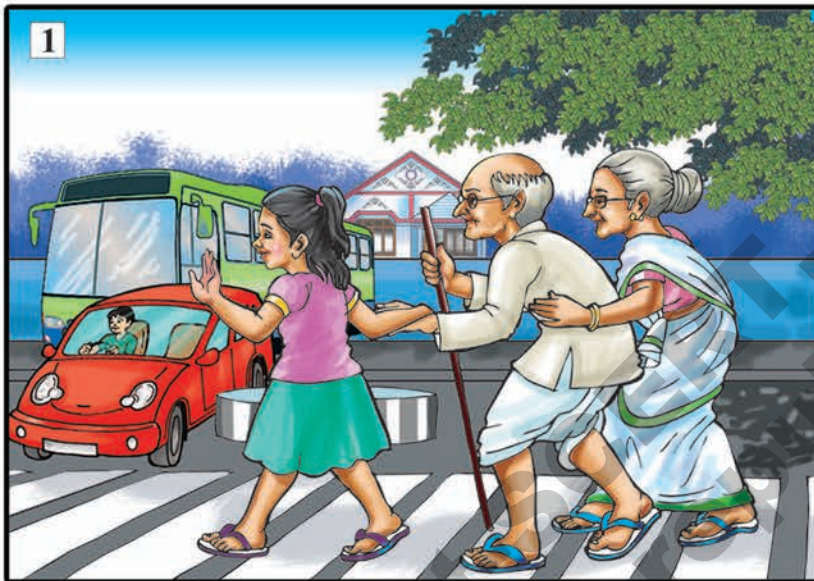



Lesson 2



The Joy of Helping

Look at the pictures below and say what is happening:



 The teacher will talk to the learners about the importance of helping others.

Read:

The Joy of Helping



The school bell rang. Raju, Nita and Gita rushed to school as they were getting late. The morning assembly was about to begin. Somehow they managed to join the assembly.

At the end of the assembly, the headmaster announced: “I have something very important to tell you. We all know about the earthquake that occurred yesterday. It destroyed many areas in our neighbouring districts. People have lost their homes and belongings. Many people have died and many have got injured. So, we must help these people. Please contribute whatever is possible for you. You can give food items – fresh or dry, water bottles, clothes, money, etc. Tomorrow, after morning assembly, we will collect your contributions and a team of teachers and students representing our school will go to the affected area and distribute these items among the earthquake victims.”

During the lunch break Nita, Gita and Raju discussed what they would contribute:

Raju: I’d like to give food items like bread, biscuits and fruits.

Gita: That’s great. I will contribute some money and a carton of drinking water.

Nita: Please suggest what I should contribute.

Raju: Why don't you bring some clothes? You can collect some from your neighbours' homes too. You can also collect some containers to store food. That will be of great help to the affected people.

Nita: Thanks a lot, Raju, for your suggestions. I will try to collect what you suggested.

Gita: Can any one help me bring the bottles of water? Or shall I ask the shop to deliver them to the school?

Raju: I think you can talk to the headmaster.

Next day at school, all the children and teachers assembled in the school playground with their contributions. The headmaster thanked all of them for their support. The goods van and a team of teachers and students then left for their destination.

In an hour they reached the earthquake affected place. They were very sad at the plight and misery of the people there. They distributed the things among the people. Every one was very grateful to the volunteers for their help. The team members felt very happy to have helped the people in distress.

Raju said to himself, "Helping people in need is a really wonderful feeling. The next time I see anyone in such a plight, I must try to help!"

ACTIVITIES

1. Let's check how much we have understood. Choose the correct alternative from the following options:

a) The headmaster was talking about -

- i) flood damage
- ii) soil erosion
- iii) earthquake disasters
- iv) deforestation



b) The headmaster sought contributions from teachers and students-

- i) to help the flood affected people
- ii) to organize a function at school
- iii) to help earthquake hit people
- iv) to go for a picnic

c) Raju thought of contributing-

- i) bread, butter and fruits
- ii) bread, biscuits and fruits
- iii) clothes, water and money
- iv) water, biscuit and bread

d) The contributions were carried to the earthquake affected area in-

- i) a cart
- ii) a goods van
- iii) a mini truck
- iv) a tractor



e) The team members of the school felt very-

- i) happy to help the people in misery
- ii) funny at helping the people in misery
- iii) sad to help the people in misery
- iv) worried about helping the people in misery

f) When we help someone we always feel-

- i) miserable
- ii) happy
- iii) sad
- iv) funny

2. Arrange the following sentences as it happened in the lesson:

- i) Tomorrow, after morning assembly we will collect your contributions.
- ii) The team members felt very happy to have helped the people in distress.
- iii) People have lost their homes and belongings.
- iv) During the lunch break, Nita, Gita and Raju were discussing their contribution.
- v) The goods van and a team of volunteers including Raju and Rita then left for their destination.

3. Let's read, think and write:

- a) While going to school, you find a puppy in a muddy ditch. The puppy has fallen into the ditch and is struggling to come out. What will you do in this situation? Write three sentences on the action you would take.



- b) One of your friends gets injured in a friendly football match at your school. Write three sentences on how you will help him.

4. Choose the appropriate meaning of the underlined words from the given options:

a) The earthquake destroyed many areas of our neighbouring district.

- i) broke
- ii) moved
- iii) built
- iv) damaged

b) The teachers and students then left for their destination.
Destination here refers to:

- i) the playground
- ii) their school
- iii) distant village
- iv) earthquake affected place

c) They were very sad to see the plight and misery of the people.

- i) playful environment
- ii) difficult and sad situation
- iii) happy situation
- iv) faces

d) Everyone was very grateful to the volunteers for their help.

- i) satisfied
- ii) happy
- iii) thankful
- iv) joyful

5. Read the following sentences:

- a) They were very sad to see the plight and misery of the people there.
- b) The team members felt very happy to have helped the people in distress.

The first sentence expresses sadness and the second sentence expresses happiness. Now, choose appropriate words from the butterfly and write in the boxes to make meaningful sentences:

- i) A kind man shows
- ii) A happy man shows
- iii) A sincere person shows
- iv) A brave soldier shows
- v) An honest man shows

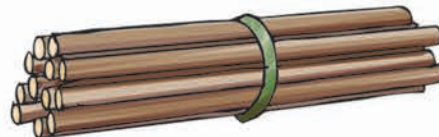


6. Read the following line:

“A team of volunteers.....”

The underlined word stands for a collection or a group of people. Now read the following sentences. They all contain words that show a collection.

- a) A flock of sheep was grazing in the field.
- b) I have a bunch of keys.
- c) Can you see the herd of cattle?
- d) He gave me a bundle of sticks.
- e) A delegation of teachers visited the Chief Minister.



7. Fill in the blanks by choosing the correct word:

Players birds books elephants flowers

- a) A team of _____
- b) A flock of _____
- c) A bunch of _____
- d) A bundle of _____
- e) A herd of _____

8. Look up the meanings of these words in a dictionary:

ring	occur	belongings
injure	victim	contribution

9. Look at the picture and read:



It was 8:30 in the morning. Rohit, Nikhil and Anjuma were walking to school. Abhi was in his wheelchair. His father was taking him to school.



The children noticed Abhi. Rohit came forward and asked Abhi's father, "Uncle, can we take Abhi to school?" "Oh, yes," said Abhi's father, "He will enjoy your company." Rohit, Nikhil and Anjuma took Abhi with them to school.

10. a) Read what Rohit told his teacher after he reached school:

We were walking to school today at 8:30 in the morning. We met Abhi and his father on the way. Abhi was in his wheelchair. His father was taking him to school. I asked him if Abhi could come with us. He agreed, and Abhi came with us.

Now, complete the following passage with the words given in the help box:

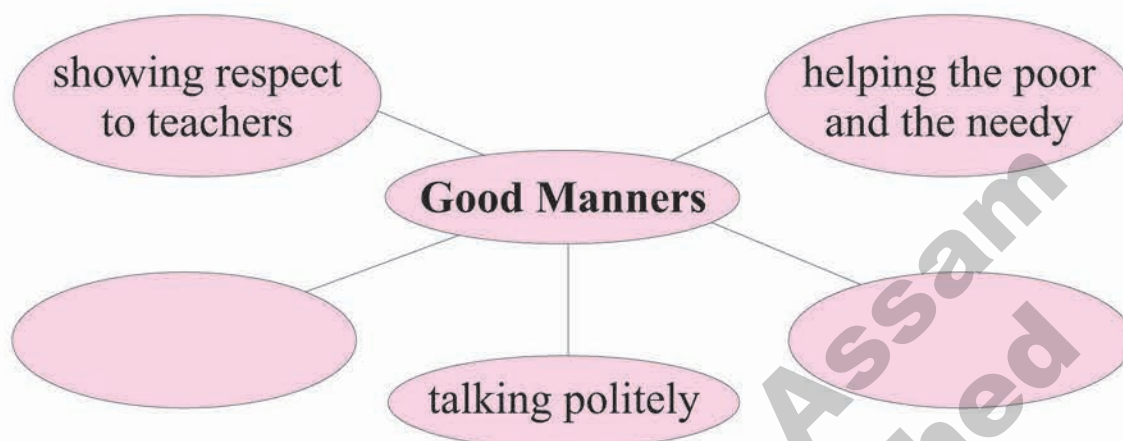
Rohit, Nikhil and Anjuma _____ to school. Abhi _____ in his wheelchair. His father _____ behind him. He _____ Abhi to school.

was taking, was walking, were walking, was sitting

10. b) Write what you were doing at the following time yesterday.

- i) At 8 o'clock in the morning yesterday,
- ii) At 4 o'clock in the evening yesterday,

- 11. The teacher was very happy with Rohit and his friends. They showed good manners. Read the words in the bubbles and add some more in the empty bubbles:**



- 12. Read this passage to know about Abhi's manners:**

Abhi is a loving boy. He speaks politely. He is honest and obedient. He shares his food with his friends. He is neat and tidy. He respects his teachers and elders. He is intelligent too. Everyone loves him.

- 13. a) Anjuma speaks very politely. Listen to what Anjuma says:**



13. b) Complete these sentences with the polite forms given below:

- i) I broke your pencil.
- ii) can I borrow your pen?
- iii) write a letter for me.
- iv) bringing a glass of water for me?

Would you mind, I'm very sorry, Excuse me, Please

14. Let us learn to make words by adding 'ing':

love	—	loving
care	—	caring
share	—	sharing
make	—	making

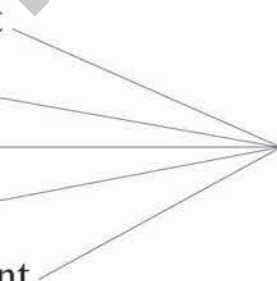
We can also make words by doubling the last letter and adding 'ing' to them. Read these words:

run	—	running	clip	—	clipping
swim	—	swimming	cut	—	cutting

Now, make words by doubling the last letter and adding 'ing' to them:

clap	sit
hop	tap

15. Add 'ly' to make new words. Write the words. One is done for you:

obedient		ly
neat		
honest		
kind		
intelligent		

- 1. obediently
- 2.
- 3.
- 4.
- 5.



16. Imagine you are in a school summer camp. Write three things you should do and three things you should not do. Use the words given in the box:

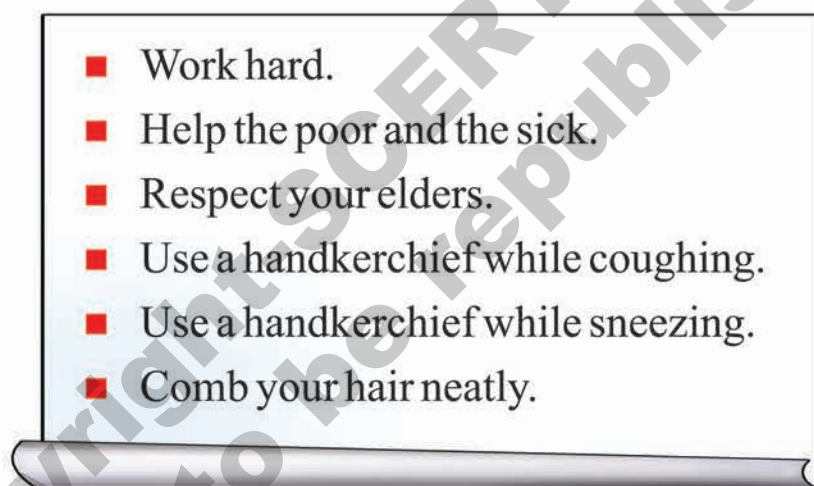
I should

I should not

- | | |
|-------------|-------------|
| (i) | (i) |
| (ii) | (ii) |
| (iii) | (iii) |

obey my teachers, tell lies, quarrel, share my things,
talk softly, make a noise

17. a) Read the sentences on the chart:



Talk to your friends and add three more sentences to the list.

17. b) Write four sentences in cursive using 'I must.....'.

- i)
- ii)
- iii)
- iv)

Lesson 2

For the Teacher

The theme of this lesson is helping others. The lesson begins with a few pictures and the teacher will talk to learners about the importance of helping others.

Reading and Writing

After having read aloud the text “The Joy of Helping” in groups, then in pairs, the learners will finally be able to read aloud individually. The teacher is required to help them through the process. In order to test the comprehension of learners, the teacher will guide learners to complete the exercises in Activities 1, 2 and 4.

Activities 3, 9 and 10(a) are short texts, to be read aloud with comprehension while the teacher will guide the learners to complete the writing exercises that follow.

After having read the polite forms of expressions which Anjuma says in Activity 13(a) teacher will help learners to write some polite expressions in Activity 13(b).

In Activity 16, the teacher will try to trigger their imagination about what happens in a summer camp before helping them to complete the exercise. In Activity 17 (b), learners will copy the sentences given in 17 (a) and write them in cursive.

Vocabulary

New words have been introduced in Activities 4,5,6 and 7. The teacher will help learners to look up the meanings of words given in Activity 8.

In Activity 14, the teacher will explain to learners that while adding ‘ing’ the last letter of the main word ending with ‘e’ is omitted, and when the word ends with a consonant, the last letter is doubled.

The teacher will tell that when we add ‘ly’ the describing word becomes an adverb.

Learning Outcomes:

The learner—

1. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
2. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs
3. reads print in the surroundings (advertisements, directions, names of places, etc.), Understands and answers queries

