

Lesson 7



My Story

Look at the two pictures:



Talk to your friend and say how picture (A) is different from picture (B). Tell your friend which of these two environments you would like to live in and why.

My Story




Water tells its own story:

I am water. You see me all around you. I have neither shape nor colour. I take my colours from the place I live in.

You have seen me in seas and lakes. There I have a light blue colour. You have seen me dancing along a rapid stream. There I have a silver colour. You have seen me sailing in the sky as clouds. There I draw my colours from the sun. I am white, I am grey and orange and gold at sunset.

But you love me when I am in the water bottle that you carry to school. You love me when I help you to remain clean, fresh and beautiful. I help you to grow your plants and trees. I bring life to the world for you.

So, my dear friends! I need your help. I need your love. I don't like to be polluted with dirty things. I don't like to be wasted. You must help me to remain clean and healthy. I promise to do the same for you.

 The teacher will explain the difference in meaning between autobiography and biography, illustrating from real life works, eg. Gandhi's autobiography, Mother Teresa's biography. He/she will explain that a story written about oneself like the water story, is called an autobiography.

ACTIVITIES

1. Read the autobiography written by water and complete the sentences in the bubbles:



I help to.....

i).....

ii)

You see me..

i).....

ii)

I don't like...

i)

ii)

2. Let's learn a few words. Read the words which have the same meaning as 'beautiful':



Now, make sentences using the words in the book:

good looking

charming

beautiful

attractive

pretty

handsome

.....

.....

.....

.....

.....

.....

3. Look at the pictures. Read the sentences:



1. Arun Das is a bus driver. He drives a bus. Now he is asleep.

2. Miss Amiya Dutta is a teacher. She teaches English in a school. Now she is in the market.

3. Raghu Bora is a farmer. He ploughs the land. Now he is resting under a tree.

What happens today and every day	What happened in the past	What is likely to happen in the future
Arun Das drives a bus.	Arun Das drove a bus.	Arun Das will drive the bus.
Miss Amiya Dutta teaches English.	Miss Amiya Dutta taught English.	Miss Amiya Dutta will teach English.
Raghu Bora ploughs the field.	Raghu Bora ploughed the field.	Raghu Bora will plough the field.

4. Read the autobiography of water again and underline the following words *living, dancing, flying, help, polluted, wasted*. They all describe actions.

Now, complete the table with action words:

What happens today and every day	What happened in the past	What is likely to happen in the future
lives		will live
flies	danced	will dance
	flew	
pollutes	helped	will pollute
writes		

5. Look at the picture of the bottle of cough syrup. Some information has been given on the label of the bottle of medicine. Write them down:

The name of the medicine is

.....

The date of manufacture is

.....

The date of expiry is

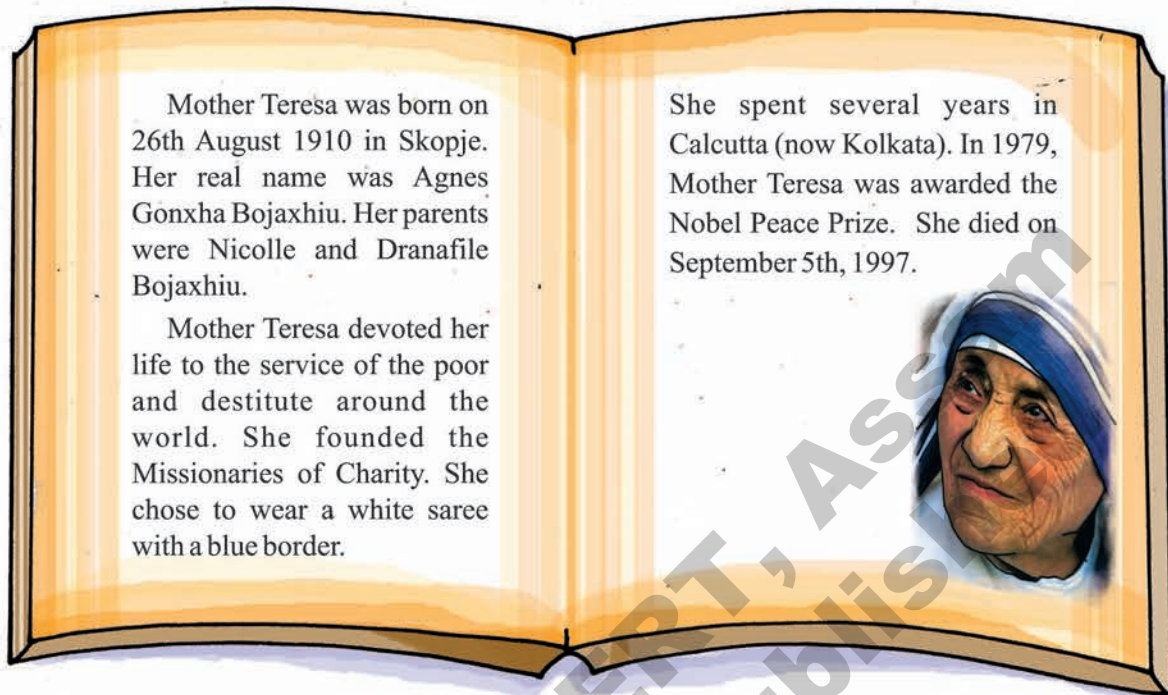
.....

The price is

.....



6. Read the biography of Mother Teresa:



Now, write questions on Mother Teresa.

What

Who

Where

When

Why

7. Find out words which have similar meanings with the word 'destitute'. You can look it up in the dictionary:

destitute

8. Read sentences on harvesting of rain water in school.



- It is raining.
- Rain is falling on the rooftop of the school building.
- The water is flowing through the channel.
- It is filling up the water tank.
- The school uses the water for watering the plants, washing dishes, cleaning toilets, etc.

Rain water harvesting is a method/technique for collecting, storing and using water for various purposes.

9. Look at the pictures given below. The pictures are steps of rice cultivation:



Read the following sentences. Choose a sentence to match each picture. Write the sentences below each picture:

- Seeds are sown in fields.
- Rice seedlings are grown in fields.
- The land is ploughed.
- Seedlings are collected from fields.
- Seedlings are planted in rows.
- Plenty of water is required for the rice plant to grow.
- When paddy ripens the crop is harvested.
- The paddy stalks are threshed to separate the grains of rice from the stalks.
- The grains of rice are collected in gunny bags.

10. Read the sentence:

Abhi is opening the tap.

Now, look at the two parts.

Abhi

is opening the tap.

The word in the box **Abhi** tells us who is doing the action.

The words in the bubble **is opening the tap** tell us what Abhi is doing.

Sentences have two parts. Read these sentences. Note the two parts.

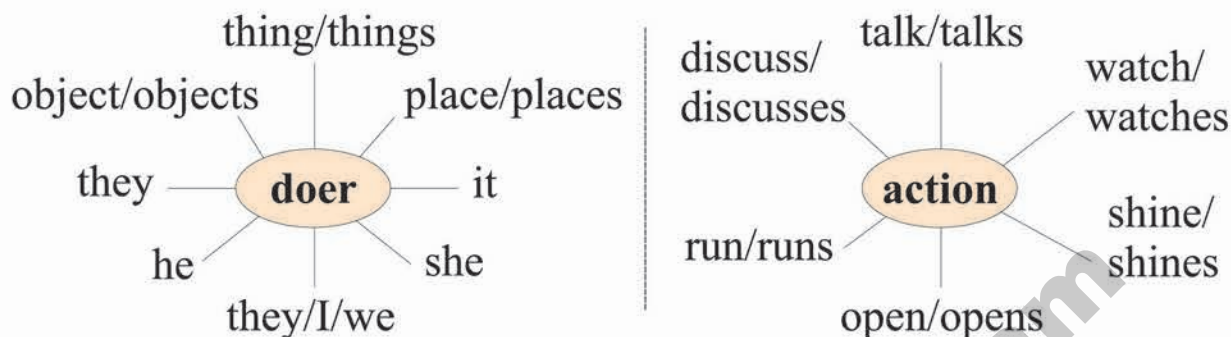
The person/thing doing the action	What the person/thing is doing
Abhi	is opening the tap.
Nita, Gita and Raju	are discussing their contribution.
The farmer	is ploughing the field.
The sun	is shining brightly.
The children	are watching a football match.

Find out more sentences from the lessons you have read. Write the two parts in the table below:

The person/thing doing the action	What the person/thing is doing

 The teacher will introduce the two words subject and predicate while showing the two parts of the sentences above.

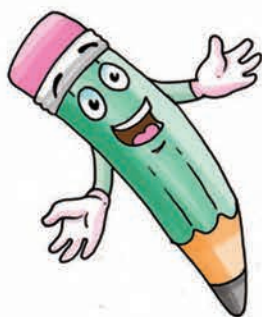
11. Let's learn a few words that we use to make a sentence:



Try making sentences in your notebook using some of the words above.

12. Complete the following paragraph. You may use words given in the box:

pencil, write, lead and wood, draw, shorter, sharpen, factory




I am a _____. I was born in a _____. I am made of _____. I have many names. Children love me. I help people to _____ and _____. I become _____ when children _____ me.

13. Read the following information and write a paragraph:



Name : Phuleswari Hazarika
Born : 8 September 1956
Parents : Late Madhav Hazarika and late Phulmoti Hazarika
Place : Dergaon, Assam
Known as : Social worker, children's storybook writer.
Died : 9 November 2012

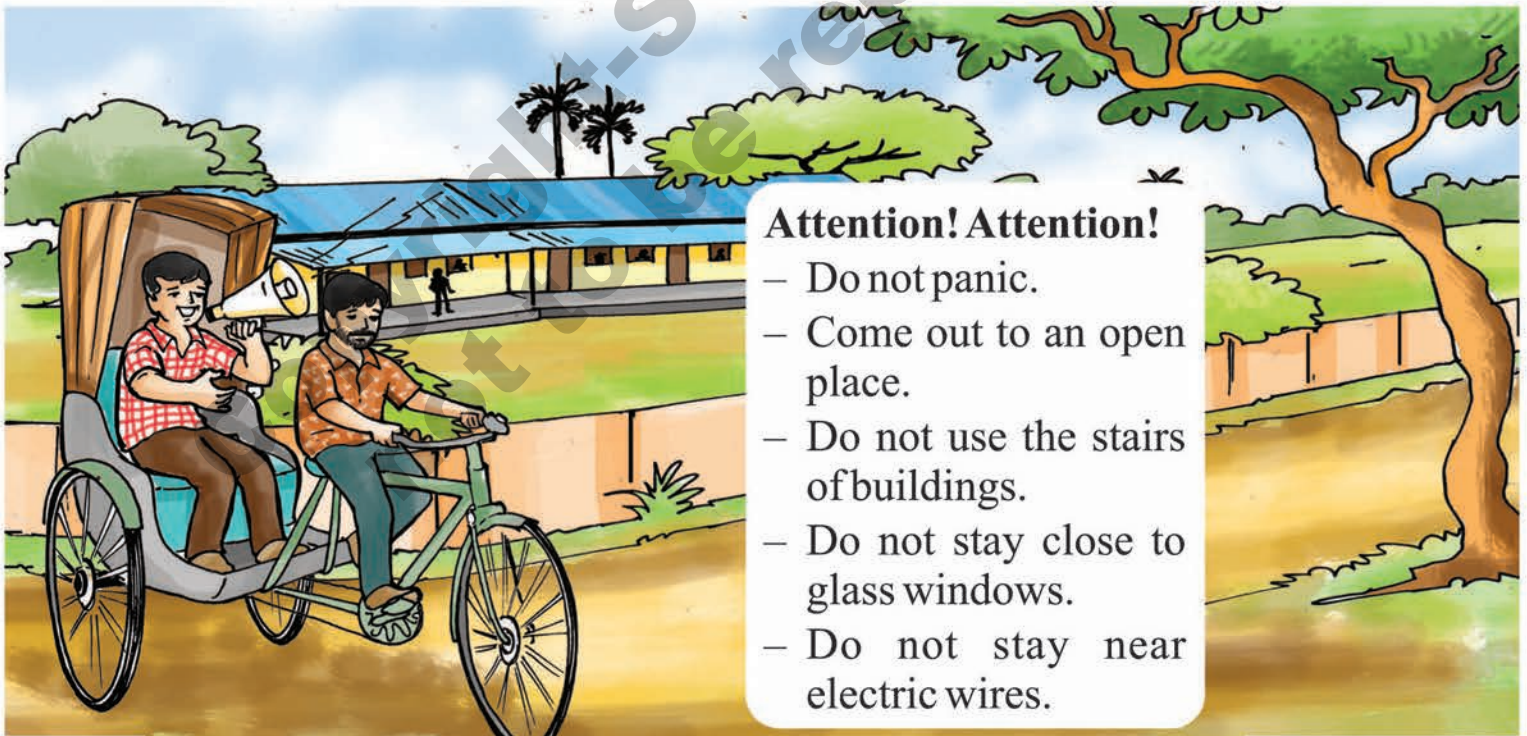
 The teacher will help learners to frame sentences like 'I play football', 'He plays football', 'They play football' in Activity 11.

14. Read:

Earthquake

It was the first class of the day. The teacher was writing on the blackboard. Suddenly all the doors and windows began to shake. The teacher's table shook and the piece of chalk rolled down to the ground. The children shouted, "Earthquake! Earthquake!" All of them started running out of the room. The teacher said, "Don't run! Go out of the room carefully."

After a while everything became quiet. The students came back to their classrooms. They got busy with their work again. Soon they heard an announcement outside the class room. They all looked out of the window. They saw a rickshaw. A man was sitting on it with a microphone in his hand. He was telling people what to do during an earthquake.



15. Complete the following passage with the words given in bubbles:

At 10 o'clock yesterday, we _____ in our classroom. Our teacher _____ on the blackboard. Suddenly the doors and the windows _____. The children _____ out of the classroom. Soon there was an announcement. A man _____ on a rickshaw with a microphone in his hand. He _____ people what to do during an earthquake.

began shaking

were sitting

were running

was telling

was writing

was sitting

16. Choose the correct word and complete the following sentences. Remember to start the sentence with a capital letter. One is done for you:

a) _____ (are/can) you give me the phone number of the civil hospital?

Can you give me the phone number of the civil hospital?

b) _____ (could/do) you switch off the lights, please?

c) _____ (do/can) you know the time when the fire broke out?

d) _____ (would/will) you like to visit the sick people?

e) _____ (could/are) you carry some medicine with you?

Lesson 7

For the Teacher

The theme of this lesson is conservation/preservation of water.

Reading and Writing

The lesson begins with water telling its own story. The teacher will explain to learners the difference in meaning between an autobiography and a biography. The biography of Mother Teresa in Activity 6 is a reading input. The teacher can show the difference between “My Story” and the biography of Mother Teresa to help learners understand the meaning of a biography and an autobiography is.

In Activity 8, the teacher will tell learners about rain water harvesting and in Activity 12, the teacher will help learners to complete the autobiography of a pencil.

Activity 14 “Earthquake” is a text meant to be read aloud.

Vocabulary

In Activity 2, the teacher will tell learners that there are several other words that mean the same as the word ‘beautiful’ and will help them to frame sentences with these words.

The teacher can help learners to look up a dictionary for the synonyms of the word ‘destitute’ in Activity 7.

Grammar Focus

In Activity 11, the teacher will help learners to frame sentences with proper agreement of subject and verb.

In Activities 3 and 4, the teacher will enable learners to make proper use of verbs in their correct tense. Activity 15 is a similar exercise.

In Activity 16, the teacher will help learners to ask questions using auxiliaries such as ‘am’ and ‘are’.

Learning Outcomes:

The learner –

1. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
2. reads text with comprehension, locates details and sequence of events
3. writes a ‘mini biography’ and ‘mini autobiography’

