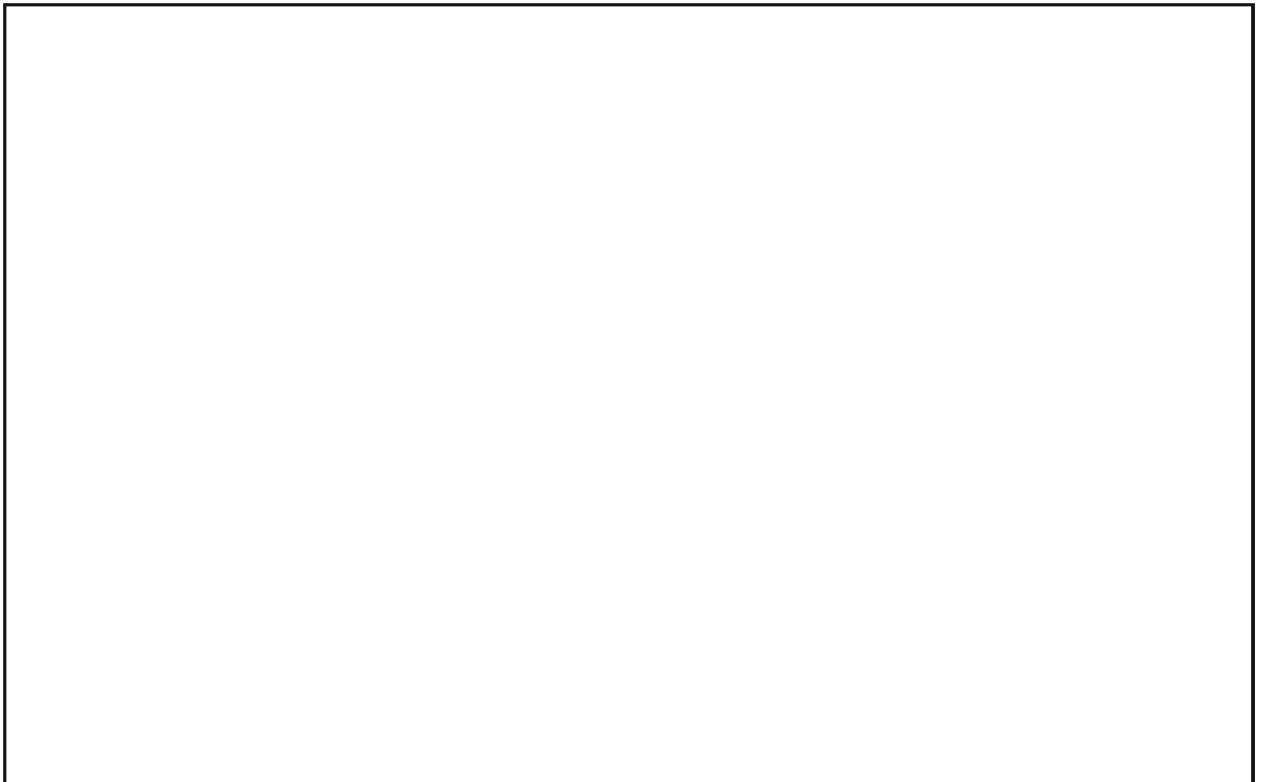
ACTIVITY - 7

Work in pairs. Read the story and complete the following sentences.

- The donkey had worked _____ for the farmer for _____.
- The dog liked the _____ to going to Toon Toon Town and becoming a _____.
- They entered a _____ and suddenly saw a _____.
- And so they _____ in the house and often _____.

ACTIVITY - 8

Draw your favourite animal and colour it.



Now write a few sentences about your favourite animal.

My Favourite animal

My Favourite animal _____

ACTIVITY -9

Write a few sentences about your favourite elderly person and how they treat you.

Helpline

For activity- 8 and 9 provide points for writing answers. Encourage originality of language. Ask students to present their answers in the class.



ACTIVITY - 10

What do you call a group of different animals?

For example: A group of lions is called a pride.

Now find out appropriate words for groups of various animals like bees, sheep, cows and geese

Learning outcomes	
Vocabulary Chase, stripes, fur, peeped, yelled etc. and words related to animal sounds	Language Narrating past events Reciting rhymes Producing language through original ideas
Skills listening and reading speaking and writing	Teaching goals: To make learners narrate the story To enrich language through pair or group work

ACTIVITY - 1

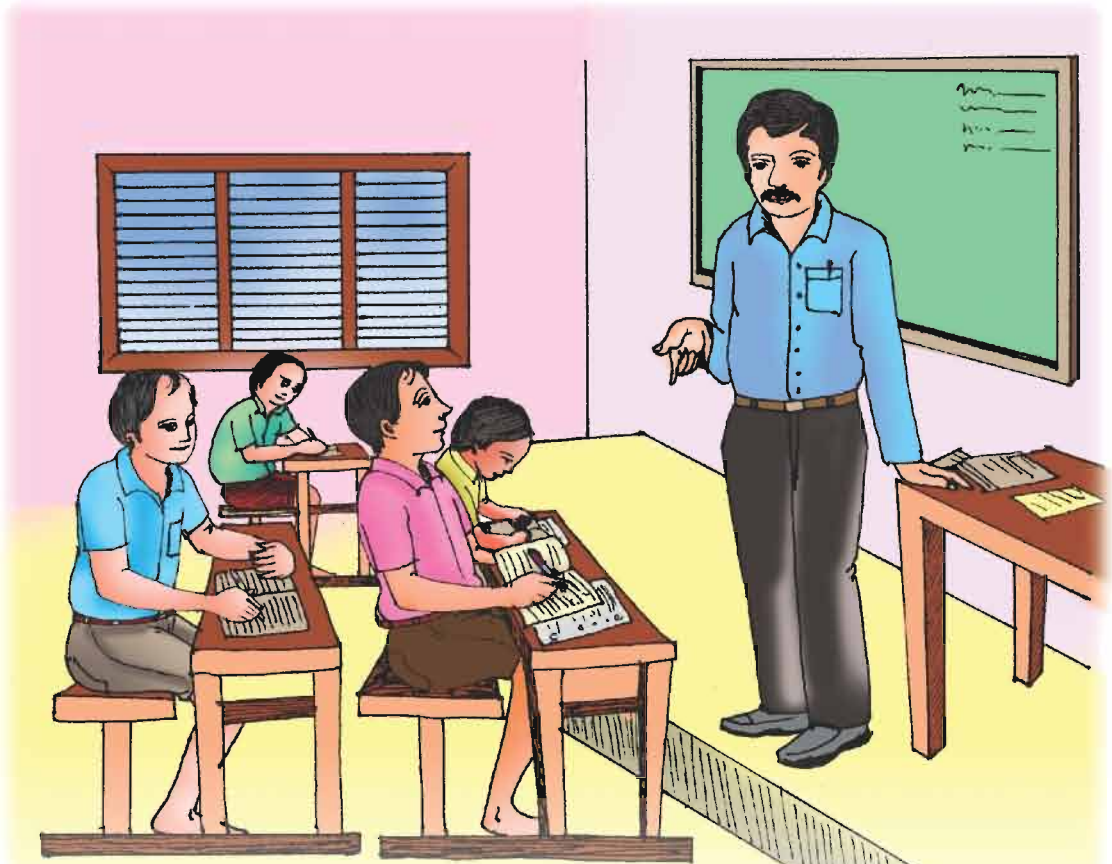
India is a great nation. In India, we had many great personalities that sacrificed their lives for freedom, pride and glory of the nation.

Here are some pictures of great heroes of India. Try to recognize them and share information about these legendary persons with your teacher and classmates. Tell whom you like the most and why.



ACTIVITY - 2

MOHAN DID NOT COPY



What made Mohandas Gandhi a 'Mahatma'? Well, he had many qualities. He loved truth; he practised truth. This made him great.

He watched his own actions. He always asked himself, “Is my action right or wrong? Is it good or bad?” Did he do this from childhood? Yes, he did.

Mohan was a student in Rajkot. He did not always stand first in his class. But he was always honest. Once the school had its annual inspection. The inspector went round all the classes. He also went to class V. Mohan was a student in that class. It was an English class. The inspector gave a spelling test. He dictated ten words. One word was ‘kettle’. Mohan did not know the spelling of this word. He spelt the word wrongly. The teacher saw the wrong spelling in Mohan’s slate. He made a sign to Mohan ‘Copy the word from the neighbour’s.’ Did Mohan understand the sign? Yes, he did. Did he copy the word? No, he didn’t.

After some time, the inspector left. The teacher was angry. The teacher said to Mohan “I made a sign to you, but you did not understand.” The other students laughed at him, but Mohan was not sorry. Mohan was honest. He did not cheat himself or the others. Perhaps this made him a Mahatma.

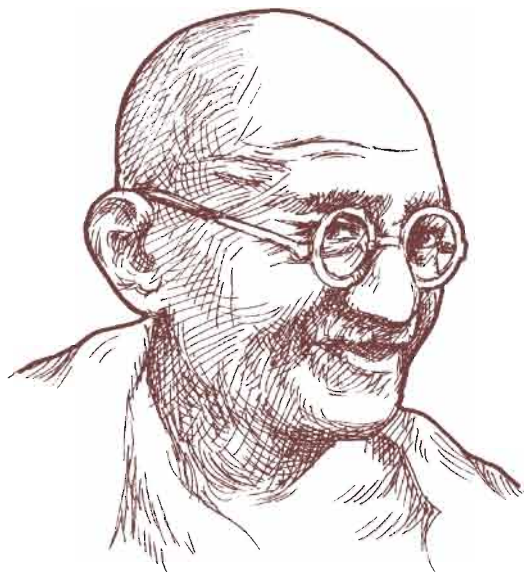
ACTIVITY - 3

Discuss and share the following questions with your teacher and classmates.

1. What do you learn from the life of Mohan?
2. Do you think what Mohan did was correct?
3. Do you think a person should copy to pass in exams?
4. Do you agree that “Honesty is the best Policy”?
5. Is copying good or bad?

ACTIVITY - 4

Read and enjoy.



Key Words :

adore - deep love and respect for someone
cherish - protect and care (someone) lovingly
noble - having good qualities and morals
non-violence - use of peace, no fighting or war

MAHATMA GANDHI WE ADORE

God is Truth
You said
Freedom
You cherished
Non-violence
You practiced
Noble soul
You're a role
Model for all
You're
The Mahatma
We adore.

- Tirupathi Chandrupatla

ACTIVITY - 5

(A) Make a list of words from activity 2 and 4 which are related to Mahatma Gandhi:

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

(B) Which of the following words/phrases can be added to the above list. Why? Discuss with your teacher and classmates.

satyagrahi	lawyer	warrior
freedom fighter	Father of the nation	spiritual
simple	inspirational	courageous

ACTIVITY - 6

I - One day Gandhiji and Vallabhbhai Patel were talking in the jail, when Gandhiji remarked, "At times even a dead snake can be of use." And he related the following story to illustrate his point:

Once a snake entered the house of an old woman. The old woman was frightened and cried out for help. Hearing her, the neighbours rushed up and killed the snake. Then they returned to their homes. Instead of throwing the dead snake far away, the old woman flung it onto her roof.

Sometime later a kite flying overhead spotted the dead snake. In its beak the kite had a pearl necklace which it had picked up from somewhere. It dropped the necklace and flew away with the dead snake.



When the old woman saw a bright, shining object on her roof, she pulled it down with a pole. Finding that it was a pearl necklace, she danced with joy!

II - When Gandhiji finished his story, Vallabhbhai Patel said he too had a story to tell:

One day a Bania found a snake in his house. He couldn't find anyone to kill it for him and hadn't the courage to kill it himself. Besides, he hated killing any living creature. So he covered the snake with a pot and left it there.

As luck would have it, that night some thieves broke into the Bania's house. They entered the kitchen and saw the overturned pot. "Ah," they thought, "the Bania has hidden something valuable here." As they lifted the pot, the snake stung. (All of them ran for their lives.)

ACTIVITY - 7

- 1. Discuss both these stories with your classmates. Decide together: Which of the stories you liked the more? Give reason.**
- 2. Tell your teacher and classmates, if you find a snake in your house or school, which of the stories will you follow?**

Helpline

Give students enough time to read both the stories and think about two questions given above.

ACTIVITY - 8

Read and enjoy.

Children loved visiting Gandhiji. A little boy who was there one day, was greatly distressed to see the way Gandhiji was dressed. Such a great man yet he doesn't even wear a shirt, he wondered.

"Why don't you wear a kurta, Gandhiji?" the little boy couldn't help asking him finally.

"Where's the money, son?" Gandhiji asked gently. "I am very poor. I can't afford a kurta."



The boy's heart was filled with pity.

"My mother sews well", he said. "She makes all my clothes. I'll ask her to sew a Kurta for you."

"How many Kurtas can your mother make?" Gandhiji asked.

"How many do you need?" asked the boy. "One, two, three.... she'll make as many as you want."

Gandhiji thought for a moment. Then he said, "But I am not alone, son. It wouldn't be right for me to be the only one to wear a kurta."

"How many Kurtas do you need?" the boy persisted. "I'll ask my mother to make as many as you want. Just tell me how many you need."

"I have a very large family, son. I have forty crore brothers and sisters," Gandhiji explained.

"Till every one of them has no kurta to wear, how can I wear one? Tell me, can your mother make kurtas for all of them?"

At this question the boy became very thoughtful. Forty crore brothers and sisters! Gandhiji was right.

Till every one of them had no kurta to wear how could he wear one himself? After all the entire nation was Gandhiji's family, and he was the head of that family. He was their friend and companion. What use would one kurta be to him?

Helpline

Read the story aloud in class and ask the students to follow you. Discuss the story at the end of the reading. Ask the students to read the story silently.

ACTIVITY - 9

The following is the beginning of a timeline of Mahatma Gandhiji's life that we are working on. We also plan to make a timeline of India's history, as well as that of the world, during his time. In that way, you can see where parallel events occurred.

UNIT-9

Lion: The King of The Forest

ACTIVITY - 1

Can you name the animals in the pictures given below? Tell your classmates and teacher which is your favourite animal and where have you seen them?



• Using the words like whiskers, claws, paws, tail, wings, beak, fur, feather Describe your favourite animal or bird from the pictures given above.

Difference between Nocturnal and Diurnal Animals?

Nocturnal is characterized by those animals that do a lot of activities during the night and sleep during the day. Diurnal animals do a lot of work during the day and sleep at night. Mammals, insects, birds and reptiles are examples of Diurnal animals while bats, owl and cats are nocturnal animals.

Source - <http://www.differencebetween.net/science/nature/difference-between-nocturnal-and-diurnal/>

ACTIVITY - 2

Discuss the following questions and share your answers with your friends and teacher:

1. Which of the animals in the picture are nocturnal?
2. Which of the animals in the picture are diurnal?
3. Which of the animals in the picture can live on land?
4. Which of the animals in the picture can live in water?
5. Which of the animals in the picture can live on land and in water?

ACTIVITY - 3

Name a few other animals that can be categorized in this table. Discuss their habitat with your classmates and teacher.

Nocturnal	Diurnal	On land	In water	Land and Water
Bat	Zebra	Tiger	Fish	Frog

ACTIVITY - 4

Read the poem aloud and enjoy the roar of the lion. Try to imitate the roar of a lion with your classmates.



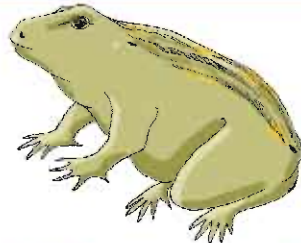
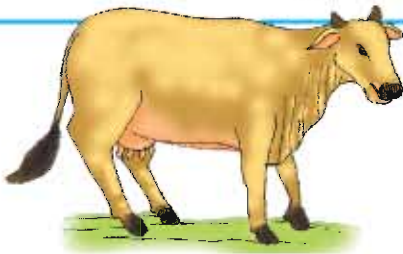
A LION'S ROAR

They say a lion's roar
can be heard five miles away.
Therefore, if you wake up one night,
and you hear a lion's roar,
which is completely different
from the old man's snore.
Don't panic, the lion could be,
at least five miles away.
Then on the other hand,
maybe you should panic,
the lion could actually be
only five minutes away.

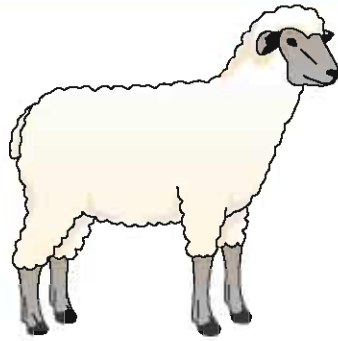
- David Harris

ACTIVITY - 5

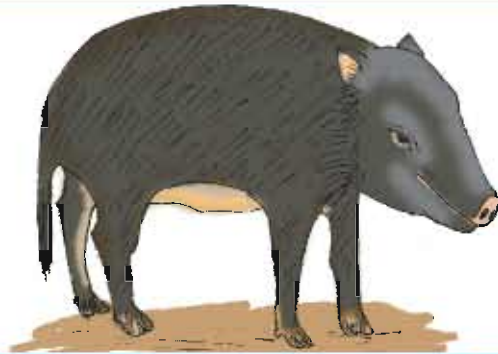
Match the sound (A) with an animal (B) and complete the sentence.

Sound	Animal
A _____ says moo.	
A _____ says ribbit.	

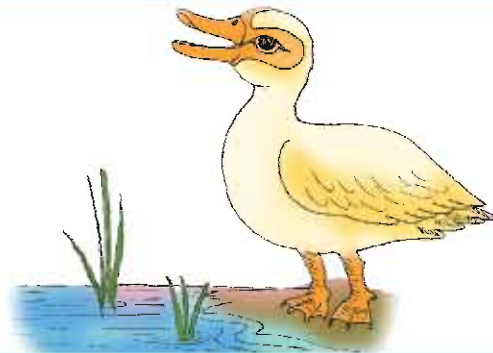
A _____ says tweet-tweet.



A _____ says quack-quack.



A _____ says oink-oink.



A _____ says baah.



A _____ says neigh.



ACTIVITY - 6

Read and enjoy the story.

Dear friends, here is a story about Simba, the lion and the wind. This story is how Simba saved non-renewable energy (e.g. petrol) by introducing renewable energy (e.g. Wind).

THE LION AND THE WIND

There was once a very special lion called Simba who lived on the African savannah. Simba would play in the plains, running and jumping with his friends the leopards and the other lions in the area. Simba had a very special gift, for every time he roared he created such a strong wind, it seemed like a hurricane.

On the savannah, where Simba lived, there were a lot of different kinds of animals: giraffes, elephants, hyenas, etc. and even though it wasn't a particularly green place, there were lots of species of trees and plants.

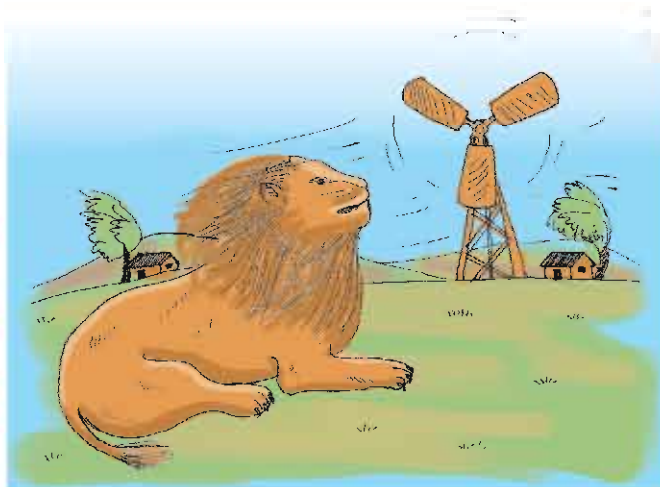
One day, as Simba was playing with his friends, they saw enormous machines destroying a part of the plain by digging into the earth. "The humans are building oil wells..." said one of the wisest lions.

Day by day, the men built more and more oil wells, destroying nature in the process.

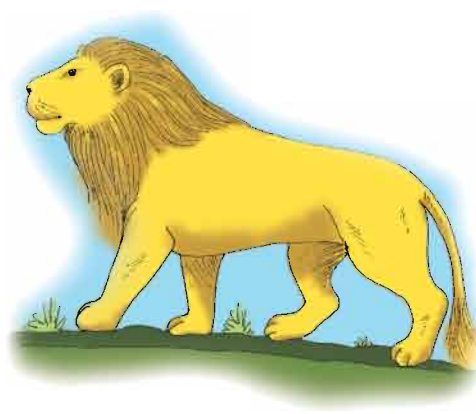
Simba had fewer and fewer friends to play with and fewer plains in which to run about, and he knew that it was the men that were causing it all.

So he decided to ask the wisest lion in the area for a solution. The wise old lion said: "The only solution is for the men to stop using petrol, and use renewable energies such as wind instead..."

That gave Simba an idea, and he decided to help one of the most powerful renewable energies in the



world: wind power. So he went round all the countries in the world roaring with all his might to create a great wind that would help men use more renewable energy. In the end, Simba succeeded in getting mankind to stop using petrol, and the African savannah recovered completely.



Now let's know more about Renewable and Non-renewable energy.

Difference between Renewable and Non-renewable energy.

Renewable energy sources are ones which don't run out - which can be renewed. We can keep using them and we'll never run out forever. Examples of renewable sources include wind, water power (hydroelectric), and solar power (light from the sun).

Non-renewable energy sources are ones which are limited. As we use them to generate energy, they get used up, and can't be used a second time. There are three main non-renewable energy sources, which are running out fast : coal, oil and natural gas.

ACTIVITY - 7

Discuss the following questions with your teachers and classmates.

1. Who was Simba? Where did he live?
2. What was Simba's special gift ?
3. What did Simba see when he was playing with his friends?
4. Who were causing problem for Simba and his friends? Why?
5. What did Simba do to recover the savannah?

ACTIVITY - 8

Animal Idioms :

Read the Idioms and their meanings carefully and try to make three sentences for each idiom after reading and discussing the examples given below.

Idioms	Meaning	Example Sentence
cat nap	a short sleep	eg. I'm going to have a cat nap while you're cooking dinner.
copy cat	a person who does the same thing as someone else	eg. My sister is such a copy cat . First she bought the same car as me, and now she's applying to my school.
dog days	very hot days	I sleep in the basement during the dog days of August.
have a cow	get extremely upset (often over something slight)	My teacher had a cow when she realized nobody had done the homework.
Fishy	strange, doubtful, odd	I knew something fishy was going on when I saw all of my friends' cars in my mom's driveway.
get the lion's share	get the greatest percentage	My brother got the lion's share of cake.
raining cats and dogs	raining heavily	I forgot my umbrella, and it was raining cats and dogs .
let the cat out of the bag	tell a secret	Who let the cat out of the bag about the surprise party?

Helpline

Divide students in pairs and ask them to select any of the idioms and discuss. Also ask them to write atleast two sentences.

ACTIVITY -9

Get a quick look at our ten cool facts about the gorgeous king of the jungle -
“LION”

1. Lions usually live in groups of ten to fifteen animals called prides.



2. An adult male's roar can be heard up to eight km away. A lion may sleep for up to twenty hours a day.

3. A female lion needs five kg of meat a day.
A male needs seven kg or more a day.

4. The name for a baby lion is a cub, whelp or lionet.



5. Female lions do 85-90% of the prides hunting, whilst the male lions patrol the area and protect the pride.

6. In the wild, lions live for an average of (12-16 years).
They live up to twenty five years in imprisonment.



7. Lions go on the hunt for food mostly from dusk till dawn.



8. Female lions reach two-thirds of their adult size by the time they are two years old.



9. A lion can run for short distances at 50 mph and leap as far as 36 feet.



10. Lions hunt animals such as deer, buffaloes, wild pigs in forest.

Tell your teacher and classmates about the facts that surprised you the most. Find some more amazing facts about any other animal.

ACTIVITY - 10

The present table is about National parks of the state of Gujarat. Read the following information and discuss with your teacher and friends about the sanctuary you visited from the table.

Also tell them about the animals you have seen in forest or Zoo and which sanctuary you would like to visit.

Gujarat State came into existence on May1, 1960 after the division of the State of Bombay. The total geographical area of the state is 196024 sq. kms out of which 18961.56 sq. kms (9.67%) is the declared forest area with 7.72% of area as forest cover. The unique features of the state are the climatic and geographical conditions i.e the largest coastline in the country, the salty deserts, grasslands and wetlands.

These factors have given the state a diversity of plant life and animal life. The royal Asiatic lion and wild ass have their last resorts of the world in Gujarat. The animal life consists of 14% fishes, 18 % reptiles, 37% avifauna (the birds of a particular region, habitat, or geological period) and 25% of the mammal population of the country.

Forest Department of Gujarat is entrusted with the prime responsibility of protection, conservation and development of the forests and wildlife of the state.

No.	Name of the Park	Year of ESTT	Area in SQ KMS	Location	Major Species
1	Gir National Park	1975	256.71	Sasan Gir, Dist : Junagadh	Lion, Leopard, Chital, Chausinga, Hyena, Mamoar, Chinkara, Herpetofauna, Crocodiles and Birds
2	Blackbuck National park	1976	34.08	Velavader, Disti : Bhavnagar	Blackbuck, Wolf, Houbara bustard, Harrieres, Lesser florican, Herpetofauna,
3	Vansda National park	1979	23.99	Vansda, Dist : Navasari	Leopard, Hyena Chital, Chausinga, Herpetofauna, Birds
4	Marine National park	1982	162.89	Gulf of Kachchh, Dist : Jamnagar	Sponges, Corals Jelly fish, Sea horse, Octopus, Oyster, Pearioyster, Starfish, Lobster , Dolphin, Dugon, Waterfowls
		Total	469.67		

Helpline

Divide students in pairs. Ask them to read the passage silently and note down some of the important points. Ask students to read and discuss the table with their partner.

ACTIVITY - 1

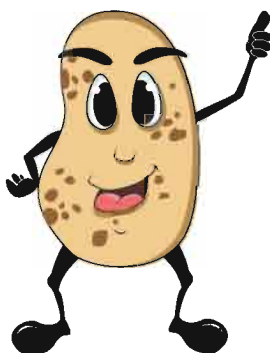


A) What do you see in this picture?

What is your favourite dish?

B) Identify the following vegetables and fruits.







ACTIVITY - 2

Now listen to the Part-1 of the story as your teacher reads.

Part - 1 A BOY WHO HATED VEGETABLES!

Jeet was very fond of chocolates. He also loved the tasty dishes his mother made. However, he would never eat any vegetable. His mother would get angry - but for any vegetable dish Jeet would always say a loudly "NO!"

He did not like to eat any vegetable. Name any vegetable and Jeet would turn his face away. He would not look at even carrot (gajar) halwa topped with nuts and raisins.

Jeet's father and mother would get very angry. But all the vegetables would feel more angry and



hurt. “Jeet does not like me. I also do not like him,” growled Mr. Potato, one day.

“See how he hates me!” cried Carrot Tops angrily. “I would like to spank the fellow!” said Miss Bhindi. “And I know how to deal with this stubborn boy!” Mr. Karela said with a naughty smile. By the time dinner was ready, all the vegetables had worked out their plan.

Jeet was fond of pizza. When the pizza was brought to the table, he greedily put a piece of pizza in his mouth. “Oh! This pizza is bitter!” he cried. He did not know that Mr. Karela had squeezed his juice on his plate.

“Rubbish!” his father shouted.

ACTIVITY - 3

Answer the following questions based on the above story.

1. Which characters have been mentioned so far?

2. Jeet was fond of chocolates. What do you like to eat?

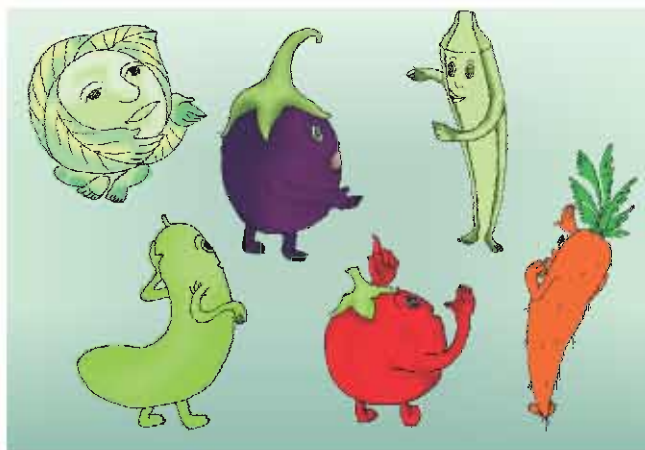
3. Ask your classmates about their favourite dish.

ACTIVITY - 4

Part-2

But Jeet said, “It is really bitter, Papa,” and asked for chocolate biscuit cake. When the chocolate biscuit cake was being brought, a cauliflower threw a big lump of salt into it. Jeet put a piece of chocolate biscuit cake into his mouth. He found it so salty that he could not swallow it. “The chocolate biscuit cake is salty, Mummy!”

But his mother and father did not believe him. All he got was a spanking for being such a grumpy boy. Jeet remained hungry. In the middle of the night, Jeet crept





hungrily to the fridge. He took out a slab of chocolate and took a big bite. But his tongue burnt because the vegetables had rubbed chilies on the chocolate.

His mouth burnt, Jeet turned to a big bowl of gajar halwa. He put a spoonful into his mouth. “Aha!” The halwa tested so sweet and nice! He took another spoonful and then another. It surprised him that gajar halwa could be so tasty. And he had always refused to eat it! He liked it so much that he ate up all the halwa in the bowl.

Next morning, Jeet’s mother opened the fridge to take out milk for making tea. She found the bowl of gajar halwa empty. “Who has eaten the gajar halwa?” she asked.

“I ate it, Mummy!” Jeet said.

“You! You hate vegetables, don't you?” “Yes, Mummy, I did hate vegetables. But I don't any more!”

Jeet’s mother was happy. “Good boy,” she said and hugged him.

Helpline

For activity 2 and 4, once you have completed reading, allow students to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. Don't give meanings directly. When students don't know a word, first encourage them to ask other classmates if they know the unfamiliar word. In this way, the entire vocabulary of the class is raised with a little effort.



ACTIVITY - 5

Read the part-1 and 2 of the story. Arrange the following sentences in proper order and rewrite them in your notebook.

1. Jeet turned to a big bowl of gajar halwa and he ate up all Halwa in the bowl.
2. In the middle of the night, Jeet crept hungrily to the fridge.
3. Jeet did not like to eat vegetables.
4. Jeet turned to a big bowl of gajar halwa.
5. He found pizza very bitter.
6. Then Jeet put a piece of chocolate biscuit cake into his mouth and he found it so salty.
7. But his tongue burnt because the vegetables had rubbed chillies on to the chocolate.
8. He took out a slab of chocolate and took a big bite. But his tongue burnt because the vegetables had rubbed chillies on the chocolate.
9. A chocolate biscuit cake was being brought to him. Jeet put a piece of chocolate biscuit cake into his mouth. He found it so salty.
10. He greedily put a piece of pizza into his mouth.

ACTIVITY - 6

Say the following tongue twister as fast as you can :

Fresh fried fish, fish fresh fried, fried fish fresh, fish fried fresh.

Now work in pairs and write more tongue twisters related to food. Share it with your classmates.

Listen to the tongue twisters your classmates wrote.

Helpline

Allow students to use internet for finding tongue twisters related to food or anything else.

ACTIVITY - 7 A

Here are some scrambled words related to fruits, vegetables, junk food and all the delicious food we eat every day are given. Arrange letters and make meaningful words.

Paizz	
Aogern	
Taryrebwsr	
Nrco	
Oomtta	
Rcie	
eechse	
Lppae	
Oaotpt	
Uops	

ACTIVITY - 7 B

Classify the following words according to the categories given on the next page :

Water, cabbage, strawberry, chips, orange juice, onions, mango, pizza, coke, potato, lemon, sandwich, soda, mushroom, peach, French fries, coffee, carrot, apple, burger

Fast Food	Fruits	Vegetables	Drinks

ACTIVITY - 8

Colour the following picture using different colours. List the things which you can see in the picture.



Helpline

Here the goal is to produce language only. There are no right answers to the language task. The 'best' answers are the original ideas that your students can imagine.

ACTIVITY - 9

Read and enjoy.

WHO AM I?

Chop me and slice me

But keep water near.

I sometimes get juicy

And can bring on a tear! –

Tell me who am I? _____

I carry white flowers

To break off and eat.

I'm sometimes served raw,

A nutritious snack treat! –

Tell me who am I? _____

I am the queen of fields,

Mother of all vitamins,

Soft inside, but from the top

Look like proud orange globe.

Tell me who am I? _____

ACTIVITY - 10

Read the poem and enjoy.

Green vegetables and fresh fruits,
Carrots, tomatoes and orange juice.
Mummy says, "Eat them all".
It makes us healthy and strong.
What is your favourite fruit dish?

Ask your classmates about their favourite dish. Make a chart showing all the dishes that classmates like best. Count how many classmates like each dish.

Favourite dishes of Classmates	Number of classmate who like each dish

Helpline

For the dish chart, demonstrate by asking a child for a favourite dish. tell the students to write the name of the dish a classmate says, but the second time they hear the dish, they will add to count to show that two students like the same dish. Every time he hears a dish that other students like as well, he adds to the count.

Learning outcomes

Vocabulary

growled, spank, greedily, angrily, crept etc.

Language

Narrating past events
Reading tongue twisters and reciting rhymes

Skills

Listening and Reading
Speaking and Writing

Teaching goals:

Health awareness through a story on vegetables
To enrich language through pair or group work

Have you ever thought of the beautiful world around us? A number of poets, philosophers and many others have discovered the secrets of nature and wisdom that spellbound us. There are some things in the environment that appeal to all of us...

THE QUEEN OF FLOWERS

There are a number of flowers that we see around us. One of them is the Rose. It has been a symbol of love, dedication, divine affection, respect and so on. Roses are also called the divas of our garden. They add beauty and brightness to the environment.



Have we ever wondered about a life without flowers and colours?

There are more than 100 species of roses around us. The name 'rose' comes from the latin word '*rosa*'. Roses are valued for their sweet fragrance, medicinal value, ornamental and decorative value.

Can we try to be budding poets writers and poets and write a few lines to describe the rose?

ACTIVITY - 1

Write a few lines to describe a rose

Helpline

Take various pictures of roses to the class and encourage students to build and collect sufficient vocabulary to describe a rose.

THE KING OF RAINS

There are a number of factors that lead to rain. However, black clouds are commonly considered as a sign of rains. Clouds in the sky are of different colours ... black , blue, white and grey. They add beauty to our environment, don't they?

Have we ever wondered how clouds can be identified...? Let us read the following lines to know a few types of clouds.

'Cirrus Clouds' look like a curl of hair while 'Stratus clouds' look like straight lines in the sky. The 'Nimbus Clouds' are clouds of rain. Let us look at a picture of the Nimbus cloud.



Since Nimbus clouds are dense with water, they appear darker than other clouds. Nimbus clouds are formed at low heights (altitudes) and are typically spread uniformly across the sky. The Nimbus clouds bring rain to us.

Let us read this poem.

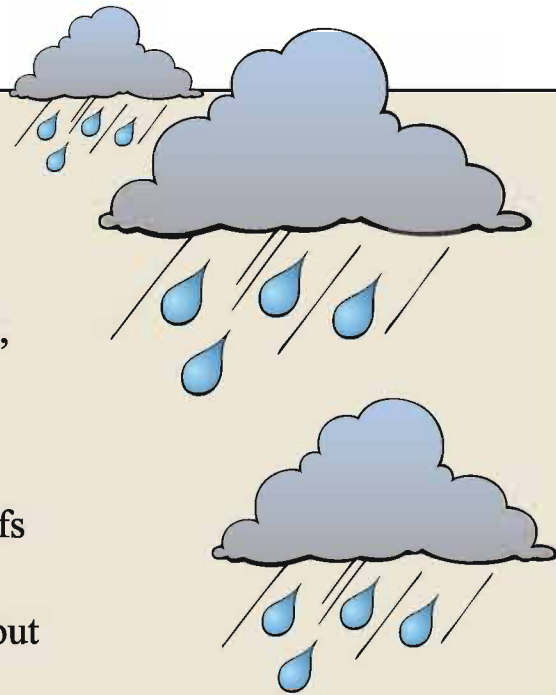
RAIN

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,

How beautiful is the rain!
How it clatters along the roofs
Like the tramp of hoofs!
How it gushes and struggles out

From the throat of the overflowing spout!
Across the window-pane
It pours and pours;
And swift and wide,

With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!



Helpline

Make the students recite the poem. Encourage them to practice recitation.

ACTIVITY - 2

Answer the following questions based on the above poem.

1. Why do you think people welcome the rain ?

2. What are the sounds produced by the rain?

3. You may think of writing a paragraph on the rainy season



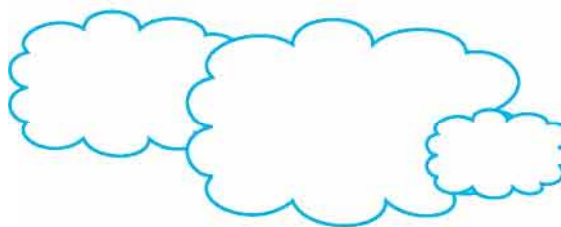
Helpline

Encourage students to construct more questions related to rain, nature, natural calamities, etc.

ACTIVITY - 3

Look out of the window and identify a cloud. Now, make an attempt to describe and draw the cloud.

Observe a cloud and draw the same as well as colour it ...



TWINKLE TWINKLE LITTLE STARS

We see the stars as tiny points of light in the sky. They may all look the same but they are not. They range in size, color, temperature, power, and life spans. Stars are made of mostly hydrogen, which is the most abundant element in the universe.

We all have learnt the rhyme : Twinkle twinkle little star... Have we ever wondered where the star light comes from? Let us find it out

Stars get their light from the Sun. There are chemical reactions that give light and shine to the stars.

Helpline

Encourage students to draw different types of clouds and describe each type of cloud in approximately 50 words.

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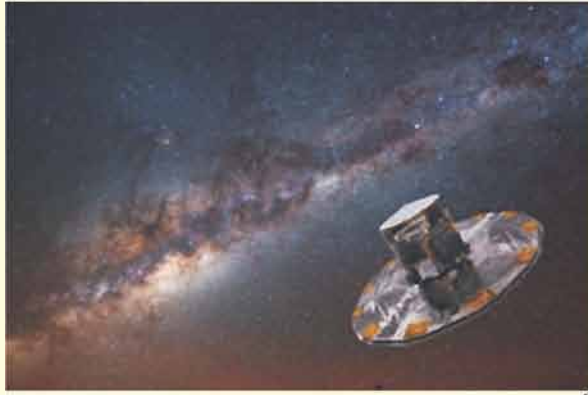
This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Have you ever looked up into the night sky and wondered just how many stars there are in space? This question has fascinated scientists as well as philosophers, musicians and dreamers throughout the ages. Stars are not scattered randomly through space, they are gathered together into vast groups known as galaxies. The Sun belongs to a galaxy called the Milky Way. Astronomers estimate there are about 100 thousand million stars in the Milky Way alone. Outside that, there are millions upon millions of other galaxies also!

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Did you know?

In 1995, an image from the Hubble Space Telescope (HST) suggested that star formation had reached a peak at roughly seven thousand million years ago. The picture shows a satellite mapping of our milky way.



Read and enjoy.

FLOWER

Pluck this little flower and take it, delay not! I fear lest it
droop and drop into the dust.

I may not find a place in your garland, but honour it with a
touch of pain from your hand and pluck it. I fear lest the
day end before I am aware, and the time of offering go by.

Though its colour be not deep and its smell be faint, use this
flower in your service and pluck it while there is time.

- Rabindranath Tagore



ACTIVITY - 5

Read the poem and answer the following questions in a group.

1. Which flower does the poet talk about?

2. What do you think is the poet's attitude towards nature?

3. What's the keen desire of the poet?

4. What do the following words mean?
"drop, drop in to the dust, offering"

ACTIVITY - 6

Summarize the poem in your own words.



Did you know?

Rabindranath Tagore became the first non-European to win the Nobel Prize in Literature in 1913.

101

Boy, house, play, sing, dance, garden, beautiful, mountains, enjoyed, cut trees,
dirty, rivers, waterfalls, dust, sad, decision, marched, people, save, nature,
environment, mission, promise, better, world

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Make students write short paragraphs on nature and collect questions/quotes related to nature. Discuss them during the language tasks.



ACTIVITY - 8

Record Your LIKES!

Favourite Tree...

Favourite Animal...

Favourite Festival...

Favourite Season...

Favourite Place...

ACTIVITY - 9

Work in pairs and ask the following questions to you partner. Take turns to do so. Record observations in the cells. (On the next page)

Summarize the content and present the same to your partner.

Helpline

Students may record the likes and dislikes of their peers and teachers in their language journals or note books.

After the task the learner needs to make conscious efforts to use the questions and requests in day to day life situations.

What is your name?	What does your name mean?	When were you born?	What do you like to do?
What are your hobbies?	Which season do you like?	Two words about nature...	Your favourite hill station...
Which is your favourite flower?	Which colours do you like the	Which birds do you like?	Which is your home town?

ACTIVITY - 10

Identify two paragraphs on nature and summarise the same below.

(*Please note: teacher needs to dictate two short paragraphs on nature)



Helpline

- Encourage students to discuss the above activities and merge the same with oral communication tasks.
- Students can be encouraged to read, comprehend and appreciate more poems on nature.
- Pictures related to nature can be used for the oral communication tasks during classes.
- Additional contents related to the units can be sought from different websites.

Learning outcomes

• Language • Seeking information • Asking questions • Recording information	Students may be encouraged to build short conversation based on the contents of each activity in the unit. For example... Mital : Hello
Contents • Nature • Our Surrounding	Sheela : How are you Mital? Mital : I'm fine, What are busy with ? Sheela : I'm fine but too busy with the environmental programme.
Skills • Oral communication • Written Communication • Listening	Mital : Can I be a part of the programme? Sheela : Sure, that would be great!

ACTIVITY - 1

Read the following passage and answer the questions given below.

MOTHER TERESA

Mother Teresa was born in Albania in 1910, and died in 1997. Her real name is Agnes Gonxha Bojaxhiu. She became famous the world over for starting the Missionaries of Charity in Calcutta, India. She began this work in 1950 and for over forty years, she looked after the poor, sick, orphans and dying. She won the Nobel Peace Prize in 1979 for her humanitarian work. She was an international symbol of charity, visiting many countries to help poor children. An international survey ranked her as the most admired person of the 20th Century.



1. Write four points about Mother Teresa.

2. Which award was given to Mother Teresa? Why?

3. Why was Mother Teresa famous?

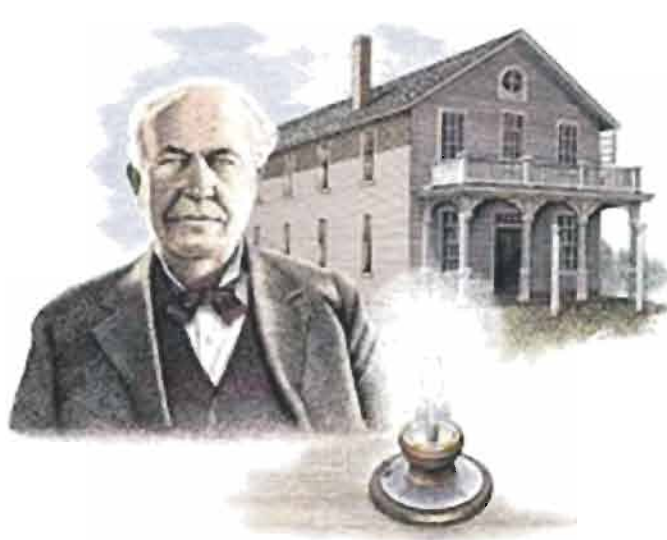
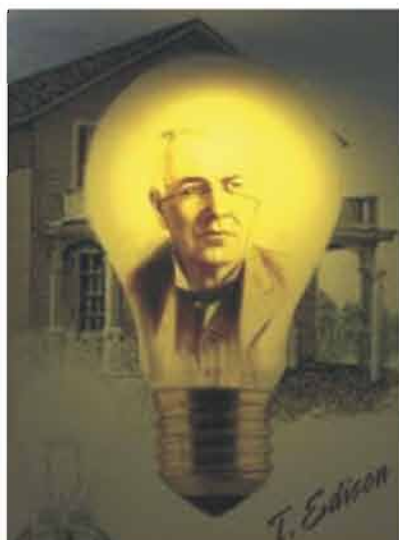
4. Which lines in the passage depict that Mother Teresa's work was appreciated and loved?

There are a number of scientists who have contributed significantly to make our life and world better. Scientists work in different ways. Some make medicines to save lives while some other dedicate themselves to technological revolution. Let us read about a famous scientist who invented electric bulb and much more.

Helpline

Students can take play the role of a researcher and find more about Mother Teresa's life. They can record the information (paragraph format) in their note books.

An Innovative Scientist Thomas Alva Edison



Edison was born in Ohio in the USA in 1847. At school his teacher thought his ideas were crazy and that he might have a learning difficulty. After that, his mother taught him at home. He was full of curiosity and she encouraged him to learn things for himself. He made working models of a steam engine and steam-powered sawmill, and experimented with chemicals.



Edison's favourite invention was the phonograph. He regarded it as a toy, and designed toys that used the device, including talking dolls and children's pianos. He improved (up on) it so that it could record and play music.

Edison also improved the telephone system that had been invented by Alexander Graham Bell. He also invented electric bell. This was one of his major invention. While he was trying to invent electric bulb he failed a number of times but did not give up.

Another Edison invention was the Kinetoscope, a box containing a strip of photographs. When one looked into the box while the strip was moved, the objects in the photos appeared to be moving.

Edison made many other inventions.



ACTIVITY - 2

Find and write about your famous scientist

Name of the Scientist:

Inventions/ contributions:

Paste the picture of the scientist:



ACTIVITY -3

Read the following story.

GULLIVER IN THE GIANT'S LAND

I am Gulliver, a sailor. I have visited many strange islands. Once I visited an island of dwarfs called Liliput. I was a giant among the liliputians. Then I landed on an island of giants where I was a dwarf.

Let me tell you about my experience about the island of giants.

I was trying to find a gap in the hedge when I discovered one of the giants in the next field walking towards the fence. I was struck with fear and ran to hide myself. He called in a voice much louder than a trumpet. It sounded like thunder! Seven monsters like him came towards the field ready to reap



the corn. They carried a reaping hook which was very big. When one of the reapers approached where I lay hidden I screamed as loud as I could. The creature stopped reaping, picked me up between his thumb and forefinger and brought me close to his eyes, sixty feet above the ground. He looked at me with curiosity and blew my hair aside to get a better view of my face.

He called his friends and gently placed me on the ground.

The all sat on the ground to take a good look at me. I walked slowly backward and forward, pulled off my hat and made a low bow towards the farmers. I tried to speak to them loudly in several languages. Each time I did so the farmer who picked me up held his ear very close to me but in vain. The farmer took me to his house and placed me at some distance on the dining table which was thirty feet high from the floor.

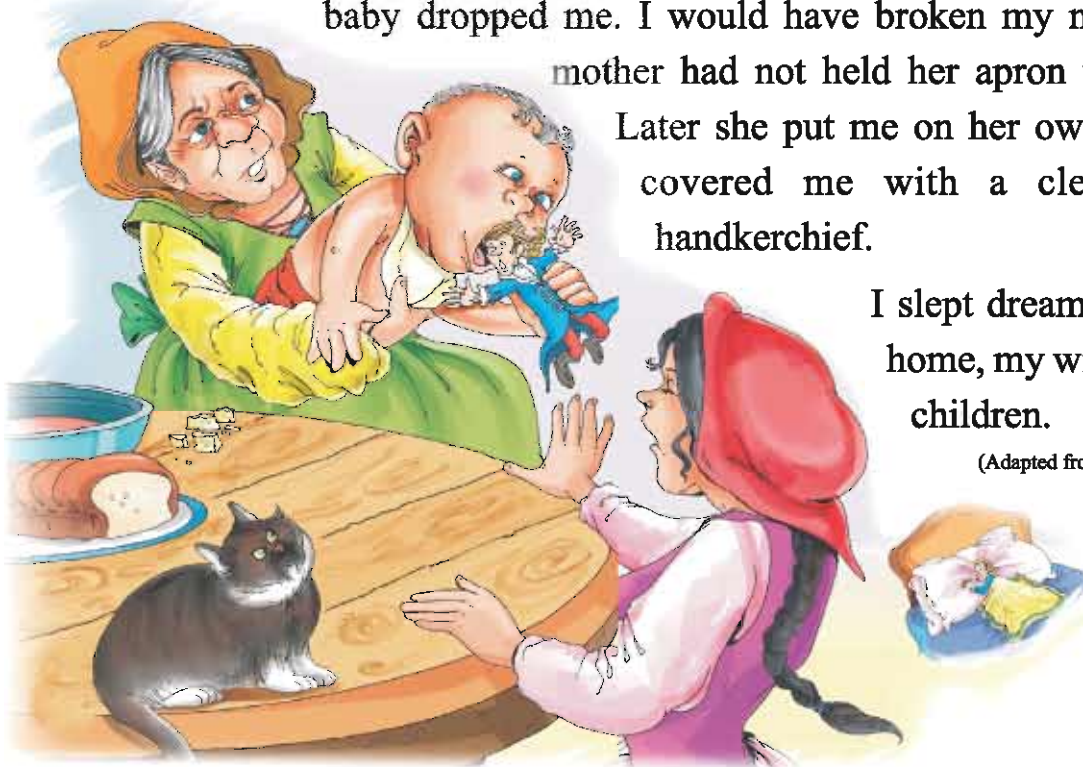
Dinner was brought for the farmer in a dish which was ten feet in diameter. The farmer's wife crumbled some bread and placed it before me. In the middle of the dinner I heard a noise behind me. It was the purring of a cat that was ten times larger than an ox. The farmer's wife was stroking him. Then entered the farmer's one year-old son in the arms of a lady. On seeing me the child grabbed me from

the table and put my head into his mouth. I shouted so loudly that the baby dropped me. I would have broken my neck if the mother had not held her apron under me.

Later she put me on her own bed and covered me with a clean white handkerchief.

I slept dreaming of my home, my wife and my children.

(Adapted from Jonathan Swift's
Gulliver's Travels)



ACTIVITY - 4

Choose the correct answer :

1. The giant carried a reaping hook because
 - (a) he was fighting with the other giants.
 - (b) he was going to reap the corn.
 - (c) he wanted to frighten Gulliver.
2. They put Gulliver on the ground to look at him because.
 - (a) they had never seen Gulliver before.
 - (b) they thought he was a doll.
 - (c) they had never seen such a tiny man.
3. Gulliver was
 - (a) a farmer
 - (b) a sailor
 - (c) a dwarf
 - (d) a giant.
4. From the text, write the sentence that tells you the following.
 - (a) The giant reapers were fascinated by Gulliver.

- (b) The giant wanted to take a close look at me.

- (c) The farmer's son thought Gulliver was a toy.

- (d) The farmer's wife was a kind-hearted woman.



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Identify the tense of the sentences given below.

1. He lost his way. _____
2. Mother chewed the food. _____
3. “Excuse me” said Meera. _____
4. The baby cries. _____
5. She scolded him. _____

Write five more sentences in the present and past tense each.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Helpline

Write a sentence in present tense and rewrite the same using simple past tense.



ACTIVITY - 6

Here are a few lines on life ...

Life means different things to different people.

The adventure of life is to learn.

The purpose of life is to grow.

The nature of life is to change.

The challenge of life is to overcome.

The essence of life is to care.

The opportunity of life is to serve.

The secret of life is to dare.

The spice of life is to be friend.

The beauty of life is to give.

Rewrite/ summarise the above lines in your own words.

Helpline

Encourage students to write a daily diary.

ACTIVITY - 7

Think and Answer ...

What is Life?

Describe a difficult situation that you faced in life.

Write about a friend who helped you .

What is your ambition in life?

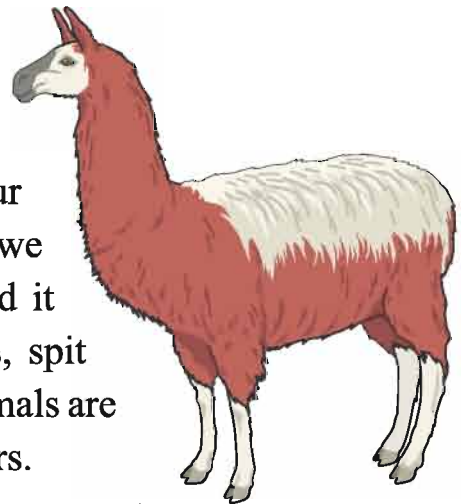


ACTIVITY - 8

Read this.

WHY ANIMALS SPIT?

Spit keeps our mouths moist and softens our food when we chew. Without spit in our mouths, we would have a hard time talking. We would find it even harder to swallow. But for some animals, spit works better after it has left the mouth. Some animals are experts at surviving because they are expert spitters.



Llamas are animals often found in petting zoos and farms. These animals seem to like their personal space. A llama that feels threatened or annoyed will spit slimy gobs at you to get you to leave it alone.

Sometimes llamas even spit on each other to steal food! This trick usually works, because a llama's spit includes food from the llama's stomach, and it can be quite smelly. When a llama spits on another animal, the animal usually loses its appetite and walks away, leaving its food behind.

Spitting cobras are also known for their expert aim. These snakes spray poisonous venom from their fangs to protect themselves. Scientists believe that these snakes actually aim for the eyes! When a cobra's venom gets into the eyes of an animal, the venom causes terrible pain, and even blindness. This gives the snake plenty of time to get away.



Spitting is considered to be rude behavior in people. But for some animals, spitting can be a smart way to get lunch –or a clever way to avoid becoming lunch!

Answer these questions.

Why does a cobra spit?

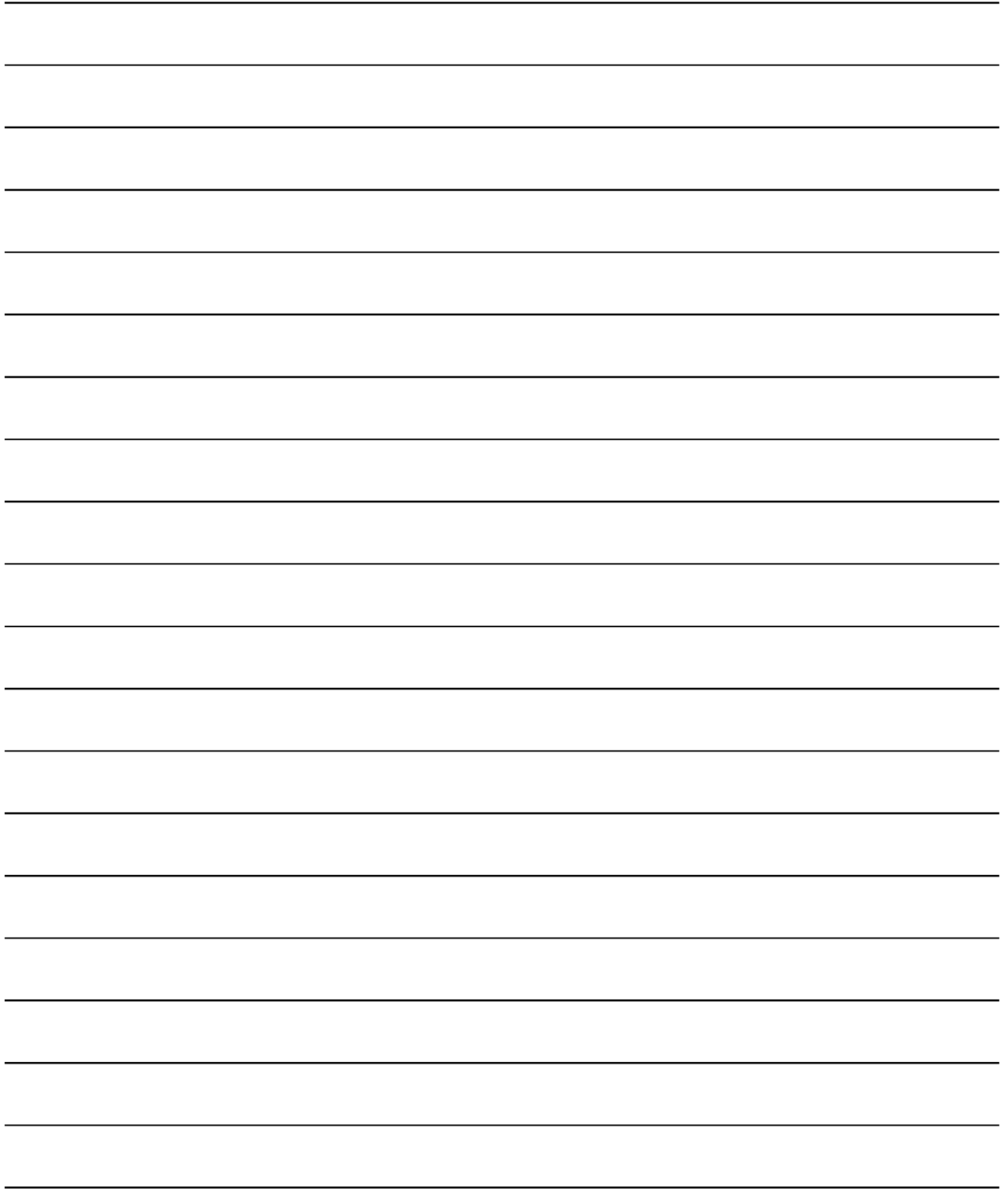
Why should human setups avoid spitting in public places?

Find information about other animals that use their spit in different ways !

ACTIVITY - 9

Observe the pictures and describe the following animals in the space given below.





Describe additional pictures in class. Collect the pictures from books, old magazines, newspapers, etc.



ACTIVITY - 10

Write the meanings and opposites of the following words, Construct a sentence for each in the space given below. (You may use the dictionary to complete the task.)

i. Glad

Meaning: _____

Sentence: _____

Opposite: _____

Sentence: _____

ii. Scamper

Meaning: _____

Sentence: _____

Opposite: _____

Sentence: _____

iii. Abjure

Meaning: _____

Sentence: _____

Opposite: _____

Sentence: _____

Helpline

Arrange a public talk activity for students on the theme Famous Personalities and have a performance analysis task.

A discussion on tenses can be initiated and students can be encouraged to write short sentences.

Please visit resource website for exercises: www.englishpage.com,
www.myenglishpages.com, www.englishexcercises.org, etc.



Contents • Stories • People • General awareness	Learning Outcomes • Awareness about famous personalities • Social Awareness • Recitation • Tenses (Present and Past) • Inter personal and Intrapersonal skills
Skills • Speaking • Reading • Listening • Comprehension	



Evaluation Activity

ACTIVITY - 1

Notice the pattern this poem follows. What is the line that is repetitive in the following poem?

Junk food, Junk food
Go away, Go away
Be never seen in my tray

Junk food, Junk food
You are so unhealthy
I want to stay healthy

Write a poem on healthy food using the same pattern.

ACTIVITY - 2

Choose an appropriate word from the list given below and fill in the blanks.

[pride, herd, gaggle, team, band]

1. A group of geese _____
2. A group of musicians _____
3. A group of lions _____
4. A group of elephants _____
5. A group of players _____

ACTIVITY - 3

Complete the story about Mohan using some hints given below.

A very Dark night - frightened of ghost - had to go from one room to another - saw a servant standing by the door - she asked reason to get frightened - she advised to Mohan, "Think of Rama and no ghost will dare come near you. No one will touch a hair of your head. Rama will protect you." - He remembered this throughout his life.

ACTIVITY - 4

Read the sentence in (A) and match it with the idiom in (B).

A	B
We are having very hot days in April.	get the lion's share
My brother became very upset when he comes to know that he got less marks in examination.	let the cat out of the bag
My sister always gets a larger share from my favourite food dish.	Fishy
My sister and mother were not sharing the secret about the holiday plan.	have a cow
When I entered my house, I felt something strange and doubtful.	dog days

ACTIVITY - 5

Read the following lines on nature and interpret its meaning.

Nature, like a loving mother, is ever trying to keep land and sea, mountain and valley, each in its place. It provides us with everything that we need.

ACTIVITY - 6

Read the words in the following table and complete the blanks respectively.

PRESENT	PAST	PRESENT	PAST
Share	_____	_____	Shared
Think	_____	_____	Chased
Speak	_____	_____	Depended
Walk	_____	_____	Saw
Write	_____	_____	Gazed
Say	_____	_____	Read
Drink	_____	_____	Booked
Type	_____	_____	Learned

