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Dear Educator

We are delighted to bring to you this Teacher Resource Book for Wow English! This resource book is specially designed for the convenience of the teachers. It provides a wide range teacher support tips and activities for skill based hands on learning. The book contains reproduced pages from the textbook to assist efficient absorption of tips and strategies. Surrounding these pages are suggestions, strategies and answers for the respective topic. The lesson plans are designed to provide step-by-step guidelines for effective classroom teaching and learning in tandem with the content prescribed in the textbook.

The suggested activities and games aim at making learning of the concept more engaging and facilitate lasting retention. They are practical and easy to carry out and can be edited or adapted as per the students’ needs and classroom requirements.

We wish you an enriching, engaging and rewarding teaching experience with the Wow English series.
An Overview

Language learning becomes a natural outcome when we create a language rich environment. The ultimate aim of language acquisition is to prepare self-reliant learners.

Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the skills to listen, read, write and express effectively. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a self-reliant learner, adept at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of integrated and thematic curriculum.

Create a Supportive Learning Climate

In order to groom the students into fluent and confident learners, we need to focus not just on developing a desire for academic enquiry through a pedagogically sound teaching plan but also, provide a safe and supportive learning environment.

To be comfortable in expressing themselves fully; they don’t want to be scared of making a mistake, and they should be dealt with the utmost compassion.

Practicing a language out loud might expose their weaknesses to their peers and teachers. This might make them hesitate to speak in front of everyone and really hone their language skills. Encourage them to speak up and correct errors carefully (sometimes it’s best to let things slide if the overall sentence is correct).

Though as a teacher, you feel the need to draw attention to certain language errors, yet be mindful of being critical and judgmental. Students need to feel safe and supported in order to express Give them time to form their answers, and patiently wait for a response – don’t move on to another student when you can see that they’re thinking about the best way to answer your question. It is imperative that you reward good work and effort to encourage students to keep learning. As their teacher, it’s your responsibility to create a supportive climate in which they can learn, practice and flourish without fear.
Learning in Action

**Remember**
Recall or retrieve from the learnt facts and concepts
- Showing
- Naming
- Listing
- Restating
- Finding
- Recognizing
- Choosing
- Matching
- Relating

**Understand**
Construct meaning from the given information and explain ideas or concepts
- Organizing
- Discussing
- Interpreting
- Paraphrasing
- Extending
- Outlining
- Reviewing
- Inferring
- Showing

**Analyze**
Break down the ideas and concepts into parts and draw connections among ideas
- Classifying
- Investigating
- Dissociating
- Experimenting
- Dividing
- Discovering
- Simplifying
- Differentiating
- Researching

**Evaluate**
Judge and justify a stand or decision
- Validating
- Debating
- Assessing
- Justifying
- Monitoring
- Prioritizing
- Critiquing
- Selecting
- Rating

**Apply**
Carry out procedures or use information in new situations
- Practicing
- Choosing
- Planning
- Implementing
- Operating
- Developing
- Interviewing
- Solving
- Generalising

**Create**
Combine ideas to produce a new or original work
- Building
- Combining
- Formulating
- Constructing
- Divising
- Improving
- Changing
- Adapting
- Producing

- Can you recall...?
- Where is...? Who is...?
- Can you list four...?
- How would you describe...?
- How could you explain...?
- Which of these is true...? false...?

- Why do you think...?
- What is the relationship...? contrast...?
- Can you compare...? contrast...?
- What idea is relevant to...?
- How would you categorize...?
- What can you infer...?

- What is the main idea of...?
- Can you find an example of...?
- How would you summarize...?
- What might happen next...?
- How do you explain...?
- What ideas or facts show...?

- Which is more important?
- Is there a better solution to...?
- Can you defend...?
- What are the pros of...? cons...?
- Why is... of value?
- How would you feel if...?

- What would happen if...?
- How could you clarify...?
- Who do you think...?
- Which approach would you...?
- How would you use...?
- What is an alternative...?
- Could you invent...?
- Can you compose a...?
- What is your theory about...?
- How can you imagine...?
- What could you design to...?
1. Better Me 7
2. Family 25
3. Amazing Science 43
4. Inspiring People 60
5. Vibrant Wildlife 77
6. Wit and Wisdom 96
7. Space 113
8. Adventure 130
9. Myths and Legends 148
10. Travel 166
## LESSON TARGETS

### Getting Started and Listening
- Describe an event
- Recall information
- Listen for details

### Phonic Fun: /sh/ and /ch/ Sounds
- Identify /sh/ and /ch/sounds
- Identify the IPA symbols for these sounds
- Pronounce and differentiate between /sh/ and /ch/sounds
- Spell words with these sounds

### Language ladder: Concrete and Abstract Nouns
- Explain concrete nouns
- List the different concrete nouns
- Identify and use concrete nouns in sentences
- Explain abstract nouns
- List the different abstract nouns
- Identify and use abstract nouns in sentences
- Compare and differentiate between concrete nouns and abstract nouns

### Reading: the empty pot
- Predict what the story is about
- Check for predictions
- Develop correct reading habits, read silently
- Read for pleasure

### Understanding
- Summarise a story’s plot, settings and characters
- Make inferences based on comprehension of a text

### Vocabulary: Word Association
- Sort words based on different categories
- List feeling words in different parts of speech

### Practising grammar: Concrete and Abstract Nouns
- Identify concrete and abstract nouns used in sentences
- Use abstract nouns to complete sentences
- Form abstract nouns using the suffix –ness

### Speaking: Invitation
- Think and discuss in pairs
- Use apt phrases for invitation
- Invite for a birthday party

### Writing: summary writing
- Identify the features and format of a summary
- Learn how to write a summary using all elements

### Plug-in: Simple Present Tense
- Learn about the use of the simple present tense
- Understand the structure of a sentence in simple present tense

### Celebrating Poetry: The Boy Who Never Told a Lie
- Reciting poetry, keeping in mind the rhyme and rhythm of the poem
- Identify author’s purpose

### Poem Appreciation: the boy who never told a lie
- Discuss and respond to content of the text orally and in writing

### Enrichment
- Life skills
Let us read about a young boy who loved planting flowers and had the quality of honesty.

Once upon a time, there lived a young boy named Li Shui. He was small and very smart. The king heard about him and offered him a position as a gardener. Li Shui accepted it and started working at the palace garden. He was very hardworking and put in a lot of effort to make the garden look beautiful.

One day, while working in the garden, Li Shui noticed a group of flowers that were not blooming. He wondered why they weren't blooming and decided to investigate. He found out that the flowers were being fed with a special kind of fertilizer that had been given to the gardeners by the king. Li Shui was told that he couldn't touch the fertilizer because it was the king's property.

But Li Shui refused to leave the fertilizer and decided to find a way to make the flowers bloom. He spent hours every day experimenting with different fertilizers and eventually found the right one. He showed the king his work and the king was impressed.

The king was so surprised by Li Shui's honesty and hard work that he rewarded him with a position as the head gardener. Li Shui became very famous for his honesty and his ability to make flowers bloom.

From then on, Li Shui dedicated his life to looking after the palace garden. He continued to experiment with different fertilizers and made the garden even more beautiful.

Li Shui's story is a reminder that honesty and hard work can lead to success. It's never too late to start working hard and being honest, and you never know where it might take you.
<table>
<thead>
<tr>
<th>S.no</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Exercise (page 7)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening: The Empty Pot</td>
<td>• Listening for Details • Exercise (page 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics: /sh/ and /ch/ sounds</td>
<td>• Reading and sound identification (page 8) • Exercise (Page 8)</td>
<td>Activity 1 (page 7)</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Language Ladder: Concrete and Abstract Nouns</td>
<td>• Understand concrete and abstract nouns • Activity 1 – Find the Nouns</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Word Web • Read along • In-text comprehension practice • Comprehension</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 2 – Story Map • Exercises (page 13)</td>
<td>Activity 2 (page 8-9)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Word Association</td>
<td>• Word Association game • Words hunting from the story • Exercise (page 14-15)</td>
<td>Activity 3 (page 10)</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Concrete and Abstract Nouns</td>
<td>• Exercise (page 15-16)</td>
<td>Activity 4 (page 11-12)</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Invitation</td>
<td>• Words to use for an invitation • Pair work</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Writing: Summary Writing</td>
<td>• Activity 3 – Let’s Summarise • Exercise (page 17)</td>
<td>Activity 6 (page 15)</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Plug-in: Simple Present Tense</td>
<td>• Activity 4 – Who Am I? • Exercise (page 18)</td>
<td>Activity 5 (page 13-14)</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reading and Recitation • Discussion</td>
<td>Activity 7 (page 16)</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Appreciating Poetry</td>
<td>• Exercise (page 19-20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Enrichment</td>
<td>• Pledge of good manners • Exercise (page 21)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Project Work:</td>
<td>• Plant a seed • Report progress • Summarising the experience and feeling</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
**Teaching Trail**

- Ask students: Have you ever lied to anyone? Why did you lie? What happened after that?
- Read the introductory text to the class.

---

**Answer Key**

- The Boy Who Cried Wolf
- C – No one trusts a liar.
- D – Some of the sheep were killed.

---

**Listening Text**

1. Folk tales consist of magical creatures, animals, **monsters** and **heroes**.
2. Every country has its folk tales.
3. Panchatantra is a **collection** of folk tales from **India**.
4. Momotaro is a folk tale from **Japan**.
5. The story of Aladdin started as a folktale in **China**.

---

**Teaching Trail**

- Before the listening activity, read sentences given in the exercise so that students understand what they have to listen for.
- Ask students to listen to the audio and complete the exercise as they listen.
- Play/read the listening text again and discuss answers so that students can check/correct their answers.
The Empty Pot

Listening

Listen to the passage about folk tales. Fill in the blanks to complete the sentences.
1. Folk tales consist of magical creatures, animals _________ and _________.
2. Every country has _________.
3. Panchatantra is a _________ of folktales from _________.
4. Momotaro is a folk tale from _________.
5. The story of Aladdin started as a folktale in _________.

Phonics Fun Activity

/sh/ and /ch/ Sounds

Reading the sentences aloud.
Cheek got her shirt dirty.
She should really change it.
Her friend has one to share.
It is a check shirt with a chain.
She surely likes it very much.

The letters in orange have the /sh/ sound and the letters in blue have the /ch/ sound.

1. Read the words. Underline the words that have the /sh/ sound and circle the ones with the /ch/ sound.

<table>
<thead>
<tr>
<th>chop</th>
<th>cash</th>
<th>chug</th>
<th>ship</th>
<th>rich</th>
<th>shut</th>
</tr>
</thead>
<tbody>
<tr>
<td>check</td>
<td>shop</td>
<td>much</td>
<td>dish</td>
<td>nation</td>
<td>nature</td>
</tr>
<tr>
<td>sure</td>
<td>hatch</td>
<td>mission</td>
<td>child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the sentences. Colour the letters that have the /sh/ sound in orange. Colour the letters that have the /ch/ sound in blue.
   a. Sharon chooses chocolates shake as she can’t chew the chips in her lunch.
   b. Cheating is an action that surely cheats your precious future.

Teaching Trail

- Ask students: What sound do I make when I ask the class to be quiet?
- Demonstrate the /sh/ sound to students; pronounce the sound and write its IPA symbol /ʃ/ on the board.
- Write some /ch/ words on the board (church, chit, etc.). Explain the /ch/ sound by following the steps above.
- Ask students to pronounce both sounds, to learn the difference between them.
- Read the sentences aloud, laying stress on the highlighted words. Then ask students to read aloud (Class drill).

Learning Link

Each sound has its special symbol and it is written in between slashes.
The sound ‘sh’ is written as /ʃ/. The sound ‘ch’ is written as /tʃ/.

Reading Café

Sound: /sh//ʃ/

Digraphs: Combination of two consonant sounds /s/ and /h/.

Pronunciation:
- Part and extend your lips outward.
- Place your tongue loosely just behind the bumpy part on the roof of your mouth.
- Release the air through your teeth and hold the sound.

Sound: /ch//tʃ/

Digraphs: Combination of two consonant sounds /c/ and /h/.

Pronunciation:
- Part and extend your lips outward.
- Place your tongue to touch the bumpy part on the roof of your mouth.
- Quickly release one puff of air and stop it with your tongue.

Answer Key

1. /sh/ sound – cash, ship, shut, shop, dish, nation, sure, mission /ch/ sound – chop, chug, rich, nature, check, much, mature, hatch, child

2. a. Sharon chooses chocolate shakes as she can’t chew the chips in her lunch.
   b. Cheating is an action that surely cheats your precious future.
Divide the class into groups of 5. Assign 1 story from the reader to each group. Each group has to identify and list as many 5 concrete and abstract nouns as they can. Ask them to make 5 sentences each with the using the listed concrete and abstract nouns. Invite one member from each group to share their responses.

**Teaching Trail**

- Write the following words on the board: Mumbai, children, India Gate, food.
- Ask students: Can we see and touch them? Ask students to look around the classroom for more nouns that they can see and touch. Write them on the board.
- Ask students to read the sentences for concrete nouns on page 9 and point out the nouns they can see and touch.
- Explain what concrete nouns are.
- List down a few examples of concrete nouns on the board.
- Follow the same steps for abstract nouns.
- Start by writing the following abstract nouns on the board: kindness, pride, greed.

**Activity 1 - Find the nouns**

Divide the class into groups of 5. Assign 1 story from the reader to each group. Each group has to identify and list as many 5 concrete and abstract nouns as they can. Ask them to make 5 sentences each with the using the listed concrete and abstract nouns. Invite one member from each group to share their responses.

**Language Ladder**

**Concrete and Abstract Nouns**

Read the sentences.

Many years ago in China, there lived a boy named Shi. He loved flowers the most.

Notice the highlighted words. They all are nouns.

These are the names of things that we can touch and sense. These nouns are called **concrete nouns**.

Now read these sentences and notice the highlighted words.

One day, the Emperor came up with a marvellous plan.

I have learnt the goodness of honesty.

All these highlighted words are nouns.

Can you pick up a leaf? Yes you can, it is a concrete noun. But can you pick up plan or honesty in your hands? Of course not! They are abstract nouns.

There are the things we cannot touch, but still, we can talk about them. These are called **abstract nouns**.

An abstract noun can be a word for an action, event, idea, emotion or quality.

**Pre-Reading**

The more qualities you have, the better human you are. Write one good character trait in each petal that you already have or would like to possess.

**Differentiated Learning**:

**Level 1**: Look up the meanings of words that describe your qualities.

**Level 2**: Find synonyms for these words.
Let us read about a young boy who loved planting flowers and had the quality of honesty.

Many years ago in China, there lived a young boy named Shui. He was intelligent and sincere, and loved flowers the most. He had planted almost all types of flowers in his garden. Nothing pleased him more than watching the lilacs, lilies and orchids as they bloomed during springtime.

Shui admired the Emperor of the land because like Shui, he also loved flowers. The Emperor also loved children but had none of his own. So the Emperor decided to choose one of the children of his land to be his successor. One day as he wandered through his garden, he came up with the most marvellous plan to find the next emperor.

The very next day, the Emperor called all the children of the kingdom to his palace. He gave one seed to each child. “Come back in one year. Whoever will grow the finest flower from these seeds will be the next emperor,” the Emperor declared.

**Comprehension Questions**
- What did Shui love the most?
- Why did Shui admire the Emperor of the land?
- How did the Emperor decide to choose his successor?
- What does the word marvellous mean? Use it in a sentence.

**Skills in focus**
- Critical Thinking: Making predictions and inferring
- Logical Thinking: Analysis, Reasoning, Making Connections

**Teaching Trail**
- Before the text is read in the class, ask students to quickly look at all the pictures given in the story and predict what the story is about.
- As the text is read in the class:
  - Pronounce explain difficult words
  - take breaks and ask relevant comprehension questions including the ones given beside the text
  - ask them to predict what will happen next
Teaching Trail

- While you read the text aloud, ask students to do the following tasks:
  » underline words that tell us about someone’s feeling
  » circle the concrete nouns

Page No. 11

Comprehension Questions

- Why was Shui excited?
- What did Shui do to grow flowers from his seed?
- What does this tell us about Shui?
- Is ‘devotion’ an abstract noun? Why do you think so?
- What advice did Shui’s grandfather give to him?
- What do you think happened next?

Page No. 12

Comprehension Questions

- What did Shui see when he went to the emperor’s palace?
- Why did the Emperor frown when he saw Shui’s pot?
- Use the word elegant in a sentence.
- What do the words ‘a sea of children’ mean?
- Can you think of a synonym and an antonym for the word ‘delicate’?
The Emperor smiled and said, “There is only one among you who is honest enough to be the emperor.” “The seeds that I gave were cooked so they could never grow. These wonderful plants you all have shown me did not come from the seeds that I distributed.”

Now, the other children looked ashamed, because they had not been honest. Shui not only took good care of the seed but was also honest enough to show his empty pot to the Emperor.

And so it was that honest boy with the empty pot who became successor to the Emperor.

*Chinese folk tale*

**Understanding**

1. **Answer the following questions.**
   a. What were the children asked to do to become the next emperor?
   b. Why was Shui excited about the challenge?
   c. What all did Shui do to grow the seed?
   d. Why did the Emperor choose Shui to be the next emperor?

2. **Find out the synonyms of the following words from the story.**
   a. roamed
   b. s
   c. planted
   d. cautious
   e. embarrassed

3. **Think and answer the following questions.**
   a. How do you think the rest of the children grew the plants?
   b. It is your result day and you know that you have scored less. But you actually studied hard for the exams. What would you say to your parents before getting the result? Would you blame the teacher for not giving you good marks or tell them the truth?

3. **If you were the Emperor of China, what three qualities would you like your successor to have in addition to honesty? Also, write down how these qualities will help the empire.**

**Activity 2 – Story Map**

Draw this graphic organizer on the board.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Character:</td>
<td>Where (Place):</td>
</tr>
<tr>
<td>Other Characters:</td>
<td>When (Time):</td>
</tr>
</tbody>
</table>

| Beginning | Middle | End |

Divide the class into groups of five. Ask students to scan the text, discuss and complete the graphic organizer in their notebooks.

Once done, discuss the answers in class and have the students correct them in their notebooks.

**Comprehension Questions**

- What do you learn from the story?
- Which character did you like the most? Why?

**Integrated Learning**

Ask students: Why do you think the emperor cooked the seeds? Why can't cooked seeds grow into plants and flowers? Elicit answers: Cooking the seeds kills them and they can't germinate.

Ask: Do you know we can eat some seeds? Have you ever eaten any seed? Can you name some?

Tell students to find out more about different kinds of seeds and how they are used.

**Critical Thinking:**
Reflecting, evaluating and concluding

**Collaboration:** Group work
Answer Key

1. a. The children were given seeds by the Emperor. They were asked to grow the finest flowers from the seed and come back after a year. The child with the finest flower would be the next emperor.

b. Shui was excited about the challenge because he got to plant a seed and adore its blooming flowers.

c. Shui used a clay pot to plant the seed. He found rich, black soil that had many worms in it to make it nourishing. He sowed the seed kept the pot in the sun, watered the plant carefully, protected it from ants, birds and sparrows, even sang to it.

d. The Emperor chose Shui to be the next emperor because he was honest. Shui did not lie to the Emperor about his empty pot and the seed.

2. a. wandered

b. c. sowed
d. careful
e. ashamed

3. Open ended questions, answers will vary. Planted another seed

4. Open ended question, answers will vary. Wisdom, courage and kindness

Teaching Trail

- Write on the board ‘Earth’.
- Get students to come up with words connected/associated with ‘Earth’ for example, planet.
- Write ‘planet’ below the word ‘Earth’. Now get students to come up with an association for the new word (earth).
- Continue the word association game until you have around 8-10 words on the board.
- Introduce word association.
- **Words Related to Feelings:** Discuss how words related to feelings can be nouns, verbs, adjectives and adverbs on page 14.
- Ask students to scan the story again and list down all words connected to feelings and list them under nouns, verbs, adjectives and adverbs. They can use these words for exercise 1.
Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

1. Think of one more word related to feelings for each part of speech given on the previous page. Also, make a sentence using each word.

2. Read the sentences. The underlined words show feelings. What do you think they mean? Write their meaning.
   a. Nothing pleased Shui more than watching his flowers bloom.
   b. The children were full of admiration for the Emperor.
   c. Shui took care of his plants with utmost devotion.
   d. “That’s odd,” said Shui in disappointment.
   e. He nodded pleasantly as he passed by.

Practising Grammar A Concrete and Abstract Nouns

Let’s Catch Up

- A concrete noun is the name of an object, person, place or creature that can be observed through one or more of our five senses.
- An abstract noun is a word denoting an action, event, idea, state of mind or quality.

1. Complete the following sentences with suitable abstract nouns. You can use the word box for help.

   wisdom disappointment devotion plan childhood

   a. The emperor devised a clever ________ to find his successor.
   b. The grandfather could see Shui’s ________ on his face.
   c. Shui’s grandfather showed ________ and consoled Shui.
   d. Shui spent his ________ in China.
   e. Shui tended the seed with ________.

2. Circle the concrete nouns and underline the abstract nouns.
   a. He was given an award for his courage.
   b. Seema thinks that happiness is most important in life.
   c. concrete noun – Shui, emperor abstract noun – honesty
   d. concrete noun – teacher abstract noun – creativity
   e. concrete noun – mother abstract noun – justice
   f. concrete noun – India abstract noun – freedom, year
   3. a. smartness b. fairness c. fearlessness d. happiness
Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Collaboration: Suggesting/accepting new ideas, Solving problems, resolving conflicts

3. In the following sentences make abstract nouns from adjectives by adding the suffix -ness.
   a. The emperor was smart to give the children cooked seeds. What quality of the emperor did we see here? __________
   b. The Emperor was fair in choosing Shui as his successor. What quality did we see here? __________
   c. Shui was fearless in telling the Emperor the truth. What quality did Shui show here? __________
   d. The children were happy to show their flowers to the Emperor. What emotion did the children show here? __________

**Speaking**

Invitation

*Have you ever invited someone to your place for dinner or to attend a party? What did you say? Here are some expressions you may use to invite someone.*

**Helping Hand**

- Do you want to ...?
- Would you like to ...?
- Would you be interested in ...?
- Would you like to join us for ...?
- How about joining us for ...?
- I will be delighted to have you over for...

*You are Shui, the new prince of China, and planning a birthday party. Invite your friends to your party at the palace by using the expressions you just learnt.*

**Teaching Trail**

- Talk about inviting people. With the class, read the model expressions from Helping Hand.
- Tell students that this is the polite way to speak when inviting someone.
- Read the question and explain what students need to speak about.
- In pairs ask students to take turns to take on the role of Prince Shui and invite their partner for the birthday party.
Divide students into groups of five. Tell students that they are going to write a summary of a story of their own choice using the format given on page 17. They will present their summary on a chart paper in groups. Ask groups to choose a story they want to summarise. Each group member will work on one element of the summary. They can draw pictures and decorate their charts. Let each group present their summary, explaining each part. OR Have a class exhibition, inviting students from Class 3. Let students explain their stories.
Teaching Trail

- Read the sentences on Page 18. Introduce the simple present tense.
- Explain the use of the simple present tense using the text.
- Ask students to work in pairs and write complete the exercise.

Critical Thinking: Analysis, Reasoning, Making judgments and inferring
Communicating: Articulating
Collaborating: Suggesting/accepting new ideas, Asking questions Leading/following in a group

Answer Key

1. a. go  b. visit  
c. play  d. works  
e. tells  f. helps  
g. swims  h. takes  
i. leaves

Plug-In Simple Present Tense

Read the sentences.
Shui and his Grandpa love their garden. They keep it clean and beautiful. He brings water in a bucket. He waters the plants.
The verbs in colour are in simple present tense.

We use the simple present tense when we talk about:
- something that is true in the present
  I am nine years old.
  You live in Agra.
  She never plays football.
- something that happens again and again in the present
  I play football every weekend.
  Riya and Suzzane sometimes go to the cinema.
- something that is a fact
  An adult human body contains 206 bones.
  Water freezes at zero degrees Celsius.

1. Fill in the blanks with appropriate simple present form of the verb given in the brackets.
   a. I usually __________________ (go) to that park.
   b. Shui and Grandpa __________________ (visit) the garden often.
   c. You __________________ (play) basketball once a week.
   d. Tarun __________________ (work) every day.
   e. He always __________________ (tell) us funny stories.
   f. She never __________________ (help) me with my homework.
   g. Mala __________________ (swim) twice a week.
   h. Vrinda __________________ (take) care of her sister.
   i. Jatin rarely __________________ (leave) the country.

Learning Link

We use words such as sometimes, often, always, and never with the present tense.

Activity 4 - Who Am I?

Divide students into groups of 4-5. Ask each student to write the name of a celebrity on a sticky note. They mustn’t show what they have written. They are going to play ‘Guess Who’ in groups. Students take it in turns to paste a sticky note on the back of one member of the group. The group member can’t see the name of the celebrity, but others can. Now the student with the sticky note on his back will ask Yes/No questions to their team members to guess the name of the celebrity. A student can ask only 10 questions. All questions must be in simple present tense.
Critical Thinking: Analysis, Making connections, Drawing Conclusions

Communicating: Reciting

Teaching Trail

- Introduce the title of the poem.
- Ask: Who do you think the poem is about?
- Would you like to meet this boy?
- Read the poem with proper pauses, stress and intonation. Ask the following questions after the poem is read aloud:
  - Describe the boy’s appearance.
  - Why did everybody love him?
  - Why the boy is called the honest youth?

Answer Key

1. a. Everyone loved the boy because he always spoke the truth.

   b. little boy, curly-headed, pleasant eyes, honest youth

   c. i. The little boy trotted off to school.

   ii. The children would cry ‘there goes the curly-headed boy who never tells a lie’.

   d. eye – lie, truth – youth, cry – lie, why - lie

<table>
<thead>
<tr>
<th>Good Characteristics</th>
<th>Bad Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>honest</td>
<td>rude</td>
</tr>
<tr>
<td>humble</td>
<td>arrogant</td>
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<tr>
<td>lovable</td>
<td>selfish</td>
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<tr>
<td>respectful</td>
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<td>helpful</td>
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<tr>
<td>selfless</td>
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</table>

3. a. The character is Pinocchio. He has such a long nose because he lied a lot.

   b. Open ended question. Answers will vary.
Critical Thinking: Analysis, Reasoning, Making judgments and inferring
Communication: Articulating, Valuing Contributions

Answer Key
a. Excuse me.
b. Are you okay?
c. Nice to meet you.
d. Pardon me.
e. Please

Teaching Trail
- Ask students: Do we use polite words such as May I, Please or Thank you?
- Ask: Why do we use them?
- Explain to students that we use polite words or phrases to make other people feel appreciated and respected. When we speak politely to someone, we show them kindness and respect.
- Read the text. Ask: Are these values important? Would you like to follow these values?
- Ask students to stand up, hold their right hand up and read the pledge together.
- Ask students to complete the exercise and discuss answers.

PROJECT WORK
Divide the class into groups of four. Give each group a few seeds to plant. Ask them to plant the seeds and grow flowers from them. Tell students how to plant the seeds. Ask them to report the progress of the plant every week. Ask them to record their feelings as they see their plant grow.
Workbook Answer Key

Activity 1: Phonics and Spellings
1. cash, chalk, lunch, shark, chips, shirt, bench, fish
2. a. fresh nachos  
   b. chose, information  
   c. shells, beach  
   d. shared, match
3. switch, watch, branch

Activity 2: Understanding
1. Encourage students to answer in full sentences.
   a. The name of the little boy in the story is Shui  
   b. The story takes place in China.  
   c. The boy loved flowers the most.  
   d. The Emperor gave a seed to each child.
3. a. iii. no children  
   b. ii. flowers and children  
   c. iii. rich black soil  
   d. ii. empty pot
4. a. Shui was honest, sincere, hardworking and intelligent. He was caring and patient as well.  
   b. The Emperor gave cooked seeds to the children in order to test their loyalty and honesty. He wanted to choose a successor who was honest and truthful.  
   c. Shui’s grandfather told him to be honest with the Emperor. Yes, his advice was helpful because the Emperor was happy with Shui’s honesty and chose him as his successor.  
   d. Shui felt ashamed, heart-broken and sad when he took the empty pot to the Emperor.  
   e. He chose a clay pot that his grandfather had made to plant the seed.

Activity 3: Vocabulary
1. Kingdom Gardening  Moral Values  Emotions

<p>| | | | | |</p>
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<tr>
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<tbody>
<tr>
<td>successor</td>
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<td>lie</td>
<td>pleased</td>
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<tr>
<td>empire</td>
<td>seed</td>
<td>respect</td>
<td>ashamed</td>
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<tr>
<td>emperor</td>
<td>manure</td>
<td>truthfulness</td>
<td>sad</td>
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<tr>
<td>palace</td>
<td>clay</td>
<td>honesty</td>
<td>brown</td>
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<tr>
<td></td>
<td>soil</td>
<td>sincere</td>
<td>excited</td>
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</tbody>
</table>
2. Accept reasonable answers.
   a. happiness, angry, confused  
   b. leaves, stem, sunlight  
   c. wisdom, experience, old  
   d. Happiness and wisdom come to us with experience in life.

Activity 4: Grammar
1. a. book  
   b. pot, clay  
   c. mountain  
   d. paint  
   e. flower, stem
2. a. plan, thought  
   b. honesty  
   c. peace, love  
   d. time  
   e. truth, belief
3. a. earth  
   b. happiness  
   c. pencil  
   d. lie  
   e. house
4. a. excitement  
   b. anger  
   c. sadness  
   d. happiness  
   e. joy
5. a. coldness  b. hotness c. helpfulness  d. weakness  e. tiredness
   f. goodness  g. badness  h. kindness
6. a. silliness  b. strictness c. freshness  d. brightness  e. sickness

Activity 5: Plug In
1. a. play, all day  b. want, now  c. are, already  d. feel, today
   e. goes, every day
2. a. She is in the room next door.
   b. They are not happy with their performance.
   c. I am not good at adding big numbers.
   d. She does not sing in the shower.
   e. The plate is very hot, I cannot touch it.
3. Answers may vary. Accept all appropriate responses.
   a. I like to read books.
   b. I like to paint.
   c. I dislike eating bitter gourd.
   d. I hate sleeping late at night.
   e. I avoid eating desserts before going to bed.

Activity 7: Celebrating Poetry
1. a. no  b. anonymous  c. boy  d. truth
2. a. walked quickly  b. to shout  c. it was  d. a young person

Activity 8: Comprehension
1. a. gentle  b. important  c. success  d. reward
2. proud-ashamed  opened-closed  done-undone  smiled-frowned
3. a. Miriam  b. old age home  c. cafeteria  d. lawn
4. a. The words the narrator used to describe her aunt are gentle and generally tolerant..
   b. Her fellow volunteer had fallen ill.
   c. No, narrator was not happy to clean the home at first.
   d. The old man thanked the narrator for helping at the home.
5. a. Yes, the narrator was lazy. She wished the house to be smaller so that she could finish up cleaning faster and go back to watching television.
   b. The narrator realised she was doing an important job. She finished her lunch and went straight to the lawn to clean it.
   c. She felt proud and had a sense of satisfaction and success. She had missed her favourite cartoon show.
   d. She realised that putting in effort to help others can be a reward in itself.
LESSON TARGETS

Getting Started and Listening
- Understanding about different animal family groups
- Listen for details

Phonics Fun: Long and Short /o/ Sounds
- Identify long and short /o/ sounds
- Identify the IPA symbols for these sounds
- Pronounce and differentiate between long and short /o/ sounds
- Spell these sounds

Language Ladder: Types of Sentences
- Recapitulate subject and predicate
- Explain different types of sentences: declarative, interrogative, imperative and exclamatory
- Identify different types of sentences
- Write different types of sentences

Reading: Home Sweet Home
- Fill in KWL chart
- Develop correct reading habits, read silently
- Read for pleasure

Understanding
- Organize information from an informative text
- Make inferences based on comprehension of a text

Vocabulary: Similes and Metaphors
- Identify similes and metaphors
- Create new similes and metaphors

Practising Grammar: Types of Sentences
- Identify subject and predicate in a sentence
- Identify different types of sentences
- Complete dialogues using different types of sentences

Speaking: Oral Recount
- Think and discuss in groups
- Use apt dialogues
- Role play and group presentation

Writing: fact page
- Identify the features and format of a fact page
- Learn how to make a fact page using all the elements

Plug-in: Present Continuous Tense
- Learn about the use of present continuous tense
- Understand the structure of a sentence in present continuous tense

Celebrating Poetry: Grandparents are the Best
- Get an overall feel for the language, rhyme and rhythm of the poem
- Identify author’s purpose

Poem Appreciation: Grandparents are the Best
- Discuss and respond to content of the text orally and in writing

Enrichment
- Life skills
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1     | Getting Started | • Exercise (page 22)  
• Activity 1 – Think About the Group | | 1 |
| 2     | Listening: Home Sweet Home | • Listening for Details  
• Exercise (page 23) | | 1 |
| 3     | Phonics: /Long and short /o/ sounds | • Reading and sound identification (page 23)  
• Exercise (Page 23-24)  
• Activity 2 – It’s Drawing Time! | Activity 1(page 19) | 1 |
| 4     | Grammar: Types of Sentences | • Learn about types of sentences  
• Identify declarative, interrogative, imperative and exclamatory sentences  
• Activity 3 – Label Them | | 1 |
| 5     | Pre-reading Reading | • KWL chart  
• Read along • Activity 4  
• In-text comprehension practice, | | 4 |
| 6     | Understanding | • Activity 5 – Organizing Information  
• Exercises (page 28) | Activity 2 (page 20-21) | 2 |
| 7     | Vocabulary: Similes and Metaphors | • Understanding similes and metaphors  
• Activity 6 – Building it ourselves  
• Word hunting from the story  
• Exercise (page 29-30) | Activity 3 (page 22) | 1 |
| 8     | Practising Grammar: Types of Sentences | • Recap subject and predicate  
• Recap types of sentences  
• Exercises (Page 30-31) | Activity 4 (page 23-24) | 1 |
| 9     | Speaking: Oral Recount | • Discussion in groups  
• Group Presentation | | 1 |
| 10    | Writing: Fact Page | • Creating a fact page  
• Activity 7 – Know Some Facts  
• Exercise (page 33) | Activity 6 (page 27) | 1 |
| 11    | Plug-in: Present Continuous Tense | • Understanding and using the Present Continuous Tense  
• Asking and answering questions  
• Activity 8 – “Yes, I am”/ “No, I’m not!”  
• Exercise (page 34) | Activity 5 (page 25-26) | 1 |
| 12    | Celebrating Poetry | • Reading & Recitation, Activity - 9  
• Discussion | | 1 |
| 13    | Poem Appreciation | • Exercise (page 35) | Activity 7 (page 28) | 1 |
| 14    | Enrichment | • Exercise (page 36) | | |
| 15    | Project Work | • Creating a scrapbook | | 4 |
**Communication:** articulating thoughts, listening actively  
**Critical thinking:** analysis

**Teaching Trail**

- Ask: When there are a lot of people in one place what do we call them? Lead to answers like team, group, class, crowd, etc. Tell students about names of animal groups.
- Read the text in Getting Started and the names of animal family groups.
- Ask students to look at the pictures and attempt the exercise independently. Discuss answers.

**Activity 1 - Think About the Group**

Ask students to write names of five animal family groups apart from the ones covered in class.

Ask the students to draw a three-column table in their notebook. In pairs, let the students discuss and write three animal groups names (such as swarm of bees), three people groups names (such as an army of soldiers) and three thing groups names (such as a stack of papers). Have students call out their set of names. They can add new names to their lists.

**Answer Key**

- an army of caterpillars  
- a parliament of owls  
- a murder of crows  
- a shiver of sharks

**Listening Text**

- Many animals in the wild live with their families. And every member of the family has a special job.
- One such family is that of meerkats. A meerkat family is called a clan. In a clan, one of the meerkats always takes up guard duty while the others are eating.
- In a troop of gorillas, the leader has the job of finding food and keeping the family safe.
- In a herd of elephants, the eldest female elephant leads the group and finds water. The other elephants form nursing units to take care of the young ones.
- In a colony of ants, the young ants protect the queen ant from enemies.
Home Sweet Home

Listening 🎧

Listen to some interesting facts about animal families and match the columns.

- a. one meerkat: protect the queen
- b. a family of meerkats: a troop
- c. a family of gorillas: a clan
- d. elephants: form nursing units
- e. young ants: takes up guard duty

Phonics Fun Act Long and Short /o/ Sounds

Read the sentences aloud.

Long long ago,
I saw an ant on a rock,
Far away from home.
She had a g-l-d-en st-ne.
She r-i-lled it all a-lone.
For she had a strong back b-ne.

The words highlighted in red have the short /o/ sound. The ones that are in blue have the long /o/ sound.

1. Some long /o/ words are given below. Write one rhyming word for each of them having the long /o/ sound.
   - bone: ______  glow: ______  wrote: ______  boat: ______
   - throw: ______  oat: ______  know: ______  soup: ______

Reading Café

Sound: Short o /ɔ/

Vowel: Short vowel sound. This makes an ‘awe’ sound.

Pronunciation:
- Part and round your lips.
- Roll your tongue such that it touches the inside of the bottom teeth so that the top of the tongue is nearly even with the top of the bottom teeth.
- Say ‘awe’.

Sound: Long o /əʊ/

Vowel: The ‘long o’ is a two-sound vowel that ends in a brief ‘w sound’ /w/. This makes an ‘oh’ sound.

Pronunciation:
- Push the body of the tongue back in a low-to-mid mouth position so that you can feel the bottom teeth along the sides of the tongue.
- The sound moves into a ‘w sound’ /w/ by raising the jaw slightly while closing the lips into a small circle. The body of the tongue moves upward until the tongue is near the back of the hard palate.

Teaching Trail

- Read the names of the animals in the first column so that students are familiar with their pronunciation.
- Ask students to listen to the audio and then complete the exercise.
- Play/read the listening text again so that students can check/correct their answers.

Answer Key

Answer key for listening:
- a. one meerkat - takes up guard duty
- a family of gorillas - a troop
- elephants - form nursing units
- young ants - protect the queen

Skills in focus

Communication: listening effectively, using clear and articulate speech, speaking confidently
Critical thinking: making connections
Creativity: produce work that is visually appealing and interesting
Collaboration: leading the group; group work

Activity 2 - It’s Drawing Time!

(To be done after teaching trail on next page)
Divide students into groups of four.
Each group has to think of and list five new short /o/ sound and long /o/ sound words. They must make a chart to show the two sounds. Draw a picture for each new word listed. Colour and decorate the chart. Allow groups to present the charts to the class.

Answer Key

1. cone, blow, note, goat, grow, coat, flow, rope
2. cot, shop, hot, chop, not, hop, dot, mop
Teaching Trail

• Write the letter ‘O’ on the board. Ask students: What sounds does this letter make?
• Write ‘MOD’ and ‘MODE’ on the board. Underline ‘O’ in both words.
• Ask students to read the two words. Ask: What sound does letter O make in both words? How are they different?
• Demonstrate the short /o/ sound to students; pronounce the sound and write its IPA symbol /ɔ/ on the board. Write words with the short /o/ sound (mop, hop, not) and ask students to read them out loud.
• Demonstrate the long /o/ sound to students; pronounce the sound and write its IPA symbol /əʊ/ on the board. Add the letter ‘e’ to the end of the words listed (mope, hope, note) to practice the long /o/ sound.
• Make students pronounce both the sounds, learning the difference between them.
• Read the poem (Page 23) aloud, with stress on the highlighted words. Then ask students to read them aloud themselves.

Critical thinking: making connections, reflecting, evaluating and concluding

Creativity: list ideas

Collaboration: leading the group; suggesting/ accepting new ideas

Skills in focus

• Write a declarative sentence on the board such as ‘I have a doll.’ or ‘I like spinach.’ The sentence should be such that its tone changes as the punctuation changes.
• Now, change the period at end to an exclamation mark.
• Ask students: How has the exclamation mark changed the meaning of the sentence?
• Explain to students that there are four types of sentences. Each type of a sentence is used to express different meanings or expressions.
• Read the conversation between Sid and Aadi and the explanation on page 24.
• Explain the four different types of sentences: Declarative, Interrogative, Imperative and Exclamatory.
• Ask students to give examples for each type of sentence.

Activity 3 - Label Them

Divide the class into groups of five. For the four types of sentences declarative, interrogative, exclamatory and imperative the group must write two sentences each. The groups take turns to read out one of their sentences. Another group must say what type of sentence it is. Give marks for correct answers.
Pre-Reading

The title of the story reads ‘Home Sweet Home’. Guess what the word ‘sweet’ is used for? Here are some clues to help you out.

I’m a liquid but I’m not water.
I’m sticky but I’m not glue.
I’m sweet but I’m not melted chocolate.
I’m found in a comb but I’m not hair.
I’m made by an insect but I’m not silk.
I’m ________

Like all children, Sid also loves a lot of honey over his paranthas. Do you know where honey comes from? Let’s read the story to unveil the secret of the sweet golden-brown delight.

“Grandma!” Sid shrieked. “Where is Mommy? I am as hungry as a church mouse!” he said.
Sidd just got back from football coaching. He was all messy and sweaty.

“Look at you, all smeared with mud. Go, take a bath first! Change your clothes and then come down, I’ll make your favourite paranthas for you” said Grandma.

“Wow! I’ll be back in a jiffy! I can’t wait to eat my favourite paranthas” said Sid in excitement.

“Where is Mommy, Grandma?” asked Sid.

“Your mother has gone out to buy groceries. She’ll be back in an hour,” Grandma told Sid while rolling the dough to make the paranthas.

Comprehension Questions

• What sport did Sid play?
• What is Sid’s favourite food?
• Where did Sid’s mom go? Why?
• What does the word jiffy mean? Use it in a sentence.

Teaching Trail

• Before students read the text in pairs, ask them: Where does honey come from? How is it made?
• Allow individual students to read the text in turns:
  » pronounce and explain difficult words
  » take breaks and ask relevant comprehension questions including the ones given beside the text
  » discuss key points in the text
  » Once the text has been read, ask students to find words with long and short /o/ sounds. Make sure they pronounce them correctly
  » Ask students to underline all interrogative sentences.

Skills in focus

Critical Thinking: gathering information, reflecting, evaluating and concluding
Creativity: generating original ideas
The pantha looked delicious. But his favourite pantha spread was still missing.

"Grandma, please put some honey over the paratha. I love to eat parathas with honey," requested Sid.

Grandma took a dollop of honey and put it on the paratha.

"Grandma, please add some more honey. This isn’t enough sweet for me," Sid requested.

Grandma put some more honey.

"Wow! This looks yummy," said Sid.

"Grandma, where does honey come from? Who makes it? Is it made in a factory? Why is it so sweet?" asked Sid playing with the sweet, sticky golden-brown liquid on his paratha.

"It takes a real family effort to make something as sweet and delicious as honey," remarked Grandma. Sid was puzzled.

"A family makes honey! Not any family, a family of bees constantly working together and helping each other," said Grandma.

"A family of bees makes honey, really Grandma?" asked Sid with a surprised look on his face.

"Yes, you heard it right!" said Grandma.

"Grandma continued, "Bees are the only insects that make food that people can eat. They live in hives. They have their own kingdom that consists of a queen bee."

A colony of bees can contain between 15,000 and 60,000 bees, but only one queen bee. The queen bee lays eggs and runs the whole hive.

Other bees are worker bees. They take care of different things such as building the honeycomb, feeding the young bees and making honey. Some bees protect the hive.

"How do they make honey?" Sid asked.

"Honey-making starts when bees start looking out for flowers with nectar such as, sunflower. Nectar is a sweet liquid produced by flowers and bees love it! They suck it up using their tongue which is hollow like a straw. The flower that a honey bee goes to must contain nectar, otherwise it will move on," Grandma explained.

"So, the nectar is honey!" Sid guessed. Grandma smiled and replied, "No, my dear. A bee collects nectar from a lot of flowers and carries it back to the hive. All the nectar-collecting bees keep the nectar in a honey cell. This collected pool of nectar is watery and light. The bees, very smartly, fan their wings over the hive to remove the water. What’s left is a sweet, sticky golden-brown thick liquid called honey."

Sid replied, "Bee really work hard to make honey. Grandma, I have also heard about bee-farming. What is it?"

"A lot of people do bee-farming. They are called beekeepers. They use man-made hives for the bees to live in. It is like a stack of boxes. Inside the boxes are several partitions where bees build honeycomb for storing their honey. Some of these little insects called honeybees work very hard to make honey," explained Grandma.

"Oh! Now I know why there is always a bee printed on a bottle of honey. Because bees make honey!" said Sid licking the honey off his finger as he finished the paratha.
Draw the graphic organizer on the board.

<table>
<thead>
<tr>
<th>Three Facts</th>
<th>Key Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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</table>

• Divide the class into groups of five. Let them scan the text for 5 minutes. Tell them to draw the graphic organizer in their notebook. In groups, discuss and organize the information from the text into the graphic organizer. Read and discuss the questions in the course book.

<table>
<thead>
<tr>
<th>The Most Interesting Thing I Learned</th>
<th>My Opinion about the Text</th>
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<tbody>
<tr>
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### Activity 5 - Organizing Information

#### Understanding

1. Write true or false for the following statements.
   a. Sid went for tennis coaching. ____________
   b. Sid’s mother was not at home when he returned. ____________
   c. Grandma asked Sid to eat bread and honey. ____________
   d. Grandma explained to Sid how honey is made. ____________
   e. Butterflies make honey. ____________

2. Answer the following questions.
   a. What is the role of the queen bee? ____________
   b. What do the worker bees do? ____________
   c. What is the sugary liquid called that bees collect from flowers? ____________
   d. Why do bees fan their wings over hives? ____________
   e. How do bees store their honey in a man-made hive? ____________

3. Think and answer the following questions.
   a. Why do bees keep buzzing around flowers? ____________
   b. When the honey is ready to be harvested, beekeepers wear special clothes that cover their bodies completely. Why do you think beekeepers wear special clothes? ____________

4. Look at the pictures and write the step-by-step process of honey-making.

   1. ____________
   2. ____________
   3. ____________
   4. ____________

### Answer Key

1. a. False  b. True  c. False
   d. True  e. False

2. a. The queen bee lays eggs and runs the whole hive.
   b. The worker bees take care of different things such as building the honeycomb, cleaning it, feeding the young bees and making honey. Some even act as guards and protect the hive.
   c. The sugary liquid that bees collect from flowers is called nectar.
   d. The bees fan their wings over the hive to remove the water from the nectar. This changes the nectar to honey.
   e. A man-made hive is like a stack of boxes which has several partitions. Bees build their honeycomb inside the partitions to store their honey.

3. a. Bees keep buzzing around flowers because they are looking for nectar in flowers. They collect the nectar to make into honey.
b. I think beekeepers wear special clothes to protect themselves from the bees and their sting.

4. 1. Bees buzz around flowers to find nectar.
   2. Bees collect nectar from flowers.
   3. Bees carry nectar back to their hives.
   4. Bees fan their wings over the honey cells to make honey.

**Creativity:** generating original ideas  
**Communication:** listening actively, using words appropriately  
**Critical thinking:** reasoning, making connections  
**Collaboration:** suggesting/accepting new ideas, group work

**Teaching Trail**

- Write on the board: She is as busy as a bee. The classroom was a zoo when the teacher walked in.
- Ask students what the two sentences show. Lead them to answer that the two sentences show comparison.
- Invite a student to explain the comparison in both sentences.
- Introduce similes and metaphors.
- Explain to students that a simile uses ‘as’ or ‘like’ to make a comparison between two things and a metaphor compares two things by saying one thing is another.
- Ask students to find similes used in the story. (as hungry as a church mouse, tongue – hollow like a straw, like a stack of boxes)
- Ask students to explain the comparison in the similes and metaphors used in the story.

**Skills in focus**

- **Creativity:** generating original ideas
- **Communication:** listening actively, using words appropriately
- **Critical thinking:** reasoning, making connections
- **Collaboration:** suggesting/accepting new ideas, group work

**Vocabulary**

**Similes and Metaphors**

- A simile uses the words ‘like’ or ‘as...as’ to compare two things. We use *like* or *as...as* in a simile.
- We learn more about Sid and bees from similes like these.
- The tongue of a bee is hollow like a straw.
- Sid was as hungry as a church mouse.
- Both the items have a common feature.

**Common Feature**

- Both Sid and a church mouse are hungry.
- Both the tongue of a honeybee and straw are hollow.

1. **Find the metaphors and the similes in the following sentences. Write ‘S’ for similes and ‘M’ for the metaphors.**

   - The stars were a blanket over the earth. **M**
   - Sid’s principal is as cool as a cucumber. **S**
   - Sid says, “My brother is a couch potato.” **M**
   - My sister knows all about honeybees. She is a walking encyclopedia.  **M**
   - Sid’s bag is as light as a feather. **S**
   - He works like a snail. **S**

2. a. stone    b. bone    c. beetroot  
   d. peas    e. baby
Activity 6 - Building it Ourselves

Divide the class into groups of four. Ask each of the students in the group to write a noun and an adjective on a slip of paper. Collect the slips of paper in a bowl. You should have as many slips as there are students. Invite one volunteer from each group and ask them to pick four slips from the bowl. In their groups, they must use the nouns and adjectives to create two new similes and two new metaphors. Give time to the class to complete the activity.

1. Identify whether the underlined part of the sentences is a subject or a predicate.
   a. Aadi has studied for the test.
   b. Sid is writing in his notebook.
   c. The big brown notebook is lying on the desk.
   d. Sid’s pencil is worn out.
   e. The pencil, old and worn out, is Sid’s favourite.

2. a. It is the day of the test.
   b. The old worn out pencil is still with Sid.
   c. He refuses to use a new pencil.
   d. Sid has bought a new eraser for the test.
   e. Yesterday’s revision has made Sid confident and he is sure he will score well.

   b. Interrogative sentence – It asks us a question.
   c. Exclamatory sentence – It expresses a strong feeling.
   d. Declarative sentence – It tell us what the speaker knows.
   e. Interrogative sentence – It asks a question.
   f. Imperative sentence – It tells us how to do something.
   g. Imperative sentence – It gives instructions.
   h. Exclamatory sentence – It expresses surprise or admiration.

4. Grandma: How was your test, Sid?
   Grandma: That is great! Do thank Aadi tomorrow.
   Grandma: You are getting late for your football practice.

2. Complete the following sentences using appropriate similes and metaphors. Take hints from the given pictures.

   a. The miser has a heart of ____________________________.
   b. It has not rained in Maharashtra—the land is as dry as a ____________________________.
   c. Mike was so embarrassed when he went blank on the stage, his face was as red as a ____________________________.
   d. The siblings have the same face structure. They are two ____________________________.
   e. Anny was so tired that she slept like a ____________________________.

Answer Key

1. a. predicate   b. predicate   c. subject   d. predicate   e. subject

   2. a. It is the day of the test.   b. The old worn out pencil is still with Sid.
   c. He refuses to use a new pencil.   d. Sid has bought a new eraser for the test.
   e. Yesterday’s revision has made Sid confident and he is sure he will score well.

   b. Interrogative sentence – It asks us a question.
   c. Exclamatory sentence – It expresses a strong feeling.
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   4. Grandma: How was your test, Sid?
   Grandma: That is great! Do thank Aadi tomorrow.
   Grandma: You are getting late for your football practice.
**Teaching Trail**

- Divide the class into groups of four
- Discuss the questions in the text eliciting answers from students.
- Give preparation time to each group. Each student in the group is a worker bee. Each student must say one or two sentences about what they did as a worker bee.
- Invite each group to enact and present their dialogues as worker bees talking to their queen. Give points for drama – eg. The bees buzzing as they talk.

**Skills in focus**

**Communication:** using clear and articulate speech, speaking confidently, listening actively

**Collaboration:** suggesting/accepting new ideas, solving problems, resolving conflicts

**Critical thinking:** problem solving, making decisions, determining relationships, reflecting, evaluating and concluding

**Creativity:** generating original ideas, using strategies for ideas

**Collaborating:** suggesting/asking questions; group work

**Teaching Trail**

**Speaking**  Oral Recount

You are a worker bee. At the end of the day, each worker bee gives an oral recount to the queen bee about the day. Play the role of a worker bee and give an oral recount of your day.

- First, spend some time thinking what a worker bee does. Then, think what all you would have done if you were a worker bee.
- What places have you visited to collect the nectar?
- What did you do in the beehive?
- How did you help the other bees?
- Decide what you want to say and make sure that your points are in order.

**Writing**  Fact Page

Read the fact page about honeybees.

**Skills in focus**

**Communication:** using clear and articulate speech, speaking confidently, listening actively

**Collaboration:** suggesting/accepting new ideas, solving problems, resolving conflicts

**Critical thinking:** problem solving, making decisions, determining relationships, reflecting, evaluating and concluding

**Creativity:** generating original ideas, using strategies for ideas

**Collaborating:** suggesting/asking questions; group work

**Activity 7 - Know Some Facts**

Divide students into groups of five. Tell students that they are going to make a fact page on a topic of their choice using the format given on page 32. The topic can be a person, animal, place or thing. In groups, tell them to brainstorm and list at least 6 facts about the chosen topic. They must make a fact page on a chart paper and add illustrations about their facts. Put all the charts up in class.
Teaching Trail

- Introduce the present continuous tense by writing on the board: We are preparing for the Science exhibition. Explain that the words ‘are preparing’ are in the present tense.
- Ask students to guess when the present continuous tense is used.
- Read the examples given on page 33.
- Explain the structure of a sentence in present continuous tense and when it is used.
- Divide students into pairs. Assign different parts of the story to each pair and ask them to find sentences in the present continuous tense.
- Ask students to work in pairs and write 3 sentences each using is, am and are in the present continuous tense.

Search the Internet for some interesting information about any other insect or animal that lives in a family. Write the information in your own words and design an interesting fact page for it. Illustrate your fact page with pictures and drawings.

Plug-In Present Continuous Tense

Read the conversation between Sid and his grandma.

Grandma: Sid, can you hand over your plate? I am doing the dishes right now.
Sid: In a minute. I am still eating my paratha.

Grandma: Can you wash your plate yourself? I’m in a hurry. I am going out for a play tonight, I don’t want to be late.
Sid: Of course Grandma. Don’t worry and enjoy the play.

Note the highlighted words. They are in the present continuous tense.

We also use the present continuous tense for:

- a temporary action or event that is currently true or taking place
  Example: The bee is hovering around the flower.
- a habit or something that we do often with words like always, constantly and forever.
  Example: These flowers are always attracting the bees.
- an event planned for the future
  Example: I am washing my plate after I finish eating.

Critical thinking: analysis, reasoning, making judgments and inferences

Communicating: articulating

Collaborating: suggesting ideas, asking questions

Activity 8 - “Yes, I am”/“No, I’m not!”

Divide students into pairs. Students take turns asking yes/no questions that can be answered by simple sentences: “Yes, I am” or “No, I’m not” to, such as “Are you sitting down?” and “Are you feeling tired?”. They get one point for each answer from their partner, as long as no one has already used that question.

Answer Key

1. a. is watching  b. is eating  c. are speaking  d. is looking
e. is sleeping  f. am waiting  g. is shushing

2. The family is sitting in the hall. Their dog is sleeping on the mat. Two older children are studying while the baby is playing. Grandma is sitting in a rocking chair and is knitting something. Father is pouring himself some tea.
**Teaching Trail**

- Introduce the theme of the poem.
- Ask students: Who do you think the poem is about?
- What does the poet want to tell us through this poem?

**Reading**

- Read the poem at an appropriate pace with proper pauses, stress and intonation. Explain difficult words and ask relevant comprehension questions after the poem is read aloud:
  - Who is the poet talking about in the first stanza of the poem?
  - What do you think the tone of the poem is? (Answer – grateful, admiring)

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**Critical Thinking:** Analysis, Making connections, Drawing Conclusions

**Communication:** Articulating thoughts: oral and written

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**Grandparents Are the Best**

Who gives you love and guidance?
Who shows you wrong from right?
Who is there when you need confidence?
Who tucks you in at night?
You're someone always on my side.
At times my biggest fans.
Your love you never tried to hide.
Always there with helping hands.
But that's just half the story.
The rest makes me glad.
’Cause you’re much more you see.
The best grandparents I could ever have!

**Poem Appreciation**

1. **Answer the questions.**
   a. What is the answer of the four questions that the poet has asked in the beginning of the poem?
   b. What makes the poet glad?
   c. Why does the poet think that the grandparents are his/her biggest fans?
   d. Do you help your grandparents? How?
   e. Find out five things that your grandparents love to do.
   f. Write all long and short /a/ sound words from the poem.

2. **There are many family events that are significant in everybody's life. Discuss in the class, any family event such as weddings, trips, reunions, achievements, and others that makes a lifetime memory for you.**

3. **Draw a family tree and paste the pictures of your family members in it. Write your relation with each of them and also write a sentence about each member.**

---

**Answer Key**

1. a. Grandparents
   b. The poet is glad because his grandparents are always encourage him and he love them a lot.
   c. The poet thinks so because his grandparents always appreciate him and are always on his side.
   d. Open ended question. Answers will vary.
   e. Open ended question. Answers will vary.
   f. love, shows, wrong, confidence, story, more

2. Open ended question. Answers will vary.

3. Open ended question. Remind students about a family tree they made in an earlier class and show them how to make a family tree.
Tell students that they have to make a scrapbook for their family. Instruct them to create a page for each family member. Let them write about the birthday, hobby, age etc. of each family member they interview. They can use pictures when creating their scrapbook.
Activity 1: Phonics and Spellings
1. top, frog, boat, socks, window, elbow, octopus, soap
2. short /o/ sound words: flop, hot, job, cot, shot, pot, lot, jot
   long o sound words: borrow, boat, tomorrow, loaf, toast, crow, throw, poach
3. globe, bone, envelope, rope, nose, phone, home, rose

Activity 2: Understanding
1. a. T b. F c. T d. F e. T
2. a. paranthas b. honey c. beehive d. hive e. flowers
3. a. Bees collect nectar from flowers and carry it back to the hive. The nectar is kept in a honey cell. The bees fan their wings over the nectar to remove the water. What is left is called honey.
   b. Worker bees take care of different things such as building the honeycomb, cleaning it, feeding the young bees and making honey. Some bees act as guards and protect the hive.
   c. Beekeepers do bee-farming. They use man-made hives for the bees to live in.
   d. Making honey is not easy. Some bees collect the nectar and store it in the honey cells. Others fan the nectar till the water dries up to become honey.
   e. Bees teach us how to work in teams and work together. They also teach us the value of hard work.
4. ‘I am as hungry....mouse’.
   a. Sid b. feel very hungry
   ‘Wow! ...jiffy’
   a. Sid’s Grandma b. to be back in a very short time
   Look at...mud
   a. Sid’s grandma b. be covered with something

Activity 3: Vocabulary
1. a. My guardian angel - M b. is a dwarf - M c. fit as a fiddle - S
   d. was a cloud - M e. as timid as a mouse - S f. as cool as a cucumber - S
2. a. as brave as a lion b. as strong as a horse
   c. as busy as a bee/ busy like a bee d. as free as a bird
   e. gentle like a lamb f. as sly as a fox

Activity 4: Grammar
1. a. We – subject; must go to the police tomorrow – predicate
   b. I – subject; heard a strange noise just now - predicate
   c. The boy – subject; is wearing striped pyjamas - predicate
d. The man in the car – subject; was drinking coffee – predicate.
e. All of you – subject; should have waited for the bus to arrive – predicate
f. The alligator in the zoo – subject; sat in the sun with its jaws wide open – predicate

2. a. I      b. I      c. IM      d. E
3. a. Please pass the salt, father.   b. Could you all please smile?/Please smile everybody.
c. Get up, right now!  d. Take two tablets a day.
4. a. How much does this pen cost?   b. I am great/well/good!
c. I like to eat broccoli.      d. Where did you get this cycle from?
e. I am fine.

**Activity 5: Present Continuous Tense**

1. a. am writing b. are waiting c. is looking d. is trying e. are doing
2. a. The dog is wagging his tail to show that he is happy.
b. The bird is flapping its wings to fly.
c. He is singing in the shower.
d. I am sitting in the biggest chair in the room.
e. I know you are hiding candy in your bag.
3. Answers may vary. Accept answers in the present continuous tense
   a. A boy is reading a book.
b. The man with a moustache is reading a newspaper.
c. The woman standing is using her mobile.
d. Two people are talking to each other.
e. A lot of people are travelling in the metro.

**Activity 6: Writing**
Open-ended answers. Ask students to display their fact sheet once completed.

**Activity 7: Celebrating Poetry**

1. a. ‘You’ is grandparents.    b. ‘My’ refers to the speaker/grandchild.
c. It means a person who is always ready to help.
d. Grandparents always side with their grandchildren and hence are the children's biggest fans.
2. a. side - hide   b. stand - land
3. a. always     b. love   c. hide     d. biggest

**Activity 8: Comprehension**

1. a. first    b. behind    c. found    d. success
2. duo-pair   stressed-highlighted   repaired-mended
3. a. 17 December 1903    b. Wilbur and Orville Wright    c. toy
4. a. Open ended question. Answers will vary. Suggested answer: It was very important because
changed the way people travelled, made the world a smaller place.
b. The Wright brothers helped each other in building their first aeroplane by working together and talking about everything they did. They constantly collaborated together finding ways to work together even when they did not agree with each other.

c. The Wright brothers’ mother’s name was Susan. She was naturally skilled at handling tools and machinery. She had a great influence on the brothers.
LESSON TARGETS

Getting Started and Listening
- Describe an event
- Recall information
- Listen for details

Phonics Fun: /æ/ and /e/ sounds
- Identify /æ/ and /e/ sounds
- Pronounce and differentiate between /æ/ and /e/ sounds
- Identify the IPA symbols for these sounds
- Spell these sounds

Language Ladder: Connectors
- Learn about connectors
- List the uses of connectors
- Use connectors to connect two parts of a sentence

Reading: Eureka! Eureka!
- Predict what the story is about
- Develop correct reading habits, read silently
- Read for pleasure

Understanding
- Summarise a story’s plot, settings and characters
- Make inferences based on the comprehension of a text

Vocabulary: Collocation
- Read and understand collocations
- Use words to form collocations

Practising Grammar – Connectors
- Use connectors to join parts of a sentence

Speaking: Describing a Person
- Read descriptions of characters from the story
- Describe people using appropriate vocabulary

Writing: Informal Letter
- Identify the features and format of a formal letter

Plug-In: Comma and Apostrophe
- Learn about the use of the comma and apostrophe

Celebrating Poetry: Newton’s Gravity
- Get an overall feel for the language, rhyme and rhythm of the poem
- Identify author’s purpose

Poem Appreciation:
- Discuss and respond to content of the text orally and in writing

Enrichment
- Life skills
Newton’s Gravity

Hello, Class, the hour’s
To tell the real story of Newton,
And what he thought about,
When an apple fell on his head.
“Ouch, now, that hurt!” he said.
Isaac Newton wondered why
All things fell down from the sky.
The fallen apple made a section.
Why just everything fall in a downward direction?
There is definitely a strong pull.
Yet gravity everything and it’s a rule.
Ding!
Now, I’ll call it ‘gravity.’
It sounds like a complex activity.
—Anonymous

Discussion Questions

Did you think in the lecture the same?
Do you wonder how?
Did Newton discover the young pig?
How do we use our words today? Have another similar expression.
Who invented it?
When you think of inventors of gravity, do you discover any figures?
Name one person who changed the order. New Newton Discovered Gravity.

The end.
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Differentiating between invention and discovery</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 37)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 1 – Decide and Sort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listening: Passage on Galileo</td>
<td>• Listening for Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 38)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics Fun: /æ/ and /e/ sounds</td>
<td>• Reading and sound identification - /æ/ and /e/ sounds</td>
<td>Activity 1 (page 31)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 38)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 2 – Duck!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Language Ladder: Connectors</td>
<td>• Learning about connectors</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 3 – Detect and Connect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Brainstorming ideas</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read along</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In-text comprehension practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 4 – Let’s Summarise</td>
<td>Activity 2 (page 32-33)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 42)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Collocation</td>
<td>• Discussing words that go together</td>
<td>Activity 3 (page 34)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 44)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 5 - Collocation Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Connectors</td>
<td>• Understanding the functions of connectors</td>
<td>Activity 4 (page 35-36)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 15-16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Describing a Person</td>
<td>• Speaking Exercise (Page 45)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Writing: Informal Letter</td>
<td>• Understanding the structure of an informal letter</td>
<td>Activity 6 (page 45-46)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 45-46)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Plug-in: Comma and Apostrophe</td>
<td>• Discussing rules of using the comma and apostrophe</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 47)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reading &amp; Recitation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 6 – Find Them All</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Poem Appreciation</td>
<td>• Exercise (page 48)</td>
<td>Activity 6 (page 38)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Enrichment</td>
<td>• Talking about electricity and its hazards</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 49)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Work</td>
<td>• Comic Strip</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Critical Thinking: Evaluating, Making predictions, judgements and inferences
Communication: Articulating Thoughts, Listening Effectively

Teaching Trail

- Write the words ‘invention’ and ‘discovery’ on the board.
- Ask students: What do the two words mean? Do they mean the same thing?
- Discuss the text in the Learning Link box, to elicit the right response.
- Read the text in Getting Started.
- Ask students to look at the pictures and attempt the exercise independently. Discuss answers.

Activity 1 – Decide to Sort

Divide the class into groups of 4. Distribute index cards (prepared in advance for the class) with the following written on them: telephone, dinosaur bones, light bulb, penicillin, electricity, diamonds, gravity, car, machine, computer, mercury, etc. Ask students to discuss in groups and place the cards in the appropriate category, invention or discovery.

Answer Key

- invention – aeroplane, telescope, satellite
- discovery – Moon’s surface, Nile the longest river

Listening Text

- The telescope was invented by Galileo. With the help of the telescope, he could see distant objects in outer space. He could also see the surface of the Moon. Galileo didn’t invent the Moon’s surface. He discovered it with the help of an invention.
Reading Café

**Sound: /æ/ sound**

**Pronunciation:** Put your tongue low and at the front of your mouth. Stretch out your lips, and then make a short, voiced sound with your mouth open. With this sound, the mouth opens more as compared to /e/ sound.

**Sound: /e/ sound**

**Pronunciation:** Round the middle of the tongue slightly upward such that the sides of the tongue may lightly touch the top and bottom side teeth. Loosen and relax the lips and jaw.

Teaching Trail

- Write the word ‘Bed’ on the board and underline ‘e’. Ask: What sound does the underlined letter make in the word?
- Write the word ‘Bad’ on the board and underline ‘a’. Ask: How has the sound changed now?
- Demonstrate the /æ/ and /e/ sounds to students; let them pronounce the sound.
- Make students pronounce both the sounds, learn the difference between them.
- Write their IPA symbol on the board.
- Read the poem aloud, laying stress on the highlighted words. Then ask students to read it aloud themselves and complete the exercise.

**Phonics Fun Aa**

/æ/ and /e/ sounds

Read the poem and note the highlighted words.

Edison had a nice hat.  
He liked the way it sat  
On his round little head.  
So, he held it while he slept.  
After many days and nights  
The hat bent like a tent.  
After that the great man  
Favoured a headband.  

The /æ/ sound comes in words such as hat. The /e/ sound comes in words such as wet.

1. In the given table, colour the words with the /e/ sound in blue and the ones with the /æ/ sound in orange.

<table>
<thead>
<tr>
<th>stand</th>
<th>accept</th>
<th>expand</th>
<th>notepad</th>
<th>management</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandstand</td>
<td>man</td>
<td>extend</td>
<td>went</td>
<td>heavy</td>
</tr>
<tr>
<td>accident</td>
<td>men</td>
<td>president</td>
<td>jammed</td>
<td>readymade</td>
</tr>
</tbody>
</table>

Teaching Trail

**Communication:** Listening actively

**Critical Thinking:** Gathering information to solve a problem

**Answer Key**

1. Galileo invented the telescope.
2. He could see distant objects in outer space with the help of his invention. He could also see the surface of the Moon.
3. The Moon’s surface was a discovery.
Activity 2 – Duck!

Have the class stand in a circle. Each student gets a flashcard and holds it so that everyone can see it (flashcards will have pictures of words with /æ/ and /e/ sounds; prepare these in advance).

You then say the word with the on the cards.

The student holding that card ducks and students on either side of him/her turn and face each other. The first one to say the word on their opponent’s card is the winner and stays in.

The loser gives the card back to the teacher and they duck whenever the person to their left or right ducks.

Answer Key

1. /æ/ sound words (to be coloured orange) – stand, accept, notepad, management, grandstand, man, jammed,

/e/ sound – extend, went, heavy, accident, men, president, readymade

2. /æ/ sound – palace, salad, landscape,

/e/ sound – pencil, carpet, tent

Critical Thinking: Making Connections, Reflecting, evaluating and concluding

Creativity: Using strategies to narrow the list of ideas

Collaboration: Leading the group/ following as a group member, Encouraging group members

Teaching Trail

- Ask students: What does glue do? Lead them to answer that glue joins or pastes two or more things.
- Ask students: Can you think of words in English that join two or more things in a sentence?
- Use the board to summarise students’ responses.
- Read the explanation and sentences for connectors on page 39.
- List a few examples of connectors on the board.

Activity 3 – Detect and Connect

Advance Preparation: Prepare flashcards for connectors (at least 8), sentence slips (sentences should be such that the connector card can be used to join two words, phrases or sentences.) [1 set for each group]

Divide the class into groups. Distribute the flashcards and sentence slips to each group. Instruct them to discuss which connector will be used to join each pair of sentences. Then they have to rewrite the sentences in their notebooks using the connector and appropriate punctuation.
Teaching Trail

- Ask students: How can you find out if a thing is real or not?
- List students’ responses on the board and discuss.
- Read the pre-reading text.
- Have a class discussion and write possible answers on the board.
- Tell students to keep these responses in mind while reading the story.

Skills in focus

- Before the text is read in the class, ask students to quickly look at all the pictures given in the story and predict what the story is about and discuss it in pairs.
- As the text is read in the class:
  - Draw students’ attention to the highlighted words and their pronunciation.
  - Pronounce and explain difficult words
  - Take breaks and ask relevant comprehension questions including the ones given beside the text.
  - Discuss key points in the text.
  - Ask them to predict what will happen next

Comprehension Questions

- What did the King want to wear?
- Why did the King suspect the goldsmith?
- How did the Emperor decide to choose his successor?
- What are the two meanings of the word ‘fashion’? Use each in a sentence.
Comprehension Questions

• What plan did Archimedes make to test the purity of the crown?
• Why did Archimedes immerse the crown in water?
• Is the text different from other texts given in the book? How?

Integrated Learning
Talk to the class about Archimedes, where and when he lived. Inform the class about his inventions and contributions.

Links for Reference
https://kids.kiddle.co/Archimedes
https://kids.kiddle.co/Archimedes%27_screw
Draw the graphic organizer on the board.

**Somebody**
Who is the main character?

**Wanted**
What did the character want?

**But**
What was the problem?

**So**
How was the problem solved?

**Then**
What was the resolution to the story?

Divide the class into pairs. Let students scan the text for 5 minutes. Tell them to draw the graphic organizer in their notebook. In pairs, discuss and summarise the story in the graphic organizer.
• Write the words ‘fast’ and ‘quick’ on the board.
• Ask students if they mean the same.
• Now write ‘fast food’ and ‘quick food’ on the board and ask students which of the two they have heard, and which one sounds wrong.
• Explain that fast food is a collocation.
• Explain collocations using the definition on page 43.
• Let students read the examples. Tell them to read the collocations again but interchange the words do and make. Ask them if they sound wrong.
• Call for some more examples.
• Let students attempt the exercise individually.

Answer Key
1. a. do b. make
c. do d. Do
e. make f. Make
g. make

2. Answers will vary. Accept all appropriate answers.

Sample sentences
She worked hard to win the competition.
I’ll be back after a quick meal.
He has a large collection of stamps.
The fruit has a strong smell.
I drove through heavy rain to get here.
**Critical Thinking:** Analysis, reasoning, Understanding and applying a concept

**Communicating:** Articulating

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**Teaching Trail**

- Recapitulate the topic using the Let’s Catch Up box.
- Ask students to name the connectors they know. Write them on the board and ask students to say when or for what they are used.
- Call for examples and sample sentences.
- Let students attempt the exercises individually.
- Move around the class and help students whenever required.
- Discuss the answers once students are done with the exercises.

---

**Practising Grammar**

**Connectors**

- Connectors join two words or parts of a sentence. They help in continuing an idea in a sentence.

1. Identify the connectors in each of the following sentences. Write the function they perform.
   - a. The goldsmith had to make a crown of pure gold but he did not do it honestly.
     **Connector:** but, **Function:** it joins two different ideas.
   - b. The king suspected the goldsmith, so he called Archimedes for help.
     **Connector:** so, **Function:** It gives reason.
   - c. Archimedes found a solution, although the problem was difficult to solve.
     **Connector:** although, **Function:** It joins two different ideas.
   - d. The goldsmith was punished since he had cheated.
     **Connector:** since, **Function:** It gives a reason.
   - e. Archimedes found the solution while he was taking a bath.
     **Connector:** while, **Function:** It shows when something happened.
   - f. Archimedes ran towards the palace as he shouted the word Eureka.
     **Connector:** as, **Function:** It shows when something happened.

2. The king of Syracuse has received a coded letter from his Minister. Help Archimedes decode the letter by matching the two parts of the sentences with the correct connector.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Connector</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your Majesty, I am writing this message</td>
<td>a. while</td>
<td>(i) the last day of the week.</td>
</tr>
<tr>
<td>2. We have safely transported the crops</td>
<td>b. after</td>
<td>(ii) other food supplies to the city of Sparta.</td>
</tr>
<tr>
<td>3. The kingdom of Sparta will become our ally</td>
<td>c. and</td>
<td>(iii) of your generosity.</td>
</tr>
<tr>
<td>4. We will march out</td>
<td>d. because</td>
<td>(iv) we have successfully completed our mission.</td>
</tr>
<tr>
<td>5. The journey back will be tough</td>
<td>e. yet</td>
<td>(v) we will finish it in two weeks.</td>
</tr>
</tbody>
</table>

---

**Answer Key**

1. b. **Connector:** so, **Function:** It gives reason.
   
   c. **Connector:** although, **Function:** It joins two different ideas.
   
   d. **Connector:** since, **Function:** It gives a reason.
   
   e. **Connector:** while, **Function:** It shows when something happened.
   
   f. **Connector:** as, **Function:** It shows when something happened.

2. 1. Your Majesty, I am writing this message because we have successfully completed our mission.
   2. We have safely transported the crops and other food supplies to the city of Sparta.
   3. The kingdom of Sparta will become our ally because of your generosity.
      {There is an error in the course book. Kindly replace the connector ‘while’ with ‘because’;}
   4. We will march out after the last day of the week.
   5. The journey back will be tough, yet we will finish it in two weeks.
**Teaching Trail**

- Talk about Thomas Edison.
- Ask students to share what they know about him.
- Read the text and the letter for the class.
- Read the information in the scaffolds and draw attention to the features they talk about.
- Ask students to read the letter silently again.
- Let students attempt the given question in their notebooks.

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**Communication:** Utilizing clear and articulate speech, Speaking confidently, Providing expression and enthusiasm, Listening actively

**Collaboration:** Suggesting/accepting new ideas, Encouraging group members, Solving problems, resolving conflicts

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**Teaching Trail**

- Ask students to look at the pictures and read their descriptions.
- Provide more words for description and write them on the board.

**Words for description:**
- Looks - short, tall, skinny, pale, dark, stout
- Personality – intelligent, patient, energetic, thoughtful, careful, determined
- Behaviour and habits – works hard, talks a lot, stays quiet, punctual, neat
- Divide the class into pairs.
- Read the question and explain what students need to speak about.
- Let students take turns to describe themselves (or other people).

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**Communication:** Using personal voice in writing, Using appropriate tone and vocabulary for the intended audience

**Creativity:** Generating original ideas

---

**Speaking**

**Describing a Person**

We can describe people on the basis of various characteristics.

Archimedes had a long unkempt beard. (looks) He was a curious and impulsive person. (personality) He would often be lost in his thoughts. (behaviour)

The king was a tall man. He had long hair. (looks) He favoured reason and intelligence. (personality) He was curious to know about new things. (habit)

Describe yourself or any two people of your choice. They can be your friends or relatives. Use as many adjectives as possible.

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**Writing**

**Informal Letter**

It is the year 1879. After many attempts, Thomas Edison has finally managed to make a long-lasting light bulb. He writes a letter to his wife who is away on a vacation to share his joy. Let us read the letter.

01 Menlo Park, New Jersey
15 October 1879
Dear Mary,

I hope you and the children are enjoying your vacation. How is the weather there? It is getting colder here by every passing day. Anyway, I have great news for you.

I have finally developed a long lasting light bulb. It was a real test of my patience and determination. I could not have hoped to do this without your help, of course. I wish

Notice how the letter is neatly divided into not more than three paragraphs. Writing fewer paragraphs keeps the letter crisp and appropriate.

The first paragraph has a general introduction.

The second paragraph has all the things you want to talk about.
you and the children were here so we could celebrate together. Can you come back a little early?

I cannot help but think how immensely this may transform the lives of millions of people. I have to stop writing now. I have to prepare for a public demonstration. Do write back, and tell me about the vacation. I’ll be waiting for your reply.

Love,
Thomas

Now, imagine you have just made a scientific breakthrough. Write a letter to your mother/father, informing him/her about it and share how you feel.

Plug-In  Comma and Apostrophe

A comma is mainly used to show us where to pause when we read. It is also used for listing things. Other uses of commas are:

1. between the names of places
   • Archimedes was born in Syracuse, which is in Sicily, Italy.
   • Thomas Edison was born in the state of Ohio, United States of America.

2. after yes and no
   • Yes, I would love to.
   • No, I don’t know her.

3. when directly addressing someone
   • Archimedes, I need your help.
   • I’ve found it, your Majesty.

Apostrophe

There are two functions of apostrophe:

1. show contraction (omission of letters)
2. show possession

The last paragraph indicates that the letter is going to end. We often ask the recipient to reply in this paragraph.

We sign off with a short expression such as Lots of love, Take care and with love.

I'm a hungry apostrophe. Words are very scared of me, Eating their letters here and there. Then, flying up in the air.

Critical Thinking:
Understanding and applying a concept

• Draw the symbols for a comma and an apostrophe on the board.
• Ask students to name them and say when or where they are used.
• Explain using the text given on page 46 and 47. For each example, write the two words and their contraction on the board. (E.g.: I + am= I’m; I + will = I’ll)
• Let them attempt the exercise independently.
• Move around the class and help students whenever required.
• Discuss the answers once everyone has attempted the exercise.

Teaching Trail

Answer Key

1. a. Thomas Edison worked on the phonograph, the motion picture camera, the light bulb, and telegraphy.
   b. He developed the light bulb in his lab in New Jersey, USA.
   c. Archimedes was a mathematician, physicist, astronomer, engineer and inventor.
   d. Yes, I can solve the problem.
   e. The goldsmith has cheated you, your Majesty.
   f. Galileo lived in Florence, Italy.

2. a. I’m always ready for a party.
   b. You’re not working properly.
   c. They’ve worked on this project.
   d. It’s not easy to teach these naughty twins.
   e. It’d very unfair to punish someone else for this crime.
   f. I’ll be happy when this is finished.
Critical Thinking: Analysis, Making connections, Drawing Conclusions
Communicating: Articulating thoughts: oral and written

Teaching Trail
Introduce the theme of the poem. Introduce the story of Newton and how he discovered the law of gravity. (An apple fell on his head – he realised that there must be some force that pulled the apple down – realised that everything falls down. Did several experiments to discover laws of gravity.)

Reading
Read the poem at an appropriate pace. Read with proper pauses, stress and intonation. Ask relevant comprehension questions after the poem is read aloud.

Activity 6 – Find Them All
Ask students to read the poem again and look for connectors, apostrophes and commas.

Answer Key

1. a. The speaker is a teacher. (Accept other relevant answers)
   b. Newton wondered why all things fall down from the sky.
   c. Newton discovered the strong pull when an apple fell on his head and he started wondering why all things fall down.
   d. The word ‘bingo’ is used when someone has an idea or solves a problem. Eureka and aha are other examples.

2. a. Newton discovered gravity it was not created. He found it unexpectedly.
   b. Once Newton was sitting under a tree. Suddenly an apple fell on his head. It got him thinking why all things fall downwards.
Let students read the passage about Benjamin Franklin.

Discuss key points from the passage:
- Do you think Benjamin Franklin was brave or was he careless?
- How do you think this experiment helped the world?
- What could have gone wrong in the experiment?

Talk to the class about safety rules and precautions to be taken with electricity and electrical appliances.

Let them attempt the exercise independently.

Discuss the answers and encourage students to provide reasons for their responses.

Critical Thinking: Analysis, Reasoning, Making judgments and inferences

Teaching Trail

Don’t take chances with electricity

Don’t insert naked wires into outlets.

Never put metal objects in outlets or appliances.

Don’t replace or touch bulbs when lit.

Stay away from naked wires.

Ask students to create a comic strip showing how they learned, found out or discovered something new. They can also show how an important discovery was made or how something was invented.

Formats for comic strips can be found at this web link: https://www.k12reader.com/worksheet/comic-strip-templates-5-designs/view/
Workbook Answer Key

Activity 1: Phonics and Spellings
1. bag, flag, belt, rat, sack, hen, web, egg
2. a. cat, bed b. hat, wet c. tent, van d. a feather, sand
3. a. fried b. pried c. dried d. dirtied

Activity 2: Understanding
1. a. The King said this to the court scientist. b. Archimedes said this to himself.
   c. The King said this to the court scientist. d. Archimedes said this to the King.
2. a. golden crown b. Archimedes c. bathtub d. Eureka! Eureka!
3. a. F b. T c. F d. T
4. a. Answers may vary. Accept all appropriate answers. Sample answer.
   The goldsmith was a greedy and dishonest man.
   b. Answers may vary. Accept all appropriate answers. Sample answer.
   Archimedes was a thoughtful and resourceful man, he was also a little impulsive.
   c. The king wanted Archimedes to find out if the goldsmith had cheated and if the crown was made of pure gold.
   d. In his excitement, Archimedes had entered the palace naked, the King wanted him to calm down and wear some clothes.
5. a. The colour of the crown did not look right to the King. This is how he came to suspect the goldsmith.
   b. Archimedes lived in the city of Syracuse about 2000 years ago. He was the city’s court scientist and an inventor.

Activity 3: Vocabulary
1. a. make b. makes c. make
2. a. do b. do c. do
3. a. make b. do c. do d. make
4. a. You need to make up for your past mistakes.
   b. I need to do the dishes before I go bed.

Activity 4: Grammar
1. a. and b. and c. and
2. a. because b. because c. because
3. a. after b. after c. after
4. a. but b. but c. but
5. a. The tiger smelled his prey but could not seem to find it.
Function: It joins two different ideas.
b. I never got late because I slept early.

Function: It gives reason.
c. The boy was wearing a red cap and had a yellow balloon in his hand.

Function: It joins two parts of a sentence.
d. The bus broke down after it was overloaded.

Function: It shows when something happened.

6. a. and b. because c. when d. but e. but f. and

Activity 5: Answers may vary.

Activity 6: Celebrating Poetry
1. a. The narrator is a teacher because he addresses the listeners as class.
   b. The narrator wants to talk about how Newton discovered gravity.
   c. He said, “Ouch man, that hurt!”
   d. He discovered gravity when an apple fell on his head.

Activity 7: Comprehension
1. a. offer b. dangerous c. valuable
2. rise-fall high-low valuable-cheap regularly-sometimes
3. a. iii) gases b. i) actions of angry gods c. iii) nutrients
4. a. Volcanoes are dangerous because when they erupt because they release very hot molten rocks and poisonous gases.
   b. Shifting tectonic plates and earthquakes causes volcanoes to erupt.
   c. Volcanic eruptions add precious nutrients to the soil and make it fertile. They also create new islands when molten rocks cool down and become solid.
LESSON TARGETS

Getting Started and Listening
• plan your tasks
• prioritise them
• listen for sequence

Phonics Fun: /scr/ and /spl/ blends
• identify /scr/ and /spl/ blends
• pronounce and differentiate between /scr/ and /spl/ blends
• join groups of letters to form words with /scr/ or /spl/ blend

Language Ladder: Adjective and their order
• Understand adjectives
• List different qualities of adjectives
• Mention their order
• classify adjectives according to their qualities

Reading: The Missile Man
• Learn about life of APJ Abdul Kalam
• Check for predictions
• Develop correct reading habits, read silently
• Read for pleasure

Understanding
• Summarise the story’s plot, settings and characters
• Make inferences based on comprehension of a text

Vocabulary: Collocation
• phrasal verbs with ‘up’ and ‘down’
• their meanings and use in sentences

Practising Grammar: Adjectives and their Order
• classify types of adjectives
• use of adjectives in the correct order in sentences

Speaking: Asking Questions in an Interview
• Differentiate between yes/no and open-ended questions
• learn to frame questions for an interview
• put up questions to seek more information
• form questions for an interview and share with the class

Writing: Biographical Note
• Identify the features and format of a biographical note
• Learn how to write a biographical note using different elements

Plug-In: Simple Past Tense
• Learn about the use of the simple past tense
• Understand the structure of a sentence in the simple past tense

Celebrating Poetry: Try, Try Again
• Reciting poetry, understand rhyme and rhythm of the poem
• Identify the poet’s purpose

Poem Appreciation: Try, Try Again
• discuss and respond to content of the text orally and in writing

Enrichment
• Life skills
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started                              | • Learning to plan  
• Exercise (page 50)                                         |                       | 1                |
| 2   | Listening: The Missile Man                   | • Listening for Story Sequence  
• Exercise (page 51)                                                |                       |                  |
| 3   | Phonics: /scr/ and /spl/ blend               | • Reading and sound identification (page 51)  
• Exercise (Page 52)  
• Activity 1 – Scrabble-Splash                                      | Activity 1 (page 41) | 1                |
| 4   | Language Ladder: Adjectives and their order  | • Understanding the order of Adjectives  
• Activity 2 – What do you have?                                    |                       | 1                |
| 5   | Pre-reading Reading                          | • Think and analyse  
• Activity 3 – Sneak Peek  
• Read along  
• In-text comprehension practice  
• Comprehension                                                    | Activity 2 (page 42-43) | 2                |
| 6   | Understanding                                | • Answering questions  
• Activity 4 - What I Learnt  
• Exercises (page 56)                                               |                       |                  |
| 7   | Vocabulary: Phrasal Verb                     | • Understanding phrasal verbs  
• Phrasal verbs with their meanings and in sentences  
• Exercise (page 58)                                                | Activity 3 (page 44) | 1                |
| 8   | Practising Grammar: Adjectives and their order | • Revising the order of adjectives  
• Exercise (Page 59)                                                |                       | 1                |
| 9   | Speaking: Asking Questions in an Interview   | • Framing questions for an interview  
• Think and share  
• Activity 5 - Mock Interview                                        |                       | 1                |
| 10  | Writing: Biographical Note                   | • Understanding the format for a biography  
• Exercise (page 61)                                                | Activity 6 (page 49) | 1                |
| 11  | Plug-in: Simple Past Tense                   | • Understanding the use of the simple past tense  
• Activity 6 – When I Was...  
• Exercise (page 62)                                                | Activity 5 (page 47-48) | 1                |
| 12  | Celebrating Poetry                           | • Reading & Recitation  
• Discussion                                                           |                       | 1                |
| 13  | Poem Appreciation                            | • Exercise (page 64)                                                | Activity 7 (page 50) |                  |
| 14  | Enrichment                                   | • Searching for information on the Internet  
• Exercise (page 65)                                                | Activity 6 (page 38) | 1                |
| 15  | Project Work                                 | • Searching for a story on the Internet  
• Writing a Summary  
• Class presentation                                                   |                       | 4                |
**Skills in focus**

**Communication:** Articulating Thoughts, Listening Effectively  
**Critical thinking:** Analysis

---

### Teaching Trail

- Talk about a person who inspires you, the qualities of that person you admire.
- Ask students: Who inspires you? Which quality of that person do you admire the most? How can you bring that quality in your life?
- Read the introductory text to the class.

### Teaching Trail

- Read the text.
- Explain how other elements go hand in hand with inspiration to achieve the goal.
- Tell them about planning and prioritisation.
- Help students in planning a day and ask them to list their important tasks for the day.
- Now read the question and let students attempt the exercise independently.
- Explain how prioritising things will help them to achieve their aim sooner.

### Teaching Trail

- Before the listening activity, read sentences that are given so that students understand what they have to listen for.
- Ask students to listen to the audio and complete the exercise as they listen.
- Play/read the listening text again and discuss answers, allow students to check/correct their answers.
In 1979, a boy saw a large number of snakes lying dead near his village. They had died because of excessive heat. Feeling bad, he planted 20 bamboo seedlings in the area to provide shelter to small animals in the area. A few years later, the tree-less sandbar was transformed into a flourishing forest. The boy's name was Jadav Molai Payeng. He is now known as the ‘Forest Man of India’. During the course of 30 years, he has planted countless trees and taken care of an entire forest. He single-handedly raised a forest stretching over an area of 550 acres. Now, the forest is named after him, the Molai forest. The forest houses tigers, rhinos, monkeys and deer. Even a herd of 100 elephants visits it regularly.

Teaching Trail

- Ask students to say words such as ‘scrub’ ‘scream’ and ‘screen’.
- Demonstrate the /scr/ blend to students; pronounce the sound with each step of articulation.
- Write some /spl/ words on the board (splash, split, etc.). Explain the /spl/ blend by following the steps above.
- Ask students to pronounce both blends, to learn the difference between them. Read the words in the text and point out that these blends are followed by a vowel.
- Read the sentences on page 51 aloud, laying stress on the highlighted words. Then ask students to read them aloud (Class drill).

Reading Café

Sound: /scr/

Digraphs: Combination of three consonant sounds /s/ /k/ and /r/ make one sound

Pronunciation:
- Place the tip of your tongue just behind the front teeth, the sides of the tongue are raised to touch the roof of the mouth, leaving a passage for air down the middle of the tongue to make the /s/ sound.
- Stop the air with the back of the tongue for the /k/ sound.
- Place the back of the tongue against the soft palate to make /r/ sound.

Sound: /spl/

Digraphs: Combination of three consonant sounds /s//p/ and /l/ make one sound

Pronunciation:
- Place the tip of your tongue just behind the front teeth, the sides of the tongue are raised to touch the roof of the mouth, leaving a passage for air down the middle of the tongue to make the /s/ sound.
- Stop the air with the lips pursed for the /p/ sound.
- Place the tip of the tongue just behind the teeth on the roof of the mouth to make the /l/ sound.

Activity 1 – Scrabble-Splash

Divide the class into 6 or 8 teams. Name four teams Team Splash and four teams Team Scrabble.

Both sets of teams will scan through the first 4 chapters of the book. Teams Splash will look for and find as many /spl/ blend words as they can; Teams Scrabble will look for words with the /scr/ blend. Set a time limit for the activity. Once the time is up, ask teams to read out their sets of words. Write the words on the board and end the activity with a class drill pronouncing all the words on the board.
Draw three columns on the board. Title the columns Opinion, Size and Colour respectively.

Form pairs. Each pair picks any object that they have such as sharpener, colour pen, handkerchief, etc. They might also show any picture in the book. The pair describes the object/picture using three adjectives of opinion, size and colour each. Then, frame a sentence using these adjectives in correct order with the noun. Simultaneously they should write these adjectives in their respective columns on the board. Allow each pair to present in turn.

For example: nice big brown pencil box
Sentence: My mother gifted me this nice, big brown pencil box.
Dr Abdul Kalam often asked his students, “How do you want to be remembered?” to inspire them to become the person they wanted to be.

What would have been your answer?

Write down the kind of qualities or work you want people to remember you by.

Critical Thinking: Making judgments
Communication: Showing improved word choice

Skills in focus

• Ask students: What do you know about Dr APJ Abdul Kalam? Accept all answers.
• Ask students about their aims and goals. Tell them to think of qualities they require to achieve that goal.
• Now read the question.
• List students’ responses and have a class discussion, before students write their responses in their notebooks.

Teaching Trail

• Before the text is read in the class, ask students to quickly look at all the pictures given in the story and predict what the story is about.
• As the text is read in the class:
  o Pronounce and explain difficult words.
  o Inform students that ‘The Missile Man’ and ‘The People’s President’ are names that have been given to Dr.Kalam with affection – they are called sobriquets. Write sob-ri-quet (sob -ri-kei) and have students practise the correct pronunciation.
  o Take breaks and ask relevant comprehension questions including the ones given beside the text.
  o Help students to infer the characteristics of Dr Kalam.
  o Talk about the various organisations in which Dr APJ Abdul Kalam worked.
Comprehension Questions
- What was Dr Abdul Kalam popularly known as?
- What was the profession of Dr Kalam’s father?
- What job did Dr Abdul Kalam pick up to help his family?
- Find an noun with two adjectives. Identify their types.

Activity 3 – Sneak Peak
Ask students to open their books and let them have a quick look at the reading text and the pictures. Ask them to close their books after 30 seconds. Now ask students what they think the text is about and what they think they will learn. Write their responses on the board.

Comprehension Questions
- What was the one-hour walk reserved for?
- Who went on ‘the walk’ with Dr Kalam?
- What were they discussing?
- Why do you think Dr Kalam changed direction?
- What did Dr Kalam believe in?

Teaching Trail
- After the reading of text is finished, ask students which quality of Dr Kalam they found the most inspiring. Encourage them to share reasons.
- Once you have finished the lesson, ask students to underline the adjectives of opinion, size and colour. Allow students to work in pairs.

Integrated Learning
Ask students: What is DRDO? What do engineers and scientists do there?
Answer: DRDO works towards developing equipment that is used in the defence of the country. Engineers and scientists in DRDO design and develop world class weapon systems, and equipment such as missiles, combat vehicles and naval systems.
Ask: Do you anything about ISRO? Discuss.
The Indian Space Research Organisation is the space agency of India. It constructs and launches satellites to space.
Ask students to find details about satellites constructed and launched by ISRO.
Critical Thinking: Reflecting, evaluating and concluding
Collaboration: Group work

Activity 4 – What I Learnt

Divide the board into two sections. Ask students to share what they already knew about Dr Kalam. Let students answer in turns while you write their responses on the board.

Then ask students to share what they learnt about Dr Kalam from the story. Write their responses in the other section of the board.

Discuss answers to the questions in the text before students complete the exercises.

Answer Key

1. a. True   b. False   c. False   d. False

2. a. ‘The Missile Man’ and ‘The People’s President’ are the two sobriquets for Dr Kalam.

3. b. Dr Kalam had to take up a job when he was in school in order to augment his family’s meagre income. He distributed newspapers to help his father in providing for the family.

c. The one-hour walks were reserved for contemplation and reflection.

d. Dr Kalam noticed some honeybees around a rose bush. He decided not to disturb them and changed his direction.

3. a. Dr Kalam did not want to disturb the bees because he knew the importance of their hard work. The bees were doing nature’s work; helping two species at a time. For Kalam it was important work that should not be halted or disturbed. He taught us to respect work, no matter who does it.

b. Open ended question— example: perseverance, hard work, humility

4. wealthy, humble, meagre, bright, little, eager, cardiac, customary, dear, upcoming, rose, important, busy, hard-working, little, great

5. Open ended question. Accept all appropriate responses.

Sample answer
The picture shows Dr Kalam on his customary walk. He is wearing a black jacket.
He and Srijan seem to be talking about something important. There are red roses in front of them. The flowers have many bees hovering over them.
**Communication:** Using expression, Using appropriate vocabulary

**Critical Thinking:** Gathering information, Understanding and applying a concept

---

**Teaching Trail**

- Write the verbs ‘turn’ and ‘take on’ the board.
- Ask the meanings of these verbs.
- Write the word ‘up’ after ‘turn’ and ‘down’ after ‘take’.
- Tell students ‘up’ and ‘down’ are prepositions. Ask them for their meanings as well.
- Now read ‘turn up’ as a phrase. Ask students if they know its meaning. Use the phrase in sentences to explain its meaning.
- Discuss how adding an appropriate preposition to a verb can change its meaning.
- Similarly, discuss the meaning of the phrasal verb ‘take down’.
- Also discuss the examples given on pages 57 and 58.
- Ask students to scan the story again and list down phrasal verbs. Discuss their meanings with the class.

---

**Answer Key**

1. a. **turn up**  
   b. **dress up**  
   c. **keep up**  
   d. **cut down**  
   e. **write down**  
   f. **look up**

2. a. Although it was hard work, Jadav Payeng kept on planting trees.
   b. He was not ready to give up.
   c. Jadav Payeng teamed up with other activists to plant trees.
   d. Jadav Payeng did not slow down his efforts to revive wildlife of his area.

---

**Vocabulary **

**Phrasal Verbs**

Did you know that some verbs when combined with some prepositions create a different meaning than the original verb?

For example: A simple verb like go when combined with up (a preposition) has a completely different meaning. It means to increase. This combination of a verb and a preposition is called a phrasal verb.

A phrasal verb is a verb followed by a preposition; the combination creates a meaning different from the original verb alone.

Here are some phrasal verbs with the prepositions ‘up’ and ‘down’.

- **Give up:** to stop something.
  - Raj finds math hard to understand, but he never gives up practicing it.

- **Fold up:** to confuse two or more things.
  - Oof! I mixed up the twins’ names again.

- **Put up:** to put on formal or very nice clothes.
  - She was dressed up perfectly for an interview.

- **Keep up:** to continue something at the same, usually high level.
  - Well done! Keep up the good work!

- **Get upset:**
  - Break down: get upset.
  - Helen’s parents broke down when they found that Helen would never be able to see and hear.

- **Put down:** to record in writing. Could you write down a list of things we need to buy?
  - Write down the invitation to the party because I was unwell.

- **Write down:** to reject something or someone.
  - I turned down the invitation to the party because I was unwell.

- **Cut down:** to reduce the amount.
  - We should cut down on unhealthy eating habits.

---

1. Choose the suitable phrasal verbs from the given box and complete the sentences.

<table>
<thead>
<tr>
<th>write down</th>
<th>turn up</th>
<th>dress up</th>
<th>cut down</th>
<th>look up</th>
<th>keep up</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My best friend did not _______ for my birthday.</td>
<td>b. Mary likes to _______ when she goes to a church.</td>
<td>c. My coach asked me to _______ the hard work.</td>
<td>d. Larry’s mother asked him to _______ his candy consumption.</td>
<td>e. My teacher asked me to _______ all the important points for revision.</td>
<td>f. Tushar decided to _______ for his friend’s phone number in his diary.</td>
</tr>
</tbody>
</table>

2. Rewrite each sentence using the phrasal verb given in the bracket.

   **One has been done for you.**

   a. Although it was hard work, Jadav Payeng continued planting trees. (keep on)
      Although it was hard work, Jadav Payeng kept on planting trees.
   b. He was not ready to accept defeat. (give up)
      Although it was hard work, Jadav Payeng kept on planting trees.
   c. Jadav Payeng formed a group with other activists to plant trees. (team up)
   d. Jadav Payeng did not give a break to his efforts to revive wildlife of his area. (slow down)
Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

Teaching Trail

- Recapitulate the topic using the Let’s Catch Up box
- Describe an object using the incorrect order of adjectives. Ask students to correct it.

Answer Key

1. Adjectives Type
   - a. gifted Opinion
   - b. small Size
   - c. large Size
   - d. conch-shaped shape and size
   - e. good Opinion

2. Individual exercise. Sentences may vary, order of the adjectives should be the same.
   There is a scary big golden tiger.
   A swift tiny white rabbit runs towards the bushes.
   A playful small brown monkey teases the elephant.
   A big slow elephant stands still in front of the tiger. (slow is a qualifier here and not an opinion, so should come before the noun.)
   A bulky pale vulture sits on a tree.

3. a. Jadav Payeng is a short hard-working man. (Note: Although hard-working sounds like an adjective of opinion, it is a compound adjective and works as a qualifier here. Qualifiers always precede a noun.)
   b. Bamboos are pretty tall green plants.
   c. Rhinos are strong grey animals.
   d. The Molai forest is a dense 550 hectares big new forest. (New is an adjective of age, it comes after adjectives of opinion and size.)
   e. Payeng found slender dead snakes on the sandbar. (Note: Dead is a condition and hence a qualifier, not an opinion.)
3. Write one sentence for each of the descriptions given below. Don’t forget to put the adjectives in the correct order.
   a. Jadav Payeng is a hard-working man. He is a short man.
   b. Bamboos are tall plants. They are green in colour. They are pretty.
   c. Rhinos are strong animals. They are grey in colour.
   d. The Molai forest is new. It is 550 hectares big. It is dense.
   e. Payeng found dead snakes on the sandbar. They were slender.

**Activity 5 – Mock Interview**

(To be done after teaching trail.) In the mock interview, each student will take turns and pretend to be a celebrity of his/her choice. The rest of the class will play the interviewers. Students will ask questions one by one from the student turned celebrity. The student will respond to their questions as if the celebrity himself/herself is answering them.

**Teaching Trail**

- Talk about interviewing people. With the class, read the text first.
- Now, demonstrate a mock interview with Dr Kalam. Pick any student to be Dr Kalam and you be the interviewer. Initially ask some direct questions. For example:
  - Did you spend your childhood in luxury and comfort or were there any struggles?
  - What kept you motivated at the time of struggle?
  - Did you like working at ISRO?
- Let the student answer these questions.
- Now ask another set of questions:
  - You took up a job when you were just a child in school. How did you manage your studies and the job? What kept you motivated at that time?
  - In 1980, you with your team at ISRO had successfully deployed the Rohini satellite into the Earth’s orbit. How was your experience working at ISRO?
- Seek the answers of these questions from students.
- Now explain that the first interview had direct and yes/no questions. Those questions did not pull out much information about the interviewee.
- But the second interview was like a conversation and we got more information about the interviewee.
- Read the question and explain what students need to do.
- Ask students to take turns and share the questions framed for the interview.
Ask each student to talk about things they did when he/she was a little child. He/she can also talk about any past incident that they wish to share. Students have to frame sentences in the simple past tense.
Try, Try Again

It's a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For if you will persevere,
You will conquer, never fear,
Try, try again.

Once or twice, though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race:
What should you do in the case?
Try, try again.

If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again;
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

by T. H. Palmer

Skills in focus

Critical Thinking: Analysis, Making connections, Drawing Conclusions

Communicating: Reciting

Teaching Trail

- Introduce the title of the poem.
- Ask: What do you think the poem is about?
- Relate the poem with the phrase: 'Try, try until you succeed!'
- Ask students for their views

Reading

Read the poem with proper pauses, stress and intonation. Ask the following questions after the poem has been read aloud:

- What lesson should one heed?
- What can we learn from our failures?
- What should we do if we find our task hard?

Answer Key

1. a. According to the poem, we should always continue working hard despite constant failures and hurdles on the way to success.
   b. The poet means that we should be determined to make efforts. It is not a matter of shame to work hard for success.
   c. The poet wants to encourage the reader by giving the example of successful people. The poet says that if these people can be successful then you can also achieve your goal with patience and perseverance.
   d. By trying over again you will get the courage to conquer fear. This perseverance makes us stronger and urges us to persist with daring and steady steps to reach our goal.

2. a. heed seed
   b. you view flu
   c. reward forward
   d. case face
   e. appear spear

3. ‘Try, try again’ is used as a refrain in the poem.
Divide the class into groups of four. Ask each group to look for stories with the moral ‘try, try again’ on the Internet. Students have to choose one story and write its summary on a chart paper. The summary should include all the five elements of story-writing as given on page 17. Students can make it beautiful by pasting and drawing pictures related to the story. Each group will present its story to the class.
**Workbook Answer Key**

**Activity 1 : Phonics and Spellings**

1. scream       screw       scroll       screwdriver       TV screen       Scrub
2. a. split    b. splash    c. splinter    d. splendid    e. splutter    f. spleen
    g. splint    h. splotch   g. splay
3. a. patted    b. hotter    c. bitten    d. fitted    e. matted    f. knotted

**Activity 2: Understanding**

1. a. President    b. boat owner    c. engineer    d. Tamil Nadu
2. Kalam’s mother – Ashiamma
   Kalam’s father - Jainulabdeen
   Sobriquet – Missile Man
   Kalam’s birthplace – Rameshwaram
3. a. Kalam used to go for a walk at 3 pm every day.
    b. Srijan, one of Kalam’s students, was taking a walk with Dr Kalam.
    c. Kalam saw some honeybees sitting on rose flowers.
    d. The Missile man and The People’s President
    e. Abdul Kalam was born in Rameswaram, Tamil Nadu. He was the youngest of five children of a Muslim boat owner named Jainulabdeen and his wife Ashiamma. Kalam grew up in humble surroundings.
4. a. Kalam distributed newspapers while he was still in school. He did so to help his father in providing for the family.
    c. Kalam stopped and turned back when he saw some bees on the flowers. He admired the hard work of the bees and changed his direction so that the work of Nature was not disturbed.
    d. Kalam was intelligent, responsible, hard-working, persevering, active and humble. He respected hard work no matter what kind of work it was or who did it. His love for nature and science was inspiring. He believed in a space where science met spirituality, where the power of knowledge met the might of observation.
5. a. Kalam picked up a job of distributing newspapers when he was still in school. He worked to help his father in providing for the family.
    b. When Kalam saw some honeybees on the flowers he decided to change his route because he did not want to disturb the hard-working bees. He also admired honeybees for their work.

**Activity 3: Vocabulary**

1. a. write down    b. mixed up    c. dressed up    d. broke down
2. a. You have to give up eating junk food if you want to get healthier.
    b. I will have to turn down the offer because it does not suit my needs.
c. They **cut down** the travel time by half by leaving early.

d. He was singing better than ever; his teacher told him to **keep up** the hard work.

**Activity 4: Grammar**

1. a. pretty  
   b. important  
   c. white  
   d. tall  
   e. big  
   f. tiny, bigger  
   g. No adjective  
   h. greener  

2. a. The sun is a big yellow hot ball of gas.
   b. That lovely tall green tree is very special to me.
   c. He missed an important tiny detail and lost the big competition.
   d. I do not like big shiny red cars. (shiny can also be qualified as colour)

3. Accept all relevant answers.
   a. The traffic policeman stopped an old yellow car.
   b. The delivery boy delivered a lovely huge box.
   c. The painter is painting a lovely large landscape on a canvas.
   d. The sweet vendor is selling beautiful small jars of candies.

**Activity 5: Simple Past Tense**

1. a. crowed  
   b. woke up  
   c. made, were, went  
   d. saw  
   e. chased, stopped  

2. a. I lived in the building right over there.
   b. Did you know the answer to the riddle?
   c. All of them were tired and thirsty.
   d. I was glad to hear from you again.
   e. He was afraid of the big black spiders.

3. Accept all relevant answers
   a. I did not go to school last Sunday.
   b. I watched television for an hour.
   c. I ate my favourite ice cream after lunch.
   d. Then, I went outside and played till evening.
   e. I cleaned my room after I came back home.

**Activity 6: Individual work**

**Activity 7: Celebrating Poetry**
1. a. T.H. Palmer
    b. ‘Try, try again’
    c. According to the poem, if we “try again” with patience and hard work we will reach our goal.
    d. We should not fear failure because it gives us the courage to fight back and conquer our fear. Failure encourages us to try again with more determination and effort.

2. a. ii)        b. ii)        c. i)        d. iii)

Activity 8: Comprehension
1. a. escape      b. major      c. born      d. grown
2. a. Germany     b. sporting event for the disabled     c. Para Olympics     d. 1960
3. Name: Trischa Zorn
   Sport: Swimming
   Medals won: 55
   Disability: Blind
   Number of records: 8 world records
4. a. Ludwig Guttmann was a British doctor who specialised in treating people with disabilities. He organised a small-scale sports competition for his disabled patients in 1948.
    b. The Paralympics Games are a sports competition for disabled athletes. It started with 23 competing nations and now thousands of athletes from more than 100 countries of the world compete in it.
    c. Ludwig Guttmann organised a sporting event for the disabled because he believed that physical exercise and sports could help people with disabilities in getting better and building self-respect.
LESSON TARGETS

Getting Started and Listening
• Describe an event
• Recall information
• Listen for details

Phonics Fun: /ai/ sound
• Identify the /ai/ sound
• Identify the IPA symbol for the sound
• Pronounce /ai/ sound words
• Spell words with the /ai/ sound

Language Ladder: Subject, Verb and Object
• Understand Subject and Verbs
• Recall subject-verb agreement
• Identify subject and verb in sentences
• Understand the object of a verb
• Classifying objects as direct and indirect objects
• Identify direct and indirect objects in sentences
• Compare and differentiate between direct and indirect objects

Reading: Fantastic Animals
• Going through an information report
• Enrich knowledge about animals and their habitats
• Develop correct reading habits, read silently
• Read for pleasure

Understanding
• Highlight key information and facts
• Make inferences based on comprehension of a text

Vocabulary: Animal Names as Verbs
• Animal names used as verbs and their meanings
• List various such verbs and use them in sentences

Practising Grammar: Subject, Verb and Objects
• Identify concrete and abstract nouns used in sentences
• Use abstract nouns to complete sentences
• Form abstract nouns using the suffix –ness

Writing: Information Report
• Identify the features and format of an information report
• Gather information about an extinct animal
• Write an information report

Speaking: Present an Information Report
• Think and discuss in pairs
• Use apt phrases for a presentation
• Present an information report individually

Plug-In: Simple Future Tense
• Learn about the use of the simple future tense
• Understand the structure of a sentence in the simple future tense

Celebrating Poetry: How Doth The Little Crocodile
• Reciting poetry, understand rhyme and rhythm of the poem
• identify the poet’s purpose

Poem Appreciation: How Doth The Little Crocodile
• Discuss and respond to content of the poem orally and in writing

Enrichment
• Life skills
Caimans are semi-aquatic animals found in freshwater habitats throughout South America. These creatures play important roles in their ecosystems by consuming fish, amphibians, and invertebrates. Caimans are also known for their distinctive appearance; they have broad heads, powerful bills, and webbed feet that enable them to swim and move through water effectively.

**Carapace**
Caimans have a highly developed carapace, which is a bony armor that covers their back and provides protection. This feature distinguishes them from other reptiles and makes them particularly well-adapted to life in aquatic environments.

**Strengthened Jaws**
Caimans have powerful jaws equipped with sharp teeth, allowing them to efficiently capture and consume their prey. Their jaw muscles are well-developed, enabling them to generate enough force to crack the shells of turtles or to tear through the flesh of larger animals.

**Natural Athletes**
Caimans are excellent swimmers, capable of covering long distances quickly. Their streamlined bodies and webbed feet make them highly efficient in the water, allowing them to move with considerable speed and agility. This trait is essential for their survival, as it enables them to evade predators or chase down prey.

**Superior Senses**
Caimans possess keen senses that help them navigate their environment. Their eyes are adapted for看清 underwater objects, and their powerful sense of smell allows them to detect prey from a distance.

**Vanishing Biome**
As habitats continue to be cleared and fragmented, caimans and other species face threats from habitat loss. Conservation efforts are crucial to ensure the survival of these ancient creatures and the ecosystems they inhabit.

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**Enrichment**

We can all do our part to protect wildlife and their habitats.

1. Spring is on a picnic by a lake. He had just finished eating a tasty ice cream. What should he do with the wrapper?
2. Spring found a plastic bag at the bottom of a pond. What should he do with it?
3. Spring was playing in the forest. He put some water over the ashes and burned pieces of garbage. Did he do the right thing?
4. Spring wants to help the environment. A bird can take him to the playground, or the car can go in a trip. Which option should he choose to reach the playground?
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Discussing animal qualities&lt;br&gt;• Exercise (page 66)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening: Fantastic Animals</td>
<td>• Listen for details&lt;br&gt;• Exercise (page 67)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Phonics Fun /ai/ sound</td>
<td>• Reading and sound identification - The /ai/ sound (page 67)&lt;br&gt;• Exercise (Page 67-68)&lt;br&gt;• Activity 1 – /ai/ Spy!</td>
<td>Activity 1 (page 53)</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Language Ladder: Subject, Verb and Object</td>
<td>• Understanding Subject, verb and object&lt;br&gt;• Understanding and identifying direct and indirect objects&lt;br&gt;• Activity 2 – Musical Chairs</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Think and write&lt;br&gt;• Read along&lt;br&gt;• In-text comprehension practice&lt;br&gt;• Comprehension</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 3 – Fun Fact Cards&lt;br&gt;• Exercises (page 72)</td>
<td>Activity 2 (page 54-55)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Animal Names as Verbs</td>
<td>• Learning verbs with animal names&lt;br&gt;• Making sentences&lt;br&gt;• Exercise (page 73)</td>
<td>Activity 3 (page 56)</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Subject, Verb and Object</td>
<td>• Revising subject, verb and object&lt;br&gt;• Exercise (Page 74)</td>
<td>Activity 4 (page 57-58)</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Writing: Information Report</td>
<td>• Understanding the format of an information report&lt;br&gt;• Activity 4 – What I have learned!&lt;br&gt;• Exercise (page 75-76)</td>
<td>Activity 6 (page 61)</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Speaking: Presenting Information Report</td>
<td>• Making a presentation&lt;br&gt;• Individual Task</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Plug-in: Simple Future Tense</td>
<td>• Learning the use of the simple future tense&lt;br&gt;• Activity 5 – A Camping Trip&lt;br&gt;• Exercise (page 18)</td>
<td>Activity 5 (page 59-60)</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reading and Recitation&lt;br&gt;• Discussion</td>
<td>Activity 7 (page 62)</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Appreciating Poetry</td>
<td>• Exercise (page 79)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Enrichment</td>
<td>• Save the Environment&lt;br&gt;• Exercise (page 80)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Project Work</td>
<td>• Class presentation</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Communication: Articulating Thoughts, Listening Effectively

Logical thinking: Analysis

Teaching Trail

- Ask students: What animals do you see in your neighbourhood? Are they tame or wild animals?
- Explain that there are some animals that are not found near human habitat and these animals live in their natural surroundings. Most of them cannot be tamed. They are called wild animals.
- Read the introductory text to the class.

Teaching Trail

- Read the question and elicit answers.
- Ask students why they relate themselves with the chosen animal.
- Discuss the characteristics of the chosen animals.
- Let students complete the exercise.

Answer Key

a. Seahorses are fish.
b. They prefer warm water.
c. They live in sea among sea weeds and other plants.
d. They are covered with tiny, spiny plates.
e. The idiom 'in the blink of an eye' means very quickly.

Seahorses are tiny fishes that are named for the shape of their head, which looks like the head of a tiny horse. They prefer warm temperature and mostly found in warm water. They live in sea among sea weeds and other plants. Their bodies are covered with tiny, spiny plates. Seahorses can change colour to match any surroundings in which they find themselves. They change their colour so quick that they can mimic their surroundings in the blink of an eye.

Teaching Trail

- Before the listening activity, read sentences that are given so that students understand what they have to listen for.
- Ask students to listen to the audio and answer the questions as they listen.
- Play/read the listening text again and discuss answers so that students can check/correct their answers.
Fantastic Animals

Listen to the passage about seahorses and answer the questions that follow.

a. Are seahorses fish or horse?
b. Do they prefer cold water or warm water?
c. Where do they live?
d. What are they covered with?
e. What does the idiom – 'in the blink of an eye' mean?

Phonics Fun /ai/ sound

Read the poem aloud. Note the sound of the highlighted letters.

I dreamt that I could fly
Like birds do in the sky
To my worries I said bye bye
As I climbed high in the sky.
I had birds on my right
And a plane on the other side
Between them I lied
What a lovely sight!

Read the poem again. Say and list the words which have the /ai/ sound as in ‘fly’ and ‘my’.

1. Circle the letters that make the /ai/ sound.
   a. A crocodile can lie motionless for hours.
   b. Deers are shy animals.
   c. The bird tried to hide in the tree.
   d. Butterflies have bright colours on their wings.
   e. This shopkeeper is as sly as a fox.

Reading Café

Sound: /ai/

Diphthong: Combination of two vowel sounds /a:/ and /i/ to make one sound

Pronunciation:
- The sound glides from /a:/ to /i/
- The tongue rises to a higher position in the mouth and glides towards /i/ sound
- The lips are neutral at the beginning and become loosely spread towards the end. The mouth is spread towards the end. The mouth is wide open to begin and narrow during the articulation of the second element.

Answer Key

1. a. A crocodile can lie motionless for hours.
   b. Deers are shy animals.
   c. The bird tried to hide in the tree.
   d. Butterflies have bright colours on their wings.
   e. This shopkeeper is as sly as a fox.

Communication: Listening

Effectively, Using clear and articulate speech, Speaking confidently

Critical Thinking: Making Connections

Collaboration: Leading the group/ following as a group member

Teaching Trail

- Write ‘eye’ on the board and ask students to pronounce it.
- Now, write ‘fly’ on the board and ask students pronounce it.
- Write the IPA symbol of the /ai/ sound on the board and demonstrate the sound /ai/; break the sound into /a:/ and /i/ vowel sounds.
- Write some more words with the /ai/ sound on the board (file, mile, why, etc.).
- Now, ask students to suggest some more words with /ai/ sound.
- Read the poem aloud, laying stress on the highlighted words. Then ask students to read it aloud. Make sure the /ai/sound is pronounced correctly. (Class drill).
Draw or print the following grid.

```
  B  T  L  I  G  H  T  P  T  J
  X  S  K  Y  G  T  Y  P  E  K
  G  E  P  A  A  T  I  G  H  T
  J  S  A  R  R  D  B  P  A  O
  M  C  T  I  G  R  R  D  N  P
  I  I  I  G  D  Z  I  B  C  O
  L  E  E  H  I  E  G  V  I  L
  E  N  N  T  E  P  H  A  E  I
  U  C  T  N  T  G  T  V  N  T
  E  E  T  I  E  R  T  L  T  E
```

Ask students to find all the words with the /ai/ sound.

Write all the words given by students on the board.

Ask students to circle the letters of each word that make the /ai/ sound and classify the words into four groups: -igh, -y, -ie and -ie

Answer to the crossword:

```
  B  T  L  I  G  H  T  P  T  J
  X  S  K  Y  G  T  Y  P  E  K
  G  E  P  A  A  T  I  G  H  T
  J  S  A  R  R  D  B  P  A  O
  M  C  T  I  G  R  R  D  N  P
  I  I  I  G  D  Z  I  B  C  O
  L  E  E  H  I  E  G  V  I  L
  E  N  N  T  E  P  H  A  E  I
  U  C  T  N  T  G  T  V  N  T
  E  E  T  I  E  R  T  L  T  E
```

2. Complete these lists of the /ai/ sound words. The first word of each list has been done for you.

<table>
<thead>
<tr>
<th>igh</th>
<th>y</th>
<th>e</th>
<th>ie</th>
</tr>
</thead>
<tbody>
<tr>
<td>fight</td>
<td>fry</td>
<td>pile</td>
<td>dried</td>
</tr>
<tr>
<td>high</td>
<td>dry</td>
<td>dice</td>
<td>pie</td>
</tr>
<tr>
<td>night</td>
<td>shy</td>
<td>kite</td>
<td>tries</td>
</tr>
</tbody>
</table>

Activity Time 1 – /ai/ spy!

Critical Thinking: Making Connections, Reflecting, evaluating and concluding

Creativity: Using strategies to narrow the list of ideas

Collaboration: Leading a group/ following as a group member, Encouraging group members

Teaching Trail

- Teach the concepts of subject and verb using the sentences on pg-68. Also, brush up subject-verb agreement as given in the learning link.
- Introduce the object of a verb using the examples on pg-69.
- Explain direct and indirect objects and their placement in a sentence using the text.
Set up a circle of chairs, with one chair less than the number of students playing the game. Write various sentences containing unmarked direct and indirect objects on the board. Next, have the children begin the game of Musical Chairs. Play music or use a bell. When the music stops, ask the student who remains standing to find the direct and indirect objects in one of the sentences. After the task is complete, remove one chair from the circle and let the child who found the objects control the music for the next round.

Sample sentences to use:
* Maria put the cookies in the jar.
* The boy showed the policemen the thieves’ hiding place.
* Dad took us for a movie.
* Gita and Sagar paid two hundred rupees for the fruits.

Sentences may also have **objects**.

---

An object is a noun that does not perform an action. An action happens to it. That is why it comes after the verb.

A pistol shrimp uses its claw to hunt.

**The object here is ‘claw’.
Here, the subject uses the object ‘claw’.

Some sentences have two objects – **direct** and **indirect**.

The cat caught a bird for her cubs.

---

A direct object answers the question “what?” or “whom?”

An indirect object answers the question “to whom?”, “for whom?” or “for what?”

An indirect object is the recipient of the direct object. So, it mostly comes after the direct object.

---

**Pre-Reading**

The animal kingdom has a variety of animals. Some are cute, some are scary. Write down the name of the animal that scares you the most. Find out any two good things that it does. You can ask for help from your teacher or parents.

---

**Critical Thinking:**
Making judgments

**Communication:**
Showing improved word choice

---

**Teaching Trail**

- Introduce the title of the chapter, Fantastic Animals.
- Ask: Do you think animals are fantastic? Why or why not?
- Now read the question.
- You can share which animal scares you the most and list its two good qualities.
- Allow students to complete the exercise in pairs.
CARACAL

Caracals are medium sized cats found in forests and grasslands of Asia and Africa. They have long and strong legs, a small face, long plumed ears and big teeth. They are shy and secretive animals that are hard to track.

Expert Hunters

Caracals eat rodents and small birds. They mainly hunt at night and during evening when birds are returning home. Caracals are such good hunters that people in Ancient Egypt used them for hunting other animals.

Strengths

Caracals are agile and strong animals. They can even take on enemies three times their size. They can climb trees with ease using their long and strong legs, run fast for short durations and sometimes hide and wait to catch their prey.

Natural Athletes

They are really good jumpers. A caracal can easily jump as high as ten feet. They lie in wait under trees during evening when birds return to their nests. When a bird is low enough the caracal thrusts itself in the air with its powerful hind legs. Mid-air, it uses its tail to make fine adjustments and its paws to catch a bird mid-flight. Amazingly, they can change their direction mid-air and even after that they land on their feet.

Superstars

Caracals were important to many ancient cultures. The Egyptians believed that caracals guarded the tombs of their kings. Chinese emperors considered them precious animals and often sent them as gifts. They were exchanged for gold and silver.

Vanishing Homes

Caracals are territorial animals and need large tracts of land to hunt and live on. Sadly, their homes are being destroyed due to expansion of cities and farmlands. We must play our part to help save their homes.

Comprehension Questions

• What animal family do Caracals belong to?
• What do Caracals eat?
• Caracals are agile and strong animals. List some of their strengths.
• How do Caracals change their direction mid-air?
• How were Caracals important to ancient Egyptians and Chinese emperors?
Differentiated Learning

Level 1: Look for the sentences in which the verb has objects.

Level 2: Identify the objects as direct and/or indirect.

Level 3: Ask students to make sentences with direct and indirect objects.

Integrated Learning

• The caracal and the pistol shrimp are two completely different kinds of animals. One lives on land and the other lives underwater, but there is one thing common about them—Their vanishing homes.

Human beings are the greatest threat to the survival of endangered species through habitat destruction and increasing pollution level. Hunting is another reason for the extinction of various animal species.

Ask: What is an endangered species?

Give certain examples of endangered species with their pictures. Some endangered species are:

Hawksbill Sea Turtles: The Hawksbill Turtle is one of the smallest species of turtle. They are hunted and sold illegally for their beautiful gold and brown patterned shells.

Mandarin Duck: It may be found in waters near forests, but the forests are being felled and the water drained, making the duck more and more endangered.

Mountain Gorilla: Mountain gorillas have suffered considerably because of human activities, including war, habitat destruction, hunting and capture for the illegal pet trade.

Vaquita, panda of the ocean: With less than 100 thought to exist, the Vaquita is the rarest marine mammal in the world. The fishing industry, pollution and habitat destruction have threatened its survival.

Ask: What steps should we take to save animals from extinction? Discuss answers.
1. Answer the following questions.
   a. What makes caracals 'natural athletes'?
   b. Why were caracals considered superstars by the ancient Egyptians and the Chinese emperors?
   c. How does a pistol shrimp use its claw?
   d. Why are pistol shrimps called bite-sized bombs?
   e. The living habitats for caracals and pistol shrimps are disappearing day by day. State any two reasons for their disappearance.
   f. Briefly describe the hunting style of pistol shrimp and caracal.

2. Pistol shrimps live in burrows which they share with goby fish. Write their roles and part of work that they share to live together.

3. Read the statements. Mark each statement as 'True', 'False' or 'Unclear'. Also give the reasons in the 'Reason' column.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pistol shrimps kill fish without even touching them.</td>
<td>This statement is because</td>
</tr>
<tr>
<td>b. Caracals chase and hunt their prey.</td>
<td>This statement is because</td>
</tr>
<tr>
<td>c. Pistol shrimps communicate with other shrimps using their claws.</td>
<td>This statement is because</td>
</tr>
<tr>
<td>d. Chinese emperors considered caracals precious animals. The more the number of caracals a king had, the richer he was.</td>
<td>This statement is because</td>
</tr>
<tr>
<td>e. Caracals are nocturnal animals.</td>
<td>This statement is because</td>
</tr>
</tbody>
</table>

Critical Thinking:
Reflecting, evaluating and concluding

Give prints of these cards to each student. Or, you can draw these two cards on the board and in place of the pictures, write the name of the animal. Ask students to draw the same in their notebooks and complete the task.

Physical features:
Habitat:
Food:
Fun facts:

Pistol Shrimp

Physical features:
Habitat:
Food:
Fun facts:

Teaching Trail

- Divide the class into groups of five. Ask students to scan the text, discuss and complete the fact cards.
- Discuss answers before students complete the answers in their note books. This can be given as homework.

Answer Key

1. a. Caracals can easily jump as high as ten feet. Their ability to change direction mid-air and when landing on their feet makes them natural athletes.
   b. Caracals were considered as superstars by many ancient cultures. They were important to the Egyptians and the Chinese. The Egyptians believed that caracals guarded the tombs of their kings. Chinese emperors considered them precious animals and often sent them as gifts. They were exchanged for gold and silver.
c. A pistol shrimp uses its claws for hunting and talking to other shrimps. It snaps its claws to make sound to chat with its friends. For hunting, it snaps its claws so loud that it makes a small explosion in the water. The explosion stuns the fish and the shrimp catches it.

d. Pistol shrimps are called bite-sized bombs because being small enough to fit in our palm, they are louder than most animals. Their snaps are so loud and hot that they even make a flash like a gun.

e. The living habitats for caracals and pistol shrimps are disappearing day by day. The reasons for their disappearance are:
   i. expansion of cities and farmlands
   ii. increasing pollution and global warming

f. Hunting style of caracals: Caracals wait under trees in the evening when birds return to their nests. When a bird is low enough the caracal thrusts itself into the air with its powerful hind legs. Mid-air, it uses its tail to make fine adjustments and its paws to catch a bird mid-flight.

Hunting style of pistol shrimps: They hunt fish using a method used by no other animal. Once a fish is nearby, a shrimp snaps its claws so loudly that it makes a small explosion in the water. The explosion stuns the fish so that the shrimp can catch it.

2. Pistol shrimps live in burrows which they share with goby fish. The shrimp builds and takes care of the burrow, while the fish protects the burrow and the shrimp from enemies.

3. a. This statement is true because the pistol shrimp snaps its claws so loud that it creates an explosion. The explosion stuns the fish and the shrimp catches it.
   b. This statement is false because the caracals wait under trees when the birds return to their nests.
   c. This statement is true because the snap their claws to chat with each other.
   d. This statement is true because caracals were exchanged for gold and silver.
   e. This statement is true because caracals hunt at night.

---

Skills in focus

Communication: Articulating: oral and written
Critical Thinking: Reasoning, Making connections

Teaching Trail: Vocabulary

- Write the following sentences on the board:
  - ‘A buzzing bug bugs me the most.’
  - ‘The dog wooled down the entire loaf of bread.’

- Now ask students to identify animals and verbs in these sentences.

- Explain how animal names are used as verbs in these sentences. Also, discuss their meanings.

- Now read the sentences on page-73. Discuss the animal names used as verbs and their meanings.

Answer Key

1. Accept all appropriate answers.
2. snails: moves slowly
   badgering: continuously asking
   craned: stretched
   dogging: chasing or tracking
   chicken out: to back out due to fear
   a. chicken out  b. craned
   c. badgering  d. dogging
   e. snails
**Critical Thinking:** Analysis, reasoning, Making judgments

**Communicating:** Articulation and intonation

---

**Teaching Trail**

- Recapitulate the topic using the Let's Catch Up box
- Write 2-3 sentences on the board. Ask students to identify subject, verb and object in each sentence.

---

**Answer Key**

1. a. The **mother caracal** hunts for her **cubs**.
   b. The **pistol shrimp** lives in **warm waters**.
   c. **Caracals** have **tan or brown coloured coats**.
   d. A **shrimp** can regrow its **claw**.
   e. **Animals** do not like **pollution**.

2. **Caracals** eat rodents and small birds. **Caracals** were important to many ancient cultures. They were exchanged for **gold and silver**. **Pistol shrimps** happily eat **small fish**. The shrimp sometimes uses its **antennae** to talk with the fish.

3. a. flies  
   b. climb, run  
   c. is  
   d. know  
   e. are

4. a. Can you buy a cupcake for me?  
   b. Show the farmland to me.  
   c. The father gave a chocolate to his child.  
   d. Can you tell more about shrimps to me?

---

**Practising Grammar**

**Subject, Verb and Object**

Let's Catch Up

Every sentence has a subject and a verb, and the verb must always agree with the subject. A sentence can also have an object. The object which receives the action is the direct object. The indirect object receives the direct object.

1. **Read the sentences below. In every sentence, underline the subject, circle the verb and put the object in a box.**
   a. The mother caracal hunts for her cubs.
   b. The pistol shrimp lives in warm waters.
   c. Caracals have tan or brown coloured coats.
   d. A shrimp can regrow its claw.
   e. Animals do not like pollution.

2. **Now take 5 sentences from the chapter and recognise the subjects,**

---

**Vocabulary**

**Animal Names as Verbs**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to crows</td>
<td>to boast, show off</td>
</tr>
<tr>
<td>to wolf</td>
<td>to eat hungrily</td>
</tr>
<tr>
<td>to ape</td>
<td>to copy</td>
</tr>
<tr>
<td>to duck</td>
<td>to avoid by bending down</td>
</tr>
</tbody>
</table>

---

**Verbs Meaning**

- to duck to avoid by bending down
- to ape to copy
- to wolf down to eat hungrily
- to crow to boast, show off
- to chicken out to renege, pulling out
- to badger to nag, harp
- to craned to crane
- to dogged to be persistent
- to shelled to peel
- to snails to slither

---

**Let's Catch Up**

1. **Read the sentences below. In every sentence, underline the subject, circle the verb and put the object in a box.**
   a. The mother caracal hunts for her cubs.
   b. The pistol shrimp lives in warm waters.
   c. Caracals have tan or brown coloured coats.
   d. A shrimp can regrow its claw.
   e. Animals do not like pollution.

2. **Now take 5 sentences from the chapter and recognise the subjects,**
In this chapter, we have read two information reports; one about caracals and one about pistol shrimps. Now write an information report on an extinct animal in the format provided below.

First, do some research about the topic. Then, organise the information collected in the categories you have identified. Here’s a graphic organiser to help you.

**Critical Thinking:** Making decisions Reflecting, evaluating and concluding, Making predictions, judgments and inferring

**Creativity:** Generating original ideas, Using strategies to narrow the list of ideas

**Collaborating:** Suggesting/ accepting new ideas, Asking questions Leading the group/ following as a group member

---

**Teaching Trail**

- Explain that an information report gives us facts or real information about a given topic.
- Now write these two sentences on board:
  - One of the most famous species driven to extinction by humans is the dodo.
- I think the dodo is at the edge of extinction because of deforestation.
- Ask: Which of these statements would you include in an information report? Why?
- Discuss that an information report gives more details about a topic. It never contains any personal opinions/views.

- Ask students to choose a topic and look for its facts and information on the internet and respective encyclopaedia.
- Skim and organise the information collected in the graphic organiser given on pg-75.
- Walk students through the format given on Page 76. Also go through the information reports on Caracals and Pistol Shrimps.
- Discuss and allow students to complete the exercise.
**Activity 4 What I have learnt!**

**For teachers:** Choose an animal of your choice and look for its features, characteristics and facts. Make an information report on it.

Draw the given graphic chart on the board:

Before presenting the information report to the class, Ask students, what they know about that animal. Write their views in key words in the section, ‘What we know’.

Now share the information report with the class.

Once you present the information report, ask students to verify the answers written in the section, ‘What we know’.

Put a tick next to any fact which is verified, cross out those that are incorrect, and put a question mark next to those that aren’t answered in the information report.

Ask students what other facts they acquired from the information report. Write them in the ‘What we learned’ section.

Allow students to complete such a chart in their notebooks.

**Communication:** Using clear and articulate speech, Speaking confidently, Listening actively

**Collaboration:** Suggesting/ accepting new ideas, Solving problems, resolving conflicts

---

**Teaching Trail**

- Read and discuss the introductory text.
- Demonstrate the introduction part using the expressions given in the Helping Hand.
- Emphasise on accurate pitch and correct body language during a presentation.

---

**Critical Thinking:** Analysis, Reasoning, Making judgments and inferring

**Communicating:** Articulating

**Collaborating:** Suggesting/ accepting new ideas, Asking questions Leading / following in a group

---

**Speaking**

**Presenting an Information Report**

Now that you have written an information report, present it to the class. First, introduce yourself and the topic and then start presenting the report. Do not merely read out your written report, instead talk about what you have learnt and what you found interesting. You can also show pictures to the class to make the presentation fun.

**Helping Hand**

You can begin with a smile like this:

“Good morning/afternoon, my name is _____, I am here to share some interesting facts about an extinct species that is _____.”

**Plug-In**

**Simple Future Tense**

Read the following conversation. Notice the words in colour.

What is Jimmy going to do after breakfast?

It will have lunch.

Afterwards, it will go to sleep.

These two sentences tell us about actions which have not occurred yet and will occur after saying or in the future. Sentences that tell us about the future often use the following words:

- in a few minutes
- soon
- tomorrow
- next week
Teaching Trail

• Read the sentences on Page 77. Introduce the simple future tense.
• Explain the use of the simple future tense using the text.
• Ask students to work in pairs and complete the exercise.

Activity 5  A Camping Trip!

Divide the class into groups of four or five.
Ask and discuss: Have you ever been on a camping trip? What do you do on camping? What will you need to prepare for a camping trip?
Then have students discuss what role they will play in preparation for the trip using the simple future tense. In their groups allow them to talk about what they will do to prepare for the camp and what they will do there. For example, one student might say, ‘I will collect the firewood’.
Students can then present their ideas to the class.

Answer Key

1. a. will be out
   b. shall/will work hard
   c. shall never know
   d. will cost
   e. will not understand
   f. Will you come
   g. shall/will write
   h. will not permit
   i. will not
   j. think, will stop

2. Example given in the course book. Accept individual answers.

Critical Thinking: Analysis, Making connections, Drawing Conclusions
Communicating: Reciting

Skills in focus

• Read the poem with proper intonation and stress.
• Have a class recitation drill.
• Pronounce and explain new words.

Ask the following questions after the poem is read aloud:
• Where does the crocodile live?
• Is he friendly?
• Is the crocodile really friendly and gentle? Why/why not?

Poem Appreciation

1. Answer the questions.
   a. Can you describe the crocodile and his tail?
   b. What does the crocodile welcome?
   c. How does he welcome them?
   d. Why do you think the crocodile is smiling?
   e. The poet uses a synonym of the word smile in the second stanza; can you find out that word?

2. Write True or False for the following.
   a. The word ‘crocodile’ has an /ai/ sound. ______
   b. The word ‘Nile’ has an /ai/ sound. ______
   c. The crocodile has a scale for measuring lines. ______
   d. The word ‘gently’ has an /ai/ sound. ______
   e. The word ‘gently’ has the same meaning as the word ‘softly’. ______

3. In the first line of the poem, the poet uses the word ‘doth’. Find out what it means. Have you ever read or used this word somewhere before?
**Answer Key**

1. a. The crocodile lives in the river Nile. He improves his looks by pouring water on his body and tail which makes his tail shine. His scales look golden in the rays of the sun.
   
b. The crocodile welcomes fish into his mouth.
   
c. The crocodile welcomes fish with a cheerful and gentle grin. Behind his fake smile he neatly spreads his claws waiting for an opportunity to catch the innocent fish.
   
d. The crocodile’s smile is a mask that he puts on to hide his real intention of attracting fish. The fish enter his jaws and are eaten.
   
e. The synonym for smile is grin.

2. a. true  b. true  c. false  d. false  e. false

3. The word ‘doth’ is an old-fashioned word for ‘does’.

Ask students to make sentences with do/does, then ask them to use doth instead of do/does and read out their sentences to their partners.

---

**ENRICHMENT**

The planet Earth is a home to many living beings. Just as we do, animals need food, fresh water, room to roam, and places of refuge. Conserving and revitalizing wildlife habitat ensures both animals and humans have a healthier future ahead.

**The Future of Wildlife is in Our Hands**

We can also do our bit to protect wildlife and their habitats.

**Guide Ryan and Jiyan in conserving wildlife and their habitats.**

1. Ryan is on a picnic at a beach. He has just finished eating a tasty ice-cream. What should he do with the wrapper?
2. Ryan found a plastic bag at the bank of a pond. What should he do with it?
3. Jiyan was camping in the forest. He put some water over the ashes and burnt wood of campfire. Why do you think he did so?
4. Ryan wants to visit the museum. A bus can take him to the museum, or he can go in his car. Which option should he choose to reach the museum?

---

**Critical Thinking:**
Analysis, Reasoning, Making judgments and inferring

**Communication:**
Articulating, Valuing Contributions

---

**Teaching Trail**

- Ask: How many people live in your house? How do you share your space with them? Do you live cordially with them or do you have many fights?
- Explain that as we live with our family under the same roof, similarly we need to share, planet Earth, which is our home, with all living beings.
- Read the text on page 80. Discuss what conservation and revitalization of wildlife and its habitat mean.
- Ask students to give suggestions to save wildlife and the environment which is the habitat of wild animals.
- Ask students to complete the exercise and discuss answers.
Answer Key

a. He should throw the wrapper in a dustbin.
b. He should pick up that plastic bag and throw it in a dustbin or a recycle bin.
c. Jiyan did so because the forest could catch fire from the hot ashes and burnt wood.
d. Ryan should take the bus to reach the museum. Using public transport can minimize the pollution caused by vehicles.

PROJECT WORK

Class Presentation:
Have a class discussion on endangered species. Form groups of 4 to 5 students, ask them to choose any one endangered species and collect information. Each group prepares a presentation on its endangered species. One student from each group presents the information that they learned about their endangered species- giving features about their habitat, food, characteristics, unique behaviours, their location (use a map!), and the biggest threat to their survival. The other students should pay attention to the presentation. You can also have a quick quiz after all the presentations are done.

Workbook Answer Key

Activity1: Phonics and Spellings
1. child fly tie cycle eye smile file ice
2. a. try b. quite c. die d. kind e. idea f. myself g. my
   h. cry i. fight j. white k. by l. light
3. a. call b. wall c. class d. still e. sell f. stuff

Activity 2: Understanding
1. Encourage students to answer in full sentences.
   a. Caracals are found in forests and grasslands of Asia and Africa.
   b. Caracals like to eat rodents and small birds.
   c. Pistol shrimps are found in fresh and saltwater throughout the world.
   d. Pistol shrimps snap their claws to talk with each other.
2. a. T b. F c. F d. T
3. a. 3. Egypt b. 2. claw c. 2. burrows d. 1. 10
4. a. Their unique hunting method makes pistol shrimps special. They hunt their prey without even touching them.
   b. Caracals are expert hunters. They big teeth and strong legs. They can climb trees, run fast and jump very high.
   c. Pistol Shrimps live in or near coral reefs. These reefs are dying because of overfishing, water pollution and global warming.
   d. Caracals need free and open spaces to live on. These open spaces are being used to build farmlands and cities.
5. Match the sentences with the qualities they imply.
    Caracals can jump ten feet high and can even change their direction mid-air. - They are agile creatures.
    They can take on animals three times their size. - They are strong animals.
    People used them for hunting. - They are expert hunters.

Activity 3: Vocabulary
1. Animal Name | Meaning
   to snail | to move slowly
   to badger | to ask repeatedly
   to dog | to follow
   to crane | to stretch one's neck
   to crow | to show pride or boast; make a loud noise
   to chicken out | change your mind because you are afraid to do something
2. a. wolfed down  b. aping  c. ducked down  d. crowed  e. badgered  f. snails

Activity 4: Grammar
1. a. The cat jumped at the mouse.
    b. The red car jumped the traffic signal.
    c. A cloud always floats above this hill.
    d. My friend does not like birds.
    e. Caracals have long ears.
2. a. carries  b. run  c. keep  d. work  e. plays
3. a. We saw a bird catch a dragonfly in the park.
    b. I had given my pen to my sister yesterday.
    c. The cook picked up the pan and gave it to me.
    d. She tried to put the blame on her friend.
    e. Could you tell me more about the event?
4. b. Show my new car to me.
    c. Could you tell more about volcanoes to me?
    d. Will you buy a new bag for me?
    e. He gave his old watch to his brother.
    f. She made a sandwich for him.
5. a. It is never a good idea to play with fire.
    b. They jump like that every time they see their prey.
c. I stay in the apartment in the next block.

d. She slows down her car every time she sees a truck.

e. We work every Sunday at the farm.

f. He does not know how to write.

g. My friend and I read newspaper every day.

**Activity 5: Simple Future Tense**
1. a. will start    b. will, go    c. will/shall let    d. will/shall call    e. will clean

2. a. We will jump across the bridge.
      b. They will work together to make a new plan.
      c. She will talk to her mother about her goals.
      d. The carpenter will finish his job in about 2 weeks.
      e. The judge will decide who is guilty and who is not.

3. Accept all relevant answers.

**Activity 6: Individual work.**

**Activity 7: Celebrating Poetry**
1. a. The poem is about a crocodile that lives in the river Nile.
      b. Lewis Carroll
      c. The crocodile welcomes the little fish with a cheerful grin.
      d. Yes, the crocodile is happy.

2. a. gently    b. tidily (Note: Kindly replace the word ‘tail’ with ‘claws’.)
      c. smile    d. unhappily

**Activity 8: Comprehension**
1. a. stronger    b. following    c. found    d. gather

2. a. dogs    b. pack    c. Grey wolves    d. 11

3. a. (Accept all relevant answers.)

Grey wolves are the largest wolves in the world. They can weigh up to 46 kilos. They are found in Asia, Europe and North America. Grey wolves are known for chasing their prey over long distances.

b. A pack of grey wolves contains five to eleven wolves. It usually has a mother, a father and their cubs.

c. Wolves hunt for many types of animals. Their prey can be as small as squirrels and mice to as big as deer and moose.

d. Wolves use their faces, legs, tails and ears to express themselves. But the most impressive method of communicating is a howl.

e. Grey wolves are known for chasing their prey over long distances.
LESSON TARGETS

Getting Started and Listening
• Read and solve riddles
• Listen for details

Pronunciation: /s/ and /z/ sounds
• Identify /s/ and /z/ sounds
• Pronounce and differentiate between /s/ and /z/ sounds
• Forming words with /s/ and /z/ sounds

Language Ladder: Interjections and Prepositions
• Explain Interjections
• List different interjections with their meanings
• Explain the concept of prepositions
• Using prepositions in a sentence

Reading: Tenali Raman and the Two Thieves
• Recall and share a story of a witty character
• Check for predictions
• Develop correct reading habits, read silently
• Read for pleasure

Understanding
• Summarise the story’s plot, settings and characters
• Make inferences based on comprehension of a text

Vocabulary: Suffixes
• Suffixes and their meanings
• Change in part of speech after adding a suffix to a word

Practising Grammar: Interjections and Prepositions
• Different interjections for different emotions
• Describe the position of an object using preposition

Speaking: Who Am I
• Learn framing questions to inquire information
• Put up questions to seek more information

Writing: Paraphrasing
• What is paraphrasing
• Learn how to paraphrase a text

Plug-In: Colon and Semicolon
• Learn about the use of colon and semicolon
• Punctuate a sentence using colon and semicolon

Celebrating Poetry: Riddles
• Reciting poetry, rhyme and rhythm of the poem
• Identify poet’s purpose

Poem Appreciation: Riddles
• Discuss and respond to content of the text orally and in writing

Enrichment: Remember your manners
• Life skills
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started | • Solving a riddle  
• Exercise (page 81) | | 1 |
| 2   | Listening: Tenali Raman and The Two Thieves | • Listening for Details  
• Exercise (page 82) | | 1 |
| 3   | Phonics: /s/ and /z/ sounds | • Reading and sound identification /s/ and /z/ words (page 82)  
• Exercise (page 82-83)  
• Activity 1 – Listen and Run | Activity 1 (page 65) | 1 |
| 4   | Language Ladder: Interjections and Prepositions | • Understanding Interjections and Prepositions  
• Activity 2 – Rows of emotions | | 1 |
| 5   | Pre-reading Reading | • Think and share  
• Read along  
• In-text comprehension practice  
• Comprehension | | 4 |
| 6   | Understanding | • Activity 3 – Role Play  
• Exercises (page 89) | Activity 2 (page 66-67) | 2 |
| 7   | Vocabulary: Suffixes | • Forming new words using suffixes  
• Identifying change of figure of speech from root word to new word  
• Exercise (page 90-91) | Activity 3 (page 68) | 1 |
| 8   | Practising Grammar: Interjections and Prepositions | • Practising interjections and prepositions  
• Exercise (page 91-92) | Activity 4 (page 69-70) | 1 |
| 9   | Speaking: Who am I | • Learning to paraphrase  
• Exercise (page 93) | | 1 |
| 10  | Writing: Paraphrasing | • Learning to paraphrase  
• Exercise (page 93) | Activity 6 (page 71) | 1 |
| 11  | Plug-in: Colon and Semicolon | • Exercise (page 94) | | 1 |
| 12  | Celebrating Poetry | • Reading and Recitation  
• Discussing the poem  
• Activity 4 - Riddle Time | Activity 7 (page 72) | 1 |
| 13  | Poem Appreciation | • Exercise (page 95) | | 1 |
| 14  | Enrichment | • Pledge of good manners  
• Exercise (page 21) | | 1 |
| 15  | Project Work | • Poster | | 2 |
Communication: Articulating Thoughts, Listening Effectively
Logical thinking: Analysis

Teaching Trail
• Ask: What do you do in difficult times?
• Do you think only courage is enough to deal with tough situations?
• Read the introductory text to the class.

Teaching Trail
• Read the text and the sentences in the exercise. Let students identify the pictures.
• Let students work in pairs to solve the riddles.
• Now ask students unscramble these letters to form a word.
Answer: SMILE

Listening Text
• One day Mulla Nasruddin met a friend.
• The man looked worried so Nasruddin asked him what was wrong.
• The man replied, “Every night I dream there’s a ghost hiding under my bed. When I get up and look, there’s no one under the bed. I can’t sleep afterwards. I think I should see a doctor. He can cure me for fifty dinars.”
• “Fifty dinars!” exclaimed Nasruddin. “I can rid you of your problem for five dinars!”
• The man immediately gave Nasruddin five dinars. “Now, tell me what to do,” said the man.
• “The cure is simple,” said Nasruddin, pocketing the money. “Cut the legs of the bed.” The man liked Nasruddin’s idea and dropped the plan to visit a doctor.
Tenali Raman and The Two Thieves

Listening
Listen to an interesting incident of the famous and witty Mullu Nasraddin.
Write True or False for the following statements:

a. The man who met Nasraddin was his uncle.    ___
b. He dreamt of a ghost every night.    ___
c. The man could not wake up in the morning.    ___
d. Nasraddin took no money from the man.    ___
e. The man was on his way to see a doctor.    ___

Phonics Fun Aa /s/ and /z/ sounds

Read the poem. Notice the sound of letter ‘s’.
There was an old man with a beard,
who said, “It is just as I feared!”
Two mice and two hogs,
Four larks and four frogs,
Have all built their nests
in my beard!”
—Edward Lear

The letters in blue have the /s/ sound.
The letters in orange have the /z/ sound.

1. Read this poem and identify the words that have the /s/ sound and the /z/ sound. Highlight them using two different colours.

   The wizard of Oz had a super wand,
   He could easily see further beyond
   The misty mountains, the sandy beach
   The deserted desert and valley each,
   The wand, said an observant bloke,
   Was just a big old telescope.

Reading Café

Sound: /z/

Pronunciation:
• It is a voiced sound that means the vocal cords vibrate during its production.
• Raise the tongue high in the mouth to touch the roof of the mouth. This creates a groove in the centre of the tongue through which air and vocal vibrations flow. When air and vocal vibrations pass through the mouth and teeth, you have the /z/ sound.

Sound: /s/

Pronunciation:
• It is an unvoiced sound that means the vocal cords do not vibrate during its production.
• Raise the tongue high in the mouth to touch the roof of the mouth. This creates a groove in the centre of the tongue through which the air stream flows. As the tongue constricts the space through which the breath travels, the /s/ sound has a faint hissing quality to it.

Answer Key

a. False    b. True    c. False    d. False    e. False

Communication: Listening Effectively, Using clear and articulate speech, Speaking confidently

Critical Thinking: Making Connections

Collaboration: Leading the group/ following as a group member

Teaching Trail

• Before the listening activity, read sentences that are given in the exercise so that students understand what they have to listen for.
• Ask students to listen to the audio and complete the exercise as they listen.
• Play/read the listening text again so that students can check/correct their answers. Discuss answers.

Skills in focus
Before the game starts, designate a wall to the /s/ sound and the /z/ sound respectively. Make the students stand in the middle of the room. Then say a word. Students will have to run to the wall labelled with the sound that they heard. If someone runs to the wrong wall, they are out and must sit down. If they run to the correct wall, they are still in the game. Then say another word, eliminating students as necessary, until only one student remains standing.

To make the game more complex and interesting, designate the walls as /s/ sound in the beginning and the end of a word, and the /z/ sound in the beginning and at the end of a word.

### Activity Time 1 – Listen and Run

**Answer Key**

1. (The words in bold have the /z/ sound. The underlined words have the /s/ sound.)
   - The wizard of Oz had a super wand,
   - He could easily see further beyond The misty mountains, the sandy beach
   - The deserted desert and valley each.
   - The wand, said an observant bloke, **Was** just a big old telescope.

2. FLIES Z
   - DICE S
   - RICE S
   - PRIZE Z

---

**Critical Thinking:** Making Connections, Reflecting, evaluating and concluding

**Creativity:** Using strategies to narrow the list of ideas

**Collaboration:** Leading a group/ following as a group member, Encouraging group members

---

**Language Ladder**

### Interjections and Prepositions

**Interjections**

The easiest and shortest way of expressing emotions in writing is using interjections.

An interjection is a word or a group of words that expresses strong emotions.

<table>
<thead>
<tr>
<th>Positive Emotions</th>
<th>Negative Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>aha</strong> – is used when we succeed in solving a difficult problem</td>
<td><strong>ouch</strong> – is used when we are hurt</td>
</tr>
<tr>
<td><strong>ta-da</strong> – is used when someone is proud of something he/she is showing</td>
<td><strong>gosh</strong> – is used when someone is irritated</td>
</tr>
<tr>
<td><strong>yay</strong> – is used to show joy</td>
<td><strong>uh-oh</strong> – is used when we see something is wrong</td>
</tr>
<tr>
<td><strong>wow</strong> – is used to show amazement</td>
<td><strong>sigh</strong> – is used when we are not impressed</td>
</tr>
</tbody>
</table>

Interjections are always followed by an exclamation mark (!). And the word after the exclamation mark begins with a capital letter.
Divide the class into two teams and ask them to choose a colour for their teams. Give a copy of the following sheet to each group.

<table>
<thead>
<tr>
<th></th>
<th>wow</th>
<th>Huh</th>
<th>ugh</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Dots]</td>
<td>alas</td>
<td>yippee</td>
<td>phew</td>
</tr>
<tr>
<td>![Dots]</td>
<td>yes</td>
<td>Duh</td>
<td>gosh</td>
</tr>
<tr>
<td>![Dots]</td>
<td>uh-oh</td>
<td>Yay</td>
<td>bingo</td>
</tr>
<tr>
<td>![Dots]</td>
<td>cheers</td>
<td>ahh</td>
<td>oops</td>
</tr>
<tr>
<td>![Dots]</td>
<td>ouch</td>
<td>eek</td>
<td>bravo</td>
</tr>
</tbody>
</table>

You will need a dice to play the game.

Call a student from any team to roll the dice. Look at the row for the number the student rolls. Choose one of the interjections available in that row. Ask the student to write a sentence using the selected interjection on the board. If the sentence is correct, both the teams will shade that box in the colour of the winning team. If the sentence is incorrect, don’t colour any box. Now, the other team takes its turn. The first team to cover a row in its colour wins the game.

Remind students to use the correct punctuation!

The team can only help its member with the meaning of the interjection.
**Critical Thinking:** Making Connections, Reflecting, evaluating and concluding

**Creativity:** Using strategies to narrow the list of ideas

---

**Teaching Trail**

- Point at some objects in the classroom and ask students where they are located.
- Explain that we use prepositions or position words to describe the position of a noun.
- Ask students to locate the objects in the picture as you read the sentences on page 84.

---

**Critical Thinking:** Making judgment, expressing personal opinion/experience

**Communication:** Showing improved word choice

---

**Teaching Trail**

- Ask students: What qualities do you think a witty person has?
- List students’ responses on the board.
- Read the question on page 84.
- Discuss students’ replies.

---

**Differentiated Learning**

Level 1: Ask students to look for the words related to wit and wisdom in the textbook.

Level 2: Ask students to discuss the meaning and differences between each listed word.

Level 3: Ask students to make sentences with five of the words listed.

---

**Teaching Trail**

- Before the text is read in the class, ask students to read the title and quickly look at all the pictures given in the story and predict what the story is about.
- As the text is read in the class:
  - Pronounce and explain difficult words
  - Take breaks and ask relevant comprehension questions including the ones given beside the text
  - Ask students to predict what will happen next.
Comprehension Questions

- Who is Tenali Raman?
- Who is Mangamma?
- At what time of the day is the scene set?
- What was Tenali afraid of?

Comprehension Questions

- Where were the thieves arguing?
- Why was the first thief annoyed with the other thief?
- Why did the thieves want to rob Tenali's house?
- Why did one of the thieves not like Tenali?
Comprehension Questions

• What was the bad dream that Tenali had?
• What did Tenali do to make sure that jewels were safe?
• Why did the first thief say that Tenali has put his jewels right in their hands?
• Why did the second thief feel insulted?

Teaching Trail

• After the reading of text is finished, ask students to:
  • check whether their prediction about the story is right or not.
  • underline all the interjections and classify them as positive and negative emotions.
  • circle the words in which the letter ‘s’ makes the /z/ sound.
  • underline the prepositions.

Integrated Learning

Ask students: Why do you think Tenali put rocks in the jewel box?

Elicit answers: By filling the box with rocks, Tenali made the box so heavy that it was easily drowned in the well. It also became difficult for the thieves to pull out such a heavy box.

Ask: If we throw a feather and a stone from a particular height at the same time, which of them will touch the ground first?

Discuss gravity and its uses in the class.
Critical Thinking: Reflecting, evaluating and concluding
Collaboration: Group work

Activity Time 3 – Role-play

Divide the class into three groups. Assign each group a scene from the play. All three groups will role-play their respective scenes. Students in the group can rework the dialogues and scenes to make it more interesting.

Note: Help the students in reworking of the script and give enough time to prepare.

Understanding

1. Who said the following statements to whom?
   a. “Did you hear that noise just now?”
   b. “Let’s put the jewel box in the well. If there are thieves around, they will never find it.”
   c. “I’ve done it! That Tenali is not as clever as everyone says.”
   d. “Thank you for watering my garden.”
   e. “Don’t move. We’ve caught you red-handed.”

2. Answer the following questions:
   a. What did Mangamma think of doing when she heard the thieves? Was she right?
   b. What did Mangamma suggest to Tenali?
   c. Which thief do you think made the noise that woke up Mangamma? Why do you think so?
   d. Why did the first thief not like Tenali?
   e. Who thought of the plan to drain out the well? Who drained out the well?

3. Think and answer.
   a. Tenali and Mangamma thought about the safety of their town and decided to catch them red handed. Based on this, think and write qualities of Tenali and Mangamma.
   b. Was the second thief as foolish as the first thief made him out to be? Write down two instances where the second thief proved smarter than the first one.

Answer Key

1. a. Mangamma said this to Tenali.
   b. Tenali said this to Mangamma.
2. c. Thief 1 said this to Thief 2.
   d. Tenali said this to the thieves.
3. e. Guard said this to the thieves.
4. a. Mangamma thought of shouting aloud and alerting the neighbours when she heard the thieves. No, she wasn’t right because this could have scared the thieves away.
   b. Mangamma told Tenali to use his wit and wisdom, and catch the thieves red-handed.
   c. The second thief made the noise that woke up Mangamma. We know this because Scene-2 begins with the first thief accusing the other for being clumsy and making a noise.
   d. The first thief did not like he had because Tenali helped to put his brother in jail.
   e. The second thief thought of the plan to drain out the well. He also drained out the well all alone.
5. a. Open ended questions, accept all relevant answers.
   Tenali and Mangamma were responsible citizens of their town. They cared for their neighbourhood, and wanted to do something that would help the town.
   b. No the second thief was not as foolish as the first thief made him out to be. It was the second thief who checked the water level of the well and gave the idea to drain out the water. He also did all the work of emptying the well.

Skills in focus

Vocabulary

Notice that the highlighted words are made of two parts.

kindness → kind + ness
adorable → adore + able

The latter parts, ‘-ness’ and ‘-able’ are called suffixes.

Suffixed are letters that are added to the end of a word. A suffix can change how a word is used in a sentence.
Teaching Trail

- Introduce the concept of a suffix. Give an example: “help,” “helpless,” and “helpful” mean different things.

- Draw four columns and title each column as: ‘-ous’ ‘-able’ ‘-less’ and ‘-ful’. Write an example under each column.

- Get students to come up with words using suffixes. Write the words in the appropriate columns.

- Explain the different suffixes with the help of the text.

- Break the words listed on the board as root word and suffix. Discuss the change in part of speech from root word to new word.

- Go through the tips and tricks given in Learning Link on page 90.

### Suffixes and Their Meanings

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Change in part of speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>able to</td>
<td>reachable</td>
<td>from verb (near) to adjective (reachable)</td>
</tr>
<tr>
<td>-ous</td>
<td>full of</td>
<td>courageous</td>
<td>from noun (courage) to adjective (courageous)</td>
</tr>
<tr>
<td>-less</td>
<td>state of being</td>
<td>helpless</td>
<td>from noun (help) to adjective (helpless)</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>careful</td>
<td>from noun (care) to adjective (careful)</td>
</tr>
</tbody>
</table>

### Learning Link

- Sometimes we change the spelling of the words just a little bit when we add a suffix.

- Words with ‘o’ at the end lose the last ‘o’ when the suffix ‘-ous’ is added.

- Watch out for words ending with ‘ge’. They keep the final ‘e’ before ‘-ous’.

- We can make opposites of some -ful adjectives by replacing the suffix with ‘less’, for example: careful - careless. Can you think of some more?

### Example

The city guard is describing the events at Tenali’s house to his friend. Use the suffixes we have just learned to form adjectives and complete the description.

Do you know what I did today? I arrested two thieves at the (famous) Tenali Raman’s house. One of the thieves was completely (fearless)_____. He had a (colourful)______ box in his hands. He thought he would steal and lead a (comfortable)______ life after stealing the (powerful)______ jewels. I must say Tenali’s intelligence is (admirable)______. He thought of a (wonderful)______ plan to catch the thieves.

### Answer Key

1. famous fearless colourful comfortable
   valuable admirable wonderful

2. a. lovable noun to adjective
   b. courageous noun to adjective
   c. adorably verb to adjective
   d. famous noun to adjective
   e. powerful noun to adjective
   f. adventurous noun to adjective

### Practicing Grammar Interjections and Prepositions

An interjection is a word or a group of words that expresses strong emotions. Prepositions describe the position of something and the time when something happens.

1. Use the appropriate interjections for the following situations. You can use the word box for help.
   - aha
   - yuck
   - gosh
   - ta-da
   - yay
   - wow
   - ouch
   - uh-oh

   I’ve found the box.
   Somewhere is wrong. I better wake Tenali.
   So many jewels.

### Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating and intonation

#### Teaching Trail

- Recapitulate the topic using the Let’s Catch Up box

- Divide students into pairs. Ask them to find and list all the prepositions and interjections used in the story.
1. Aha! I've found the box.
   Uh-oh! Something is very wrong.
   Wow! So many jewels.
   Ouch! That hurts.
   Wow! What a beautiful jewel box.
   Yuck! I can't eat this.

2. a. Thieves!
    b. Excellent!
    c. Boss!

3. below    on    into, through    above

Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Collaboration: Suggesting/accepting new ideas, Solving problems, resolving conflicts

Critical Thinking: Making decisions, reflecting, evaluating and concluding. Making predictions, judgments and inferring
Creativity: Using strategies to narrow the list of ideas, scanning for information

Teaching Trail
- Read the text on page 93.
- Discuss what characters students can choose.
- Demonstrate the activity to students using the questions and answers in the Helping Hand section.
- Students form pairs to conduct the activity.
**Critical Thinking:** Analysis, Reasoning, Making judgments and inferring

**Communicating:** Articulating

---

**Answer Key**

1. a. Tenali’s garden had four kinds of flowers: rose, jasmine, hibiscus and lily.

   b. Tenali wanted to fight the thieves but didn’t: he could have got hurt.

   c. Tenali received three rewards for catching the thieves: a new jewel box, a gold medal, and a safe.

   d. There were no more thefts in the city for a while: the thieves had been caught.

2. a. Learning to cook is important; however, it is not always interesting.

   b. Lemon is sour; mango is sweet.

   c. I had a huge meal; however, I am a bit hungry again.

   d. Mom wants the chores completed; moreover, she wants them done properly.

---

**Critical Thinking:** Analysis, Making connections, Drawing Conclusions

**Communicating:** Reciting

---

**Teaching Trail**

- Read the sentences on Page 94. Introduce the punctuations colon (:) and semicolon (;).
- Explain the use of these punctuations in sentences.
- Ask students to work in pairs and complete the exercises.

---

**Critical Thinking:** Analysis, Reasoning, Making judgments and inferring

**Communicating:** Articulating

---

**Teaching Trail**

- Introduce the title of the poem.
- Ask: Who do you think the poem is about?
- Which is your favourite riddle? Share it with the class.
Reading
Read the poem with proper pauses, stress and intonation. Ask the following questions after the poem is read aloud:
• Describe the riddle to the students.
• Let students guess the answer to the riddle.

Activity 4: Riddle Time
Divide class into groups. Ask each group to create a riddle. The riddle should rhyme like a poem. Each group will recite its riddle poem and the other students will try to answer it.

ENRICHMENT
We know that an idiom is a phrase that does not mean exactly what it says. It has a different meaning from the meanings of its individual words. Idioms help put wit and humour into what we say. One has to be intelligent and witty to understand and use idioms.

Complete each idiom with the name of a part of the human body. Also, write what these idioms mean. You may refer to a dictionary.

| put your | in the twinkling of an | turn a deaf |
| down | meaning | meaning |
| don't lose | lending a helping | by word of |
| meaning | meaning | meaning |

<table>
<thead>
<tr>
<th>/s/ sound</th>
<th>/z/ sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand</td>
<td>thousands</td>
</tr>
<tr>
<td>waist</td>
<td>toes</td>
</tr>
<tr>
<td>laced</td>
<td>goes</td>
</tr>
<tr>
<td>saw</td>
<td>arms</td>
</tr>
<tr>
<td>digest</td>
<td>hundreds</td>
</tr>
<tr>
<td>summer</td>
<td>ends</td>
</tr>
<tr>
<td>song</td>
<td>fingers</td>
</tr>
<tr>
<td>fast</td>
<td>grows</td>
</tr>
<tr>
<td>always</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key
1. a. ‘I’ has thousands of toes.
   b. ‘I’ has hundreds of hands.
   c. ‘I’ breathes through its hair.
   d. ‘I’ eats all day long.
   e. ‘I’ shakes and quivers with song in summer.

3. a. tree
   b. No. ‘I’ is a tree. The toes referred to in the poem are its roots. Water is absorbed by its roots from the soil, so it drinks with its toes.

Teaching Trail
• Write the following idioms on the board, and ask students what they mean:
  o Pass with flying colours (to easily do very well)
  o get cold feet (become nervous)
  o in hot water (be in trouble)
• Ask: Why do we use idioms?
• Read the introductory text and explain idioms.
• Now read the question and let students complete the exercise. Discuss answers.

Skills in focus
Critical Thinking: Analysis, Reasoning, Making judgments and inferring
Communication: Articulating, Valuing Contributions
**Answer Key**

<table>
<thead>
<tr>
<th>a. put your foot down</th>
<th>to use your authority or power to stop something happening</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. in the twinkling of an eye</td>
<td>very quickly</td>
</tr>
<tr>
<td>c. turn a deaf ear</td>
<td>refuse to listen or respond to a statement or request</td>
</tr>
<tr>
<td>d. don’t lose heart</td>
<td>don’t lose hope</td>
</tr>
<tr>
<td>e. lend a helping hand</td>
<td>to help someone</td>
</tr>
<tr>
<td>f. by word of mouth</td>
<td>by talking to people</td>
</tr>
</tbody>
</table>

**PROJECT WORK**

Ask the students to draw a poster/billboard for the play they read in this unit. Explain what a poster/billboard is. Students have to draw the most impressive scene from the play on a sheet of paper. You can show a few film posters to get them started.
Workbook Answer Key

Activity 1: Phonics and Spellings
1. sun glass eraser zero purse pencil zebra cheese
2. super zippy simple nets nests desert
   frogs was outside works logs just
3. a. clashes b. catches c. boxes d. hatches e. kisses f. crosses

Activity 2: Understanding
1. Encourage students to answer in full sentences.
   a. Mangamma said this to Tenali.
   b. Mangamma said this to Tenali.
   c. The second thief said this to the third thief.
   d. Tenali said this to the thieves.
2. a. F b. T c. F d. F
3. a. wit b. Mangamma c. guard d. jail
4. a. Tenali threw a jewel box filled with rocks into the well. The thieves thought the box had jewels. They drained out all the water from the well thinking that the jewel box had real jewels.
   b. The second thief thought of the plan to drain out the well. He also drained out the entire well alone.
   c. The two thieves did not seem to be good friends. Throughout the play the first thief was bossy and insulted the other with his words and actions.
5. First thief bossy
   Second thief clumsy
   Tenali clever
   Mangamma alert

Activity 3: Vocabulary
1. -able able to
   -ous full of
   -ful full of
   -less without
2. a. careless b. fearless c. valuable d. comfortable
3. a. poisonous
   b. famous
   c. dangerous
   d. colourful
   e. useful
Activity 4: Grammar

1.
- aha used when we solve a difficult problem
- yuck used when we don't like something
- wow used to show amazement
- gosh used when someone irritated
- ouch used when someone is hurt
- uh-oh used when something is wrong
- ta-da used when someone is proud
- yay used to show joy


3. a. under  b. into  c. above  d. between  e. beside

4. a. The water came above my waist.
   b. I looked but found nothing under the bed.
   c. He dared her to jump into the pond.
   d. Do not stop; go right through the door.
   e. It was easy to find the house; it was between two green trees.

Activity 5: Answers may vary. Accept all appropriate responses.

Activity 6: Celebrating Poetry

1. a. George MacDonald wrote this poem.
   b. ’T’ is a tree in the poem.
   c. ’T’ breathes through its hair (its leaves).
   d. ’T’ has only one foot.

2. a. It grows bigger and bigger because it eats all day.
   b. ’It shakes and quivers with song in summer. It likes it.
   c. None has ever seen it eating, because it is a tree.

Activity 7: Comprehension

1. a. funny  b. disappear  c. delicious  d. yelled

2. a. (The witch was sick of it. First paragraph; second line.) The idiom is to be sick of. It means to be tired of, or upset with something. The witch was sick of people making fun of her name.
   b. (Hey brother, I never went to school and don’t know my ABCs. Second paragraph; third line) Anansi said he didn’t know his ABCs because he never went to school.
   c. (I was not born yesterday. Third paragraph; sixth line) The hen said so because she was not tricked by Anansi. In fact she tricked him into his own trap.

3. a. cursed  b. disappear  c. plants  d. fruits

4. a. Everyone made fun of the witch because of her name. Her name was 5.
   b. Anansi was a clever spider. He decided to take advantage of the curse.
   c. Anansi said to the bull that he never went to school and didn’t know his ABCs. Anansi asked the bull to count the plants that he had planted.
   d. The hen did not disappear because she was smart and did not say the word five. She knew what Anansi was up to.
LESSON TARGETS

Getting Started and Listening
• Identify and break a code
• listen for details

Phonics Fun: /ə/ and /ə(ɹ)/ sounds
• Identify /ə/ and /ə(ɹ)/ sounds
• Pronounce and differentiate between /ə/ and /ə(ɹ)/ sounds
• Spell words with these sounds

Language Ladder: Direct and Indirect Speech
• Explain the use of direct and indirect speech
• Learn the difference between direct and indirect speech

Reading: Mangalyaan
• Learn about Mangalyaan
• Check for predictions
• Develop correct reading habits, read silently
• Read for pleasure

Understanding
• Answer questions based on the text.
• Make inferences based on comprehension of a text

Vocabulary: Verbs for Description
• Identify and use verbs to describe an activity

Practising Grammar: Direct and Indirect Speech
• Convert direct speech into indirect speech

Speaking: Making Announcements
• Learn how to make an announcement
• Make an announcement for the class

Writing: Dialogue Completion
• Complete dialogues using appropriate responses and vocabulary

Plug-In: Quotation Marks and Capitalisation
• Rules for using quotation marks in direct speech
• Learn punctuation inside and outside quotation marks

Celebrating Poetry: The Crescent Moon
• Reciting poetry, understand rhyme and rhythm of the poem
• Identify poet’s purpose

Poem Appreciation: The Crescent Moon
• Discuss and respond to content of the text orally and in writing

Enrichment
• life skills
# SUGGESTED TEACHING PLAN

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started                | • Reading a code  
• Exercise (page 97)                                                  |                       | 1                |
| 2   | Listening: The Missile Man     | • Listening for details  
• Exercise (page 98)                                                    |                       |                  |
| 3   | Phonics: /scr/ and /spl/ blend | • Reading and sound identification (page 51)  
• Exercise (Page 99)  
• Activity 1 – Beat the Timer                                          | Activity 1 (page 75)   | 1                |
| 4   | Grammar: Direct and Indirect Speech | • Learning the rules to change Direct Speech to Indirect speech  
• Activity 2 – What you got?                                           |                       | 1                |
| 5   | Pre-reading Reading            | • Thinking and analysing  
• Read along  
• In-text comprehension practice  
• Comprehension                                                          |                       | 4                |
| 6   | Understanding                   | • Exercises (page 105)                                                | Activity 2 (page 42-43)| 2                |
| 7   | Vocabulary: Verbs for Description | • Learning synonyms for common words verbs  
• Exercise (page 58)                                                  | Activity 3 (page 78)   | 1                |
| 8   | Practising Grammar: Direct and indirect speech | • Practising direct to indirect speech  
• Exercise (Page 108-109)                                             | Activity 4 (page 79-80) | 1                |
| 9   | Speaking: Announcements        | • Making an announcement  
• Activity 3- Where Am I                                              |                       | 1                |
| 10  | Writing: Completing a dialogue | • Completing and role playing a dialogue  
• Exercise (page 111)                                                 | Activity 5 (page 81)   | 1                |
| 11  | Plug-in: Quotations and Capitalisation | • Learning to use quotation marks  
• Activity 4 – When I Was...  
• Exercise (page 112)                                                |                       | 1                |
| 12  | Celebrating Poetry             | • Reading and Recitation  
• Discussion                                                            | Activity 6 (page 82)   | 1                |
| 13  | Poem Appreciation              | • Answering questions  
• Exercise (page 113)  
• Activity 4 - Moon phase cookies                                        |                       | 1                |
| 14  | Enrichment                     | • Making an infographic  
• Exercise (page 115)                                                  |                       |                  |
| 15  | Project Work                   | • Info Graphic Exhibition                                             |                       | 4                |
Meet Curiosity, a remote-controlled rover that landed on Mars in 2012. Since then, it has been working non-stop to help us learn more about the planet. The Jet Propulsion Lab of NASA built it. As it moves forward, its wheels leave behind a pattern on the sand. The pattern is a code for something. Now, think and break the code!

The code is __ / __ / __

Answer: _________________

What do you think the letters in the answer stand for? ___________________________________

Edward Everett Hale was the first person to talk about spacecraft. He wrote a story, named the Brick Moon, around 150 years ago. In the story, some people built a huge moon of bricks. They also built giant spinning wheels to launch the brick moon. One day, the brick moon was accidentally launched into space while the workers and their families were working on it. Soon, these people started living on the brick moon, in space. They also grew food on the brick moon. People on Earth sometimes sent them necessary things. The Brick Moon may seem to be a silly story, today. However, it was the first time ever someone thought of living in space.
• Write words such as ‘about’ ‘among’ ‘away’ ‘agree’ ‘problem’ ‘atlas’.
• Ask students to read these words aloud.
• Now, read aloud each word emphasizing the /ə/ (schwa) sound.

Communication: Listening Effectively, Using clear and articulate speech, Speaking confidently
Critical Thinking: Making Connections
Collaboration: Leading the group/ following as a group member

Reading Café
Sound: /ə/and /ə(r)/
Pronunciation:
• The position of the mouth is neutral – the lips are relaxed, not rounded, the jaw is roughly half way open, and the tongue is flat, not forward or back.

Teaching Trail
• Write words such as ‘about’ ‘among’ ‘away’ ‘agree’ ‘problem’ ‘atlas’.
• Ask students to read these words aloud.
• Now, read aloud each word emphasizing the /ə/ (schwa) sound.

Activity 1 – Beat the Timer
• Give a brief description about the activity to the students (Description on the next page.).
Differentiated Learning

**Level 1:** Run a timer for 3 min. Ask students to write 2 words with the schwa sound and 2 words that have the schwa sound with controlled (r) in 3 minutes. Say STOP when the timer stops. The students stop writing there and then. Each student reads the words with the correct pronunciation. Correct the pronunciation wherever needed.

**Level 2 and 3:** Now ask the students to frame 4 sentences using each word. The sentences framed using the words that have the schwa sound with controlled (r) should be in such a way that the controlled (r) is pronounced clearly. For example: I saw a spider in my bed. Each student reads all the sentences in turn.

**Critical Thinking:** Making Connections, Reflecting, evaluating and concluding

**Creativity:** Using strategies to narrow the list of ideas

**Collaboration:** Leading a group/following as a group member, Encouraging group members

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**Answer Key**

1. doctor woman comma
   waiter helicopter sweater
   balloon gorilla spider
   parrot teacher wizard

2. **Winter Weather**
   There is nothing better.
   Than the winter weather.
   The days are colder and nights are longer.
   But the fun is not over.
   Grandma turns on the heater and knits me a sweater.
   The children have hot chocolate and coffee for elders.
   I wish the winter weather could last, Forever and ever.

**Language Ladder** Direct and Indirect Speech

We can retell what someone said in the following two ways.

![Direct Speech]

Sarah said, “I got an A.”
Sarah said that she had got an A.

![Indirect Speech]

Sarah said she got an A.

Direct speech repeats what someone says in exactly the same words.
The symbol “…,” is called double inverted commas or quotation marks. They contain the words we repeat. We remove the double inverted commas and the comma while using indirect speech.

While telling what someone said, we use saying verbs such as told, said, asked, and answered, and so on.

We make some changes to what someone said in the indirect speech:

- **Direct Speech:** Sarah said, “I got an A.”
- **Indirect Speech:** Sarah said that she had got an A.

When the saying verb is in the past tense, we change the tense of the verb inside the quotation marks.

- **Direct Speech:** Sarah said, “I like writing.”
- **Indirect Speech:** Sarah said that she liked writing.

---

**Teaching Trail**

- Write the example given in the course book, on the board.
- Explain direct and indirect speech using the text on page 100-101.
- Describe the changes to be kept in mind when changing direct speech into indirect speech.
- Emphasize on punctuation.
Activity 2 – Things I was asked/told to do

Form pairs, ask students to make a list of things that they were asked or told to do in the given situations:

- on the first day of the school
- on a school picnic
- while travelling in a school bus

The students should frame 3 sentences using each phrase in direct speech. For example:

My mother said, “Be nice to the teachers and other students on the first day of school.”

The teacher advised us, “Don’t forget to wear your identity cards on the picnic.”

My father said, “It is unsafe to stand in a moving bus.”

One student from each pair reads the sentences.

The partner converts these sentences into indirect speech, and reads them aloud in class.

Critical Thinking: Making judgments
Communication: Showing improved word choice

Teaching Trail

- Read the text.
- Let students identify the picture. (the planet Mars)
- Have a class discuss on how this picture was clicked.
- Ask students what they know about planet Mars.
- Discuss the position of Mars in the solar system and why scientists are interested in gaining more and more information about Mars.

Critical Thinking: inferring and analysing surroundings
Logical Thinking: Analysis, Reasoning, Making Connections
Launch Vehicle: Here you go! I hope you know that for a few months, you have to revolve around the Earth’s orbit. And at the right time, you have to enter the Martian orbit.

Mangalyaan: Yes, I know. I have been trained to do that. Hey! What’s that going towards Mars? Another spacecraft?

Launch Vehicle: Oh yes, NASA has also launched their spacecraft, Maven. It will directly enter the Martian orbit.

Mangalyaan: My next step is orbit raising. But what’s this, the main engine isn’t responding properly! I will have to reignite the main engine. I hope this works, I don’t have much fuel. If it doesn’t then the mission will end right here.

Yahoo! I left the Earth’s orbit successfully. Let me send a picture to the team as a farewell gesture.

With the help of all the calculations made by the ISRO team, Mangalyaan successfully left the Earth’s orbit.
Comprehension Questions

1. Fill in the blanks.
   a. Mangalyaan was made at the ISRO centre in __________.
   b. Mangalyaan was launched from ______________.
   c. NASA’s spacecraft was named ____________.
   d. When Mangalyaan could not contact ISRO, it sent signals to two NASA stations at ____________ and ____________.
   e. When Mangalyaan entered Mars, it was greeted on social media by ____________ and ___________.

2. Answer the following questions.
   a. When was Mangalyaan launched into space?
   b. Where was Mangalyaan headed to?
   c. What went wrong when Mangalyaan entered the shadow of an eclipse? How did it solve the problem?
   d. Why could not Mangalyaan communicate with ISRO?
   e. What happened when Mangalyaan entered the Martian orbit?

3. Think and answer
   a. Why was it important for Mangalyaan to communicate with ISRO when it reached Mars?
   b. When Mangalyaan successfully entered Martian orbit, the scientists all over the world recognized and applauded for it. Take the help of your parents or use the Internet to find out two reasons why Mangalyaan received so much praise and recognition.

4. Put the following events in the correct order.
   Curiosity greets Mangalyaan, Mangalyaan boards the launch vehicle, Mangalyaan leaves Earth’s orbit, Mangalyaan begins orbit raising

   1. 5 Nov, 2013
   2. 6 Nov, 2013
   3. 1 Dec, 2013
   4. 23 Sep, 2014

Integrated Learning

Social Media Etiquette
Like good hosts, Curiosity and Maven welcomed Mangalyaan by sending their greeting on Social media.

Do you know that each social media platform has its own set of rules of what is appropriate etiquette? Here are some of them:

• Don’t believe something just because it’s online.
• News is shared quickly, so check your facts before you tell your story.
• Think (and proof) before you share anything.
• Be careful with personal information
• Be concise while writing a mail.

Ask students to share some more of such etiquette.
Answer Key

1. a. Bangalore  
     b. Sriharikota  
     c. Maven  
     d. Goldstone, California, and Canberra, Australia.  
     e. Maven and Curiosity

2. a. Mangalyaan was launched into space on 5th November 2013.  
     b. Mangalyaan was headed towards Mars to get into the Martian orbit.  
     c. When Mangalyaan entered the eclipse, its solar panels stopped working as there was no sunlight. So it quickly switched on its lithium battery.  
     d. Mangalyaan couldn’t communicate with ISRO because Mars was between the Earth and Mangalyaan and the connection between them broke down.  
     e. When Mangalyaan entered the Martian orbit, the other space crafts, Maven and Curiosity, welcomed it by sending their greetings on social media.

3. a. To know whether Mangalyaan had successfully reached the Martian orbit or not, it was important for Mangalyaan to communicate with ISRO.  
     b. Open ended question. Accept all appropriate answers.

4. 1. Mangalyaan boards the launch vehicle  
     2. Mangalyaan begins orbit raising  
     3. Mangalyaan leaves Earth’s orbit  
     4. Curiosity greets Mangalyaan

---

Skills in focus: Communication: Providing expression

Teaching Trail

- Read the text to explain verbs for description and why we need them.  
- Explain what saying verbs are.  
- Read and explain different examples of saying verbs with their usage on Page 106.  
- Explain walking verbs.  
- Read and explain different examples of walking verbs with their usage on Page 106.  
- Explain looking verbs.  
- Read and explain different examples of looking verbs and their usage on Page 107.  
- Ask students to complete the exercises and discuss the answers.

---

Verbs for Description

In direct and indirect speech, we use saying verbs such as ‘said’ or ‘told’. However, most of the time, this is not enough.

**We can report what the scientist said in two ways:**

The scientist said that Mangalyaan was in orbit.

The scientist exclaimed that Mangalyaan was in orbit.

The word ‘exclaimed’ tells us more than the word ‘said’. It tells us that the scientist was excited and speaking with passion.

**There are many saying verbs that tell us how a person said something.**

<table>
<thead>
<tr>
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We use verbs to tell what someone is doing (speaking, walking, looking, etc.). We can also use them to tell what a person is feeling and how he is doing something.

**Words instead of ‘walk’:**

<table>
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<tr>
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<td>to walk with much effort, to walk slowly</td>
</tr>
<tr>
<td>scoot</td>
<td>to leave some place in a hurry</td>
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**Answer Key**

1. ACROSS
   3. INSPECT
   5. STRUT
   6. PEEK
2. a. ambled  b. explained  c. trudged  d. scanned  e. browse  f. ordered
   g. amble  h. exclaimed  i. glanced  j. whispered

**Down**

1. LIMP
2. ANNOUNCE
4. ANSWER

**Verbs for Description**

In direct and indirect speech, we use saying verbs such as 'said' or 'told'. However, most of the time, this is not enough.

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**Critical Thinking:**

Analysis, reasoning, Making judgments

**Communicating:**

Articulating

**Teaching Trail**

- Recapitulate the topic using the Let’s Catch Up box

**Answer Key**

1. a. were  b. loved  c. was  d. moves
2. a. she  b. they  c. they  d. he
3. a. the next day  b. there  c. that day  d. then
4. a. Sarah said that she reads the news every day.
   b. She told her father that Mangalyaan was in the Martian orbit.
   c. She showed the newspaper to her friends and said it was written there.
   d. She added that the scientists said that they planned to launch another spacecraft like Mangalyaan.
A conversation or a written dialogue shows two people talking. Thus, when completing a dialogue or a conversation, the following points should be kept in mind:

- Imagine yourself to be in the position of the speaker and write how you will respond to the conversation.
- Do not use bookish language. You can use informal greetings and expressions.
- Use interjections at the appropriate places.
- Follow grammar rules like subject-verb agreement.
- Use contractions wherever necessary.

Suppose, you get to visit the ISRO research centre. You have to make an announcement to your class about the visit. How would you do it? Keep these points in mind while making an announcement.

- Make sure you know all the facts clearly – the name, place, date and time of the event.
- Make sure the listeners are quiet before you speak.
- Look at your audience while speaking.
- Speak clearly and loud enough (but do not shout) so that everyone can hear the announcement.
- After the announcement, ask if there are any questions.

Now, think of a date and time at which the ISRO trip will take place and make an announcement about the trip in front of the class.

Making announcements

- Make sure you know all the facts clearly – the name, place, date and time of the event.
- Make sure the listeners are quiet before you speak.
- Look at your audience while speaking.
- Speak clearly and loud enough (but do not shout) so that everyone can hear the announcement.
- After the announcement, ask if there are any questions.

Dialogue Completion

A conversation or a written dialogue shows two people talking. Thus, when completing a dialogue or a conversation, the following points should be kept in mind:

- Imagine yourself to be in the position of the speaker and write how you will respond to the conversation.
- Do not use bookish language. You can use informal greetings and expressions.
- Use interjections at the appropriate places.
- Follow grammar rules like subject-verb agreement.
- Use contractions wherever necessary.

Activity 3 Where am I?

We listen to many announcements when we travel. Divide the class into five groups. Ask each group to prepare an announcement for a particular place such as an airport, a metro or a hotel. A member from each group will take his/her turn and make the announcement. The other groups guess where they could hear such announcements. Also, discuss and note down the other facts that the announcement provides.

Critical Thinking: Making decisions Reflecting, evaluating and concluding. Making predictions, judgments and inferring

Creativity: Generating original ideas, Using strategies to narrow the list of ideas

Teaching Trail

- Explain what a conversation or written dialogue is.
- Read and describe the points to be kept in mind while complete the dialogues on Page 110. Give examples of contractions (I + Will = I’ll; Do + Not = don’t; can + not = can’t; etc.)
- Read and explain the question to the students.
- Allow the students to complete the exercise.
- Discuss answers.
**Critical Thinking:** Analysis, Reasoning, Making judgments and inferring

**Communicating:** Articulating

**Collaborating:** Suggesting/accepting new ideas, asking questions Leading/following in a group

**Teaching Trail**

- Read the examples on Page 112.
- Explain the usage and rules of quotation marks given on Page 112.
- Also discuss the rules of capitalisation.
- Ask students to work in pairs and complete the exercise.

**Answer Key**

1. a. Sarah asked her father, “How do you control Mangalyaan?”
   b. Sarah’s father said, “We control the Mangalyaan from ISRO.”
   c. She was surprised, “Wow!
   d. Her father asked her, “Would you like to see my office?”
   e. She replied, “Yes, I would love to!”

2. a. Sarah’s friend said, “You are so lucky, you will get to see how they control Mangalyaan.”
   b. She added, “I wish I could go there with you.”
   c. “I can ask my father if he can take you too,” Sarah told her friend.
   d. She added, “He will take you too, I am sure.”
   e. Her friend replied, “Let me ask my parents first.”

**Plug-In: Quotation Marks and Capitalisation**

When we write in the direct speech, the words that are repeated exactly are placed inside quotation marks ("...").

In direct speech, the punctuation marks that come at the end of a sentence such as period (.), exclamation mark (!) and question mark (?) are put inside the quotation marks.

Mangalyaan sent a message, “I am in Mars orbit.”

The scientist did not receive the message, they thought, “Why has Mangalyaan not sent us a message?”

We always capitalise the first letter of the first word inside the quotation marks.

Sarah said, “My father works for ISRO”
She added, “He will take me to his office, next week.”

**Learning Link**

- In direct speech, quotation marks always come after a saying verb and a comma.
- Remember, proper nouns and the word ‘I’ are always capitalised, whether they are inside or outside the quotation marks.
The Crescent Moon

Slipping softly through the sky
Little horned, happy moon,
Can you hear me up so high?
Will you come down soon?

On my nursery window-sill
Will you stay your steady flight?
And then float away with me
Through the summer night?

Brushing over tops of trees,
Playing hide and seek with stars;
Peeping up through shiny clouds
At Jupiter or Mars.

I shall fill my lap with roses
Gathered in the Milky Way,
All to carry home to mother.
Oh! What will she say!

Little rocking, sailing moon,
Do you hear me shout — Ahoy!
Just a little nearer, moon,
To please a little boy.

~ Amy Lowell

Answer Key

1. a. The speaker of the poem is a little boy. The last line of the poem -‘To please a little boy’ clarifies the identity of the speaker.
b. The narrator wants the moon to come a little closer to him so that he can float away with it above the trees and into the clouds.
c. The narrator wants to brush over the tops of the trees, play hide and seek with the stars, peep at Jupiter or Mars through the shiny clouds and fill his lap with roses gathered form the Milky Way.
d. The narrator wants to gather roses from the Milky Way and he wants to present them to his mother.
e. The “sailing moon” in the poem refers to the movement of the moon in the sky.

2. a. The poet calls the moon “horned” because of its crescent shape.
b. No, it cannot. Is too far away.

3. horned  happy  rocking  sailing

4. a. amble  b. cried  c. peek
**Activity 4  Moon Phase Cookies**

Draw all the phases of the moon and name each of them. Now take a pack of white cream cookies. Scrape the white cream off each cookie in the shape of a moon phase. Refer to the given picture.

Now place the cookies in this sequence and ask the students which cookie represents which phase of the moon.

**Critical Thinking:** Analysis, Reasoning, Making judgments and inferring, Testing out solutions

**Creativity:** Seeking appropriate modes, materials and resources to produce work that is visually appealing and interesting

**Teaching Trail**

- Explain what an infographic is.
- Explain the template given on page 115.
- Look for the asked information on the Internet
- Discuss the answers
- Let the students complete the infographic on their own.

**PROJECT WORK**

Ask each student to exhibit the info graphic they made for the Enrichment exercise. Have the students walk around and look at all the info graphics. Give them some post it slips or slips of paper. Ask them to write any comment or question they have regarding the info graphic. When all the students have had a fairly good look at all the info graphics, ask the groups to check the comments and questions they have. Ask them to answer the questions and thank everyone.
**Workbook Answer Key**

**Activity 1: Phonics**

1. balloon, parrot, doctor, water, spider, sweater, letter, family

2. 

<table>
<thead>
<tr>
<th>alert</th>
<th>mother</th>
<th>waiter</th>
</tr>
</thead>
<tbody>
<tr>
<td>spider</td>
<td>matter</td>
<td>again</td>
</tr>
<tr>
<td>alone</td>
<td>union</td>
<td>usual</td>
</tr>
<tr>
<td>difficult</td>
<td>number</td>
<td>tender</td>
</tr>
</tbody>
</table>

3. a. buffaloes, b. mosquitoes, c. potatoes, d. tomatoes, e. torpedoes, f. vetoes

**Activity 2: Understanding**

1. D
   a. 5 November, b. Sriharikota, c. Bangalore, d. Maven

2. a. Mangalyaan’s destination was Martian orbit.
   b. When Mangalyaan entered the Martian orbit the other space crafts, Maven and Curiosity, welcomed it by sending their greetings on social media.
   c. Curiosity greeted Mangalyaan on social media.
   d. Mangalyaan sent pictures of Mars to ISRO.

3. a. Mangalyaan faced many difficulties during the mission. First, it faced a fuel shortage. Then it entered into an eclipse and then it lost contact with ISRO.
   b. Mangalyaan saw Nasa’s spacecraft in space. Its name was Maven.

4. Phew! Things are under control now. – relieved and relaxed
   Hey! What’s wrong? ... - worried and puzzled
   Yahoooo! I am in the Martian orbit! ... happy and proud

5. a. iii), b. i), c. iii), d. iii)

**Activity 3: Vocabulary**

1. asked – someone asks a question
   answered – someone answers a question
   whispered – someone says something quietly
   explained – someone explains something
   announced – someone says something loud and clear
   added – someone makes a remark
   cried – someone shouts loudly

2. a. scooted, b. trudge, c. limped, d. scanned, e. glanced, f. inspected
Activity 4: Grammar
1. a. was doing  b. loved  c. were  d. was not listening
2. a. she  b. they  c. they  d. he
3. a. there  b. the next day  c. the day before  d. that
4. a. did not know the answer
   b. I/he was standing at the wrong place
   c. The girl said that that was her mic
   d. The boy said that he had a football.

Activity 5: Accept all appropriate responses.

Activity 6: Celebrating Poetry
1. a. The poet's name is Amy Lowell.
   b. A little boy is the speaker in the poem.
   c. The speaker wants the moon to come down on his window sill and take him on a ride across the night sky.
   d. The speaker wants to gather roses for his mother.
2. a. The speaker is talking to the moon.
   b. He asks the moon if it can hear him.
   c. No, the moon does not answer back.
   The speaker uses three adjectives for the moon: little, horned and happy.

Activity 7: Comprehension
1. a. largest  b. proposed  c. finally  d. coldest
2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Discovered on</td>
<td>23 September 1846</td>
</tr>
<tr>
<td>Discovered by</td>
<td>Johann Galle</td>
</tr>
<tr>
<td>Colour</td>
<td>Blue</td>
</tr>
<tr>
<td>Also known as</td>
<td>Ice Giant</td>
</tr>
<tr>
<td>Number of moons</td>
<td>Fourteen</td>
</tr>
</tbody>
</table>

3. a. Neptune is the eighth planet of our solar system. It is blue in colour which makes it look like it has lots of water on it. It is a very cold planet and so it is also called an ice giant.
   b. The planet looks like it has a lot of water on it, so it was named after the Roman god of the sea – Neptune.
   c. Triton is Neptune’s largest moon. The moon is called the coldest place because it is so far away from the sun.
4. a. The blue colour of the planet makes it look like it has a lot of water. ✓
   b. Neptune is very cold and big. ✓
LESSON TARGETS

Getting Started and Listening
- Describe and outline an adventure story
- Vocabulary development: identify and spell the names of different objects
- Follow simple narratives and listen for details

Pronunciation: /eɪ/ and /ɪə/sounds
- Identify /eɪ/ and /ɪə/sounds and their IPA symbols
- Pronounce and spell /eɪ/ and /ɪə/sounds

Language Ladder: Possessive Adjectives and Possessive Pronouns
- Explain possessive adjectives and possessive pronouns
- List the different possessive adjectives and possessive pronouns
- Use possessive adjectives and possessive pronouns in sentences

Reading: Sinbad and the Strange Island
- Grasp meaning of words, phrases and sentences in context
- Develop correct reading habits
- Comment on the passages read

Understanding
- Summarize a story’s plot, setting and characters
- Make inferences based on comprehension of a text
- Discuss and respond to content of the text orally and in writing

Vocabulary: Idioms
- Define the term ‘idiom’
- Comprehend the meaning of common idioms and use them in sentences

Practising Grammar: Possessive Adjectives and Possessive Pronouns
- Identify possessive adjectives and pronouns
- Learn correct usage of possessive adjectives and possessive pronouns

Speaking: Discussing a Plan
- Think independently and collaborate with others
- Put ideas in proper sequence
- Deliver an effective oral presentation

Writing: Diary Entry
- Identify the features of a diary entry
- Learn how to write a diary entry using appropriate vocabulary

Plug-In: Past Continuous
- Learn the structure of sentences in the past continuous tense
- Know when to use the past continuous tense

Celebrating Poetry: A Good Play
- Get an overall feel for the language, rhyme, and rhythm of the poem
- Identify author’s purpose and tone

Poem Appreciation: A Good Play
- Discuss and respond to content of the text orally and in writing

Enrichment
- Life skills
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Student Teacher interaction</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Activity 1 - Think Smart</td>
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<td>• Exercise (page 116)</td>
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<td>2</td>
<td>Listening: Listening for details</td>
<td>• Listening exercise (page 117)</td>
<td></td>
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<tr>
<td>3</td>
<td>Phonics Fun: /eɪ/ and /ɪə/ sounds</td>
<td>• Activity 2 - Tic Tac Toe</td>
<td>Activity 1 (page 85)</td>
<td>1</td>
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<td></td>
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<td>• Exercise 1 and 2 (page 117)</td>
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<tr>
<td>4</td>
<td>Language Ladder: Possessive adjectives and possessive pronouns</td>
<td>• Explanation: Possessive adjectives</td>
<td></td>
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<td></td>
<td></td>
<td>• Explanation: Possessive pronouns</td>
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<td>• Activity 3 Object Match</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Pre reading questions</td>
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<td>4</td>
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<td></td>
<td></td>
<td>• Reading</td>
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<td></td>
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<td>• Activity 4 - Read Along</td>
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<tr>
<td>6</td>
<td>Understanding</td>
<td>• Warm up/Summary</td>
<td>Activity 2 (pages 86-87)</td>
<td>2</td>
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<td></td>
<td>• Activity 5 Revision</td>
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<td></td>
<td></td>
<td>• Exercise 1, 2 and 3 (page 123)</td>
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<td>7</td>
<td>Vocabulary: Idioms</td>
<td>• Warm up</td>
<td>Activity 3 (page 88)</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise 1 and 2 (page 124)</td>
<td></td>
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<tr>
<td>8</td>
<td>Practising Grammar: Possessive Adjectives and Possessive Pronouns</td>
<td>• Revision</td>
<td>Activity 4 (pages 89-90)</td>
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<td>• Exercise 1 and 2 (page 125)</td>
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<td></td>
<td>Topic</td>
<td>Activities</td>
<td>Reference</td>
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<td>-----------------------------------------------------------------------------</td>
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</tbody>
</table>
| 9 | Speaking: Discussing a Plan                | • Preparation
• Presentation                                                    |                    | 1 |
| 10| Writing: Diary Entry                       | • Introduction
• Reading the diary entry
• Writing a diary entry
• Activity 7 - Creative group writing                                    | Activity 6 (page 93) | 1 |
| 11| Plug-in: Past Continuous Tense             | • Revision of Past tense
• Introduction to past continuous tense
• Explanation of uses and basic structure
• Exercise 1 (page 127)
• Activity 8 - Whodunit                                                     | Activity 5 (pages 91-92) | 1 |
| 12| Celebrating Poetry                         | • Warm up
• Reading                                                                  | Activity 6 (page 94) | 1 |
| 13| Appreciating Poetry                        | • Exercises                                                                 |                    | 1 |
| 14| Enrichment                                 | • Life skills                                                               |                    |   |
| 15| Project Work: Model Ship                  | • Making a model ship
• Write-ups
• Show and tell                                                             |                    | 4 |
Logical thinking: Reasoning, Analysis, Problem Solving

Communication: Articulating thoughts, Listening effectively

Teaching Trail
- Read the introductory text to the class.
- Create interest in the material: interact with the students, talk about a famous adventure story. Discuss what makes the story special.
- Ask the students: Have you ever read/heard/seen any adventure stories? Name them. What did you like about them?

Activity 1 – Think Smart
- Ask the students to write three things that might be needed on a camping trip, but are not given in the pictures, write them in the textbook.

Answer Key
- compass
- boots
- map
- sleeping bag
- water
- binoculars

The tales of adventures of Sinbad were first told in the Middle-East. He is described as a rich man living in Baghdad. After he spent all his money, he decided to go on a voyage in search of wealth and treasure. This marked the beginning of a series of journeys. Sinbad, in all, made seven adventurous journeys through seas around Asia. He faced many dangers and magical creatures on his adventures. The most notable of them were the one-eyed monster, huge birds and a giant serpent. At the end of every journey, Sinbad always managed to find a treasure and become rich.
Logical Thinking: Making Connections
Communication: Listening Effectively

Answer Key
a. Baghdad
b. he ran out of money
c. seas around Asia
d. one-eyed monster, huge birds and giant serpent

Teaching Trail
- Demonstrate the /eɪ/ sound to the students; pronounce the sound and write its IPA symbol /eɪ/ on the board. Explain the /ɪə/ in the same way.
- Make the students pronounce both the sounds, learn the difference between them.
- Read the poem, laying stress on the highlighted words. Then ask the students to read it aloud themselves.

Sinbad and The Strange Island

Listen to the narration about Sinbad the sailor and tick the correct options.

a. He lived in _______.
   i) Baghdad   ii) Kabul
   iii) Babylon  iv) Damascus

b. He went on a voyage because _______.
   i) he was bored   ii) his friends told him to
   iii) it was his job  iv) he ran out of money

c. Sinbad journeyed through _______.
   i) dense forests   ii) tall mountains
   iii) seas around Asia  iv) bazaars of Baghdad

d. Sinbad met these on his adventures.
   i) one-eyed monster   ii) huge birds
   iii) giant turtle   iv) giant serpent

Phonics Fun /eɪ/ and /ɪə/sounds

Read the poem and note the sound of the highlighted words.

Phileas Fogg had to win a race.
He knew the dangers he would face,
The race would take him eighty days
But our hero never feared delays.
He was a good engineer,
He made a plan so sincere
that from dangers he stayed clear
And won the prize he held so dear.

The sound of the letters in blue is the /eɪ/ sound; whereas, letters in orange have the /ɪə/sound.

Reading Café

<table>
<thead>
<tr>
<th>Sound</th>
<th>/eɪ/ sound</th>
<th>/ɪə/ sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphthong</td>
<td>(combination of /e/ and /ɪ/ sounds)</td>
<td>(combination of /ɪ/ and /ə/ sounds)</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>The tongue is positioned at the mid-front part of mouth and the lips are unrounded (stretched); the mouth begins to close and the lips are stretched in the second part of the sound</td>
<td>As we pronounce the sound the lips are stretched and relaxed as we move towards the /ə/ sound. The mouth slightly opens in the second part of the sound.</td>
</tr>
</tbody>
</table>
1. Fill in the blanks with the /ɒ/ sound words from the box and complete the rhyme.

*Phileas Fogg had a friend, ________.* dear/sheik
*Passépartout was his name, I ________.* save/bear
*They stayed together for many ________.* dates/years
*One of them even had a ________.* braid/beard
*They both were best of ________.* peers/mates
*My memory is not so ________.* veiled/clear
*So, I’ll just play it by the ________. * ear/tale
*And make a story that’s not so ________. * weird/wasted

2. Write rhyming word for each of the following:

<table>
<thead>
<tr>
<th>/e/ / sound words</th>
<th>Rhyming word</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. name</td>
<td></td>
</tr>
<tr>
<td>b. stayed</td>
<td></td>
</tr>
<tr>
<td>c. play</td>
<td></td>
</tr>
<tr>
<td>d. they</td>
<td></td>
</tr>
</tbody>
</table>

**Language Ladder**

**Possessive Adjectives and Possessive Pronouns**

To show that something belongs to a person we use an apostrophe 's' (‘s) after his/her name. Let us see what we do when we cannot use the person’s name.

*Ria is wearing Payal’s jacket.*

*Ria is wearing Ria’s jacket.*

Here, her becomes an adjective as it describes the noun, jacket. Her also shows possession, it shows that the jacket belongs to Ria.

So, her is a possessive adjective.

A possessive adjective is an adjective that is used to show ownership.

**Teaching Trail**

- Begin with the concept of apostrophe s to show possession.
- Ask the students if they know of any other ways to show possession.
- Use the board to write different examples.
- Read the text on page 118.
- Explain the concept of possessive adjectives.
- List down the seven possessive adjectives.
- Ask the students to give examples.
- Ask questions to the class to gauge their understanding.
- Follow the same steps for possessive pronouns.

**Critical Thinking**

**Making Connections**

**Answer Key**

1. dear, hear, years, beard
   peers, clear, ear, weird

2. Open ended question

**Activity 2 - Tic Tac Toe**

Write words with /eɪ/ and /eə/ sounds on the board.

Draw a tic tac toe grid on the board.

Divide the students into two teams and invite one from each team to play the game on the board.

In order to fill one box, a student has to pronounce one word written on the board correctly.

**Differentiated Learning**

**Level 1:** Ask students to pronounce any word written on the board to fill a box.

**Level 2:** Ask students to pronounce a word correctly and writes the IPA symbol on the board to fill a box.

**Level 3:** Ask students to come up with a word having the target sound and write the IPA symbol to fill a box.
Logical thinking: Analysis, Reasoning, Making Connections
Social Skills: Interacting with others

Activity 3 - Object Match

Have everyone in class put one object like an eraser, a sharpener or a pencil in a pile in the centre of the room. Mix them up a little bit, and then direct each student to choose one object that does not belong to them. Once everyone has one object, let them mingle asking their classmates, “Is this your pencil?” and answering the questions. If there is not a match between the shoe and the person, that person should make a suggestion as to whose shoe it might be. “I think that might be hers.” Or “I think that might be his.” If an object does belong to the person being asked, they take it back. The game is over once everyone has his/her object back.

Let us read some more examples:
- That is my bottle.
- I think you forgot your notebook.
- The wolf buried its food.
- The children kept their bags aside.

There is another way of showing that something belongs to someone.

Ria bought new stationery. The compass is hers.

The word hers tells us that the compass belongs to Ria.

It is used in place of the noun, Ria.

The word hers is a possessive pronoun.

A possessive pronoun also shows ownership, but it does not come before a noun. It stands alone. It is usually used in place of a noun.

Let us read some examples:
- That ruler on the table is mine.
- My brother loves to collect marbles, this entire collection is his.
- Ria’s friends were studying here, these books are theirs.
- “These scissors are yours, aren’t they?” she asked her mother.

Remember:
In a sentence, possessive pronouns come after the thing that belongs to someone and possessive adjectives come before the thing.

Pre-Reading

In the stories of Sinbad, the sailor, he goes on long sea-journeys with no pre-decided destination. Such a long journey, especially by sea, is called a voyage.

Expedition is a word that is similar in meaning to voyage and yet has a different meaning.

Find out the difference between these two words and discuss in class.

After reading the chapter, discuss whether this story describes a voyage or an expedition.

Teaching Trail

- Introduce the character of Sinbad, and his tales.
- Ask students if they have read or heard about his adventures.
- Read the pre-reading text.
- Ask the students what they understand by the word ‘voyage’.
- Ask the students to look up the word in a dictionary.
- Do the same for the word ‘expedition’.
- Discuss the difference between these words with the class.
- Tell the students to keep this in mind while reading the story.

Differentiated Learning

Level 1: Have students look up the meanings of the two words in the dictionary.

Level 2: Have students look up the meanings and explain the difference between them.

Level 3: Have students find synonyms for these words.
What kind of adventure do you think Sinbad and his sailors would have in this story? Why is the island referred to as strange?

Once, Sinbad and his sailors were sailing in search of new lands and treasures. After seven days and seven nights of sailing, they found nothing. There was water in every direction as far as the eye could see. Then, one afternoon, a crew member cried, "Land ahoy!" He was pointing to his right. The other sailors looked where he was pointing. The sailors at once cheered up on seeing a small island in that direction. They were surprised because no one had seen an island in this part of the sea. The island was a joy to behold; it was covered with small bushes, big trees and rare plants. They promptly dropped anchor near the island. Sinbad, along with a handful of sailors, took a small boat and rowed towards the island. The rest of the sailors and the captain chose to stay on the boat. They were being cautious.

On arriving, the sailors saw no animals on the island. One of the sailors said, "It's clear. The island is ours. Let's name it." "Leave it for later. First, we'll cook; I am so hungry, I could eat a horse!" exclaimed Sinbad. The sailors began collecting wood to

---

Read the text aloud and ask the students to follow in their books. Every now and then, substitute a word in the text with 'ship'. The students have to read the substituted word aloud. This can be used for words, expressions or idioms students are not familiar with, or even possessive adjectives and pronouns introduced in the language ladder section.

---

**Comprehension Questions**

- What was Sinbad searching for?
- What did the sailors find?
- What did Sinbad use to reach the island?
- How many animals did the sailors find on the island?
- What does Sinbad mean by 'I am so hungry I could eat a horse.'
Comprehension Questions

• What does the word ‘exotic’ mean? Use it in a sentence.
• What does the word ‘gingerly’ mean? Use it in a sentence.
• What did the sailors find?
• Did the island shake because of an earthquake?
• What do the words ‘pleased as a punch’ mean? When are you pleased as a punch?

Integrated Learning

Ask the students about the giant fish in the story; Do you think such animals exist in the world? Which animal could have been an inspiration for the giant fish? Elicit the answer: whales.

Are whales fish? How do you know? Draw attention to a whale’s blowhole.

What is it used for? Elicit the answer: for breathing.

Whales breathe air. Some whales can hold their breath for 90 minutes.

Tell the students to find out more interesting facts about whales.
Let the students scan the text for exactly 2 minutes. Write 5 questions on the board with answer prompts.
For each question call for 3 different answers from 3 different students. That way, each student tries to give a better answer, someone combines 2 previous answers, and someone gives a whole new idea of the context.

Sinbad thought of a new idea, he used his shiny, new sword to attract the attention of the ship’s crew. He pointed the light reflected from his sword at the ship which made the crew look towards him.

d. The island looked pleasing from a distance, it was full of lush foliage and rare plants. This tropical paradise was a strange sight because no one had ever seen it before. On landing on the island, the sailors found no animals on it, though it had a variety of strange and exotic plants, giant leaves and delicious herbs.

e. The island was called strange because it was not an island at all, it was a giant fish sleeping in the middle of the ocean.

**Answer Key (Exercise 3):** Open ended question, answers will vary.
1. Introduce Idioms
2. Ask the students to find out idioms in the story.
3. Ask the students to guess their meaning.

**Answer Key**

1. a. as far as the eye could see
   b. a joy to behold
   c. I could eat a horse
   d. pleased as punch
   e. kicking a hornet’s nest
   f. with all their might
   g. run for dear life

2. a. looking on the bright side
   b. I could eat a horse
   c. I’m over the moon
   d. makes my hair stand on end

**Activity 6 - Back to the board**

Divide the class into small groups (3-5 students). Tell one group to turn their backs to the wall. Write an idiom on the board and tell the rest of the students to use the idiom in a sentence. The students not looking at the board have to speak out the meaning of the idiom.

**Differentiated Learning**

**Level 1**: Carry out the activity as given.

**Level 2 and 3**: Ask students to speak sentences using the idiom written on the board.
Practising Grammar

**Possessive Adjectives and Possessive Pronouns**

**Let’s Catch Up**

Possessive adjectives are used before nouns and possessive pronouns are used after nouns.

1. Circle the correct option to complete the sentences. Write ‘A’ if it is a possessive adjective and ‘P’ if it is a possessive pronoun.
   a. This ship is [my, mine]. I built it.
   b. The sailors claimed the island was [their, theirs].
   c. Sinbad had a wife, [her, hers] name is not known.
   d. “The treasure is [our, ours],” roared the sailors.
   e. It was [their, theirs] treasure.
   g. These are [my, mine] men,” said Sinbad.
   h. “We don’t know when [our, ours] journey will end,” said a sailor.
   i. The giant fish raised [its, it’s] tail fin and went underwater.

2. Rewrite the following sentences using possessive pronouns:
   a. He is Sinbad. This is his ship.
   b. The ship that rescued us was their ship.
   c. It was not our island.
   d. It was my idea. I told the sailors to start a fire.
   e. It was your sword.

**Speaking**

**Discussing a Plan**

Your class is about to go on an expedition. Form groups of four and choose a famous travel destination. Discuss and plan a two-day camping trip to the place and then present the plan to the class.

**Helping Hand**
- location and climate of the place
- interesting activities you can enjoy at the location
- the items you may need to carry along (food, medicines, bedding, clothes and so on)
- precautions you need to take

**Teaching Trail**

- Divide the class into groups of four
- Read the question and explain what the students need to speak about
- Give preparation time
- Let each group present what they have prepared to the class
- Let the students rate each other’s presentations

**Critical Thinking**

- Analysis, Reasoning, Making judgements

**Communicating**

- Articulating, Valuing contributions
- Dealing with praise/criticism

**Answer Key**

1. a. mine, P
   b. theirs, P
   c. her, A
   d. ours, P
   e. their, A
   f. yours, P
   g. my, A
   h. our, A
   i. its, A

2. a. He is Sinbad, this ship is his.
   b. The ship that rescued us was theirs.
   c. The island was not ours.
   d. I told the sailors to start a fire, the idea was mine.
   e. The sword was yours.

**Differentiated Learning**

Each groups should have below average, average and above average learners, so that students with different skills and levels are mixed and can help each other.
Communicating: Articulating thoughts: written
Collaboration: Valuing contributions
Creativity: Thinking creatively, Working Creatively with others, Implementing innovation

Teaching Trail

• Ask students if they keep diaries.
• What kind of things do they write in their diaries?
• How do they begin a diary entry?
• When do they write it?
• Introduce the basic framework/format of a diary entry.

Ask the students to read the text on page 126
Read the diary entry, highlighting the key elements.

Let the students attempt the given question as homework and write a diary entry in their notebooks. They can use the pointers in the helping hand.

Writing Diary Entry

Writing a diary entry is like talking to a close friend. You can easily share your thoughts and feelings about the events of the day, your plans for the future and your secrets.

We begin a diary entry with the date. Then, we write what or who the entry is about. Then, we express our thoughts about the event, day or person.

Read Ria’s diary entry describing her first day at the camping trip.

Date: 10th April
I just had the best day of my life! This was my first ever camping trip. The day began early as I boarded the school bus at 5 am. The journey itself was quite fun. There was no traffic on the roads in the morning, even the evil traffic lights did not dare stop us. The air was cool despite it being summer. The campsite was straight out of a postcard. I can’t wait to show the pictures to my family. It is near a calm lake that is surrounded by woods on three sides. I learned how to set a tent. It was tiring but once I finished, I was proud of my little tent. The best part of the day was a hike through a trail in the woods. During the hike, the instructor showed us many different trees, flowers, insects, birds and small animals. The trail ended near a small waterfall. A waterfall! I only saw one in pictures. I guess I should stop here. I can’t even sleep thinking about what I’ll see tomorrow.

Imagine you are Ria. Write a diary entry, describing how you made a friend on the second day at the camp. You can write about:

Helping Hand

• what you liked about him/her
• what you did not like about him/her
• your plans for the next day
• your new friend’s name
• where you met
• what did you do together

Activity 7- Creative Group Writing

Divide the class into 4-6 groups and hand each student a sheet of paper. Tell them to write their name on the paper. Tell the students that they are going to write a diary entry together. Give them a topic and ask them a question. Each student has to write their answer in their sheet. The questions should guide the students to write their diary entry. For instance: What happened today? How did you feel about it? Who did you tell about it and so on. Once the students have answered one question, they have to give their sheet to the next student in the group. Once the diary is complete everyone gets back his/her sheet. Tell them to read the resulting diary entries silently.
Plug-In | Past Continuous Tense

Read the sentences. Notice the highlighted words.

Sinbad was sailing in search of new lands and treasures.
The waves were getting bigger.
The highlighted verbs are in the past continuous tense.

Past Continuous Tense is used to express an ongoing action which occurred in the past and was completed at some point in the past.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sinbad was running towards the boat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is how we make sentences in this tense.

1/He/She/It + was + verb + ing
Example: I was studying. He was eating.

You/We/They + were + verb + ing
Example: You were playing. They were watching a movie.

Choose the correct option to fill in the blanks.

a. One sailor on the ship ________ for land.
   (i) was looking (ii) were looking
b. Everyone ________ to find land.
   (i) hoped (ii) was hoping
c. On the island, the sailors ________ wood to make a fire.
   (i) was collecting (ii) were collecting
d. The giant fish ________ when the sailors came.
   (i) were sleeping (ii) was sleeping
e. It ________ not ________ at all.
   (i) was, moving (ii) were, moving

Answer Key

a. was looking
b. was hoping
c. was sleeping
d. was, moving

Teaching Trail

- Introduce the past continuous tense.
- Ask students give examples of sentences in past tense.
- Ask them when the past tense is used.
- Read the given examples
- Explain the structure of a sentence in the past tense
- Tell the students when it is used.
- Assign different parts of the story to the students and ask them to find out sentences in the past continuous tense.
- Ask the students to give a few examples of their own

The teacher can take on the role of a reporter and ask individual students questions that can be answered in the past continuous tense.

Activity 8 - Whodunit

Tell the students to form pairs. They are going to take up the roles of a reporter and an eyewitness.

The reporter asks questions written on the board like: What was happening at the ...? What were you doing then? Who was robbing the store? What were they wearing? What were the other people doing? The eyewitness answers the questions in past continuous tense. Once the reporters have asked all the questions, they students reverse their roles.
A Good Play

We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of soft pillows
To go a-sailing on the billows.
We took a saw and several nails,
And water in the nursery pails:
And Tom said, "Let us also take
An apple and a slice of cake;"
Which was enough for Tom and me
To go a-sailing on, till tea.
We sailed along for days and days,
And had the very best of plays;
But Tom fell out and hurt his knee,
So there was no one left but me.
— Robert Louis Stevenson

Poem Appreciation

1. Answer the following questions:
   a. Who do you think is the narrator of this poem?
   b. Did the children in the poem build a real ship? What did they use to build it?
   c. What was the children sailing till tea?
   d. Did the children keep on sailing for "days and days"? Give reasons for your answer.

2. The children in the poem imagine themselves to be sailors. Do you like to play such a game with your friends? Which imaginary game is your favourite? What character do you like to become?

Answer Key

a. The narrator is a boy with an active imagination.

b. The children used chairs and pillows to build an imaginary ship.

c. An apple and a slice of cake was kept the children full and they played their game till tea time.

d. The children did not really go on sailing for day. They only imagined doing so.
The boys used many things including their imagination to build the ship. Some of them were harmless, while some were harmful and could have injured the children.

Ask: What were they?

Should the boys have used the saw and the nails?

What do you think the boys used the nails with?

What do you think the boys used the saw on?

What would you do if you had to use a saw or a hammer?
Activity – 1 Phonics and Spellings
1. eight deer ear beard tape play gates
2. /eɪ/ sound: save, clay, state, fake, great, made
    /ɪə/ sound: fear, real, years, career, hear, clear
3. a. Studios b. igloos c. cameos d. radios e. stereos f. patios

Activity - 2 Understanding
1. a. island b. forest c. quiet d. shake
2. a. F b. T c. F d. T
3. a. The sailors on the ship said these words to the men on the island because they could see that the island was actually a giant fish. They wanted the men on the island to make it back safely to the ship.
   b. One of Sinbad’s sailor said this to Sinbad just after they landed on the island.
   c. Sinbad said this to one of his men. This is an expression that means the speaker is very hungry.
4. a. The fish was sleeping when Sinbad and his men landed on it. Their movements and activities combined with the fire that they built probably woke the fish up and it began to shake.
   b. Sinbad was in a boat with his men when they saw a ship passing by. They tried to signal the ship for help but to no avail. Then, Sinbad came up with a plan, he used his shiny new sword like a mirror and shone it in the direction of the ship. The sailors on the ship noticed the signal and rescued Sinbad.

5. Sinbad bit a leaf and said, “Wow! I’m definitely taking this back.”
   What does the sentence tell you about Sinbad?
   Sinbad was inquisitive and not afraid to try new things. He also liked to cook.
   What does this tell you about the leaf?
   The leaf had an unfamiliar but delicious taste.
   “Somehow we woke it up.”
   Does Sinbad know how did the fish woke up?
   Sinbad does not know how the fish woke up.
   Which word tells you that he did not know?
   The word somehow tells us that.
   The ship was nowhere to be seen.
   What does this sentence tell you about the ship?
   The ship had sailed far away from the island.
   What does it tell you about the sailors on the ship?
   The sailors had never seen a fish so big, they were so terrified that they abandoned their mated in panic.

Activity - 3 Vocabulary
1.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>to be over the moon</td>
<td>to be very happy</td>
</tr>
<tr>
<td>go week at the knees</td>
<td>to be nervous</td>
</tr>
<tr>
<td>to make my hair stand on end</td>
<td>to be scared</td>
</tr>
<tr>
<td>to look on the bright side</td>
<td>to be positive and cheerful</td>
</tr>
<tr>
<td>to be able to (could) eat a horse</td>
<td>to be very hungry</td>
</tr>
</tbody>
</table>
2. a. I haven’t eaten since morning, I’m so hungry I could eat a horse.
   b. I go week at the knees every time I think of singing in front of an audience.
   c. He told me to look on the bright side and not be scared.
   d. The sound of cats in the night makes my hair stand on end.
   e. I just won the lottery, I’m over the moon.

Activity - 4 Practising Grammar
1. a. –
   b. Please take his bag with you.
   c. That is its bell.
   d. Sumit and I share a room; this is our room.
   e. That is your game.
   f. Those are their seats.
   g. This is my computer.
2. a. hers
   b. mine
   c. ours
   d. its
   e. his
   f. our
   g. your

Activity - 5 Past Continuous Tense
1. a. was running
   b. were listening
   c. was knitting
   d. was collecting
   e. were running
2. a. I was looking for a new bicycle in the store.
   b. He was working on science project with his friend.
   c. The car was being washed by the whole family.
   d. He was sculpting a statue in the studio.
   e. She was carrying three bags full of candy.
3. Answers may vary. Accept all appropriate responses.

Activity - 7 Celebrating Poetry
1. a. ship
   b. chairs
   c. a slice of cake
   d. knee
2. a. The poem was written by Robert Louis Stevenson.
   b. The slice of cake and the apple that they ate made the children go sailing till tea.
   c. The children did not really go sailing, they were just playing at being sailors.
   d. The sailing stopped when the narrator’s friend Tom fell and hurt his knee.
   e. They took a saw, some nails, water in a pail, a slice of cake and an apple to the ship.

Activity - 8 Comprehension
1. a. shout
   b. straight
   c. mutt
   d. towards
2. a. She was running.
   b. She was expecting to face the dog with her friend.
   c. He tried to control the dog but it was too strong.
3. a. Indira tried to put obstacles between her and the dog to make it stop following her. She jumped over a bench and then took a sharp turn behind a tree thinking the dog would find it difficult to follow her this way.
   b. She decided to face the dog when she could not run any more. She tried to kick it and yelled to scare it.
   a. She was saved when the owner of the dog came between it and her. He called the dog towards him and picked it up.

4. | Grr! | the dog |
   | Look behind you | Indira’s friend |
   | Down Boy | the dog’s owner |
   | Get back doggy! | Indira |
**LESSON TARGETS**

**Getting Started and Listening**
- Think creatively
- Listen to a myth

**Pronunciation: /ɜ:/ sound**
- Identify the /ɜ:/ sound
- Pronounce words with the /ɜ:/ sound
- Fill appropriate letters to form words with the /ɜ:/ sound

**Language Ladder: Adverbs**
- Explain adverbs
- List different types of adverbs
- Read examples of adverbs of time, manner and place

**Reading: Midas and The Golden Touch**
- Make predictions
- Develop correct reading habits, read silently
- Read for pleasure

**Understanding**
- Summarise the story’s plot, settings and characters
- Make inferences based on comprehension of a text

**Vocabulary: Prefixes**
- Prefixes with their meanings

**Practising Grammar: Adverbs**
- Classify types of adverbs
- Use adverbs correctly in sentences

**Speaking: Story Narration**
- Learn how to narrate a story
- Tips and tricks for narrating a story

**Writing: Story Writing**
- Identify the features and format of a story
- Learn how to write a story using different elements

**Plug-In: Tense Trail**
- Revise all the tenses in a go
- Attempt miscellaneous exercises

**Celebrating Poetry: The Lambton Worm**
- Reciting poetry, rhyme and rhythm of the poem
- Identify poet’s purpose

**Poem Appreciation: The Lambton Worm**
- Discuss and respond to content of the text orally and in writing

**Enrichment:**
- Irregular Verbs
<table>
<thead>
<tr>
<th>S.no</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Learning about mythological creatures</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 130)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listening: Midas and The Golden Touch</td>
<td>• Listening for detail</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 131)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonic Fun /3:/ sound</td>
<td>• Reading and sound identification - the /3:/ sound (page 131)</td>
<td>Activity 1 (page 97)</td>
<td>1</td>
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<td></td>
<td>• Exercises (Page 132)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>• Activity 1 – The Two Crazy Sounds</td>
<td></td>
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<td>4</td>
<td>Language Ladder: Adverbs</td>
<td>• Understanding adverbs and their types</td>
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<td></td>
<td></td>
<td>• Activity 2 – Act the Adverbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Think and Discuss</td>
<td></td>
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<td></td>
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<td>• Read along</td>
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<td>• In-text comprehension practice</td>
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<td>• Comprehension</td>
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<td>6</td>
<td>Understanding</td>
<td>• Activity 3 – When Midas Changed</td>
<td>Activity 2 (page 98-99)</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• Exercises (page 137)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Prefixes</td>
<td>• Adding prefixes</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Understanding the meanings of prefixes</td>
<td>Activity 3 (page 100)</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>• Exercise (page 138)</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Adverbs</td>
<td>• Revising adverbs and their types</td>
<td></td>
<td>1</td>
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<td></td>
<td></td>
<td>• Exercise (Page 138-139)</td>
<td>Activity 4 (page 101-102)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Story Narration</td>
<td>• Learning story-telling</td>
<td></td>
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<td>• Telling a story</td>
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<td>• Individual Task</td>
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<td>10</td>
<td>Writing: Story Writing</td>
<td>• Understanding parts of a story</td>
<td></td>
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<td></td>
<td>• Writing a story</td>
<td>Activity 5 (page 105)</td>
<td></td>
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<tr>
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<td></td>
<td>• Activity 5 – Let’s be a Superhero!</td>
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<td></td>
<td>• Exercise (page 140)</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Plug-in: Tense Trail</td>
<td>• Revising tenses</td>
<td></td>
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<td></td>
<td></td>
<td>• Exercise (page 141)</td>
<td>Activity 5 (page 103-104)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reading and Recitation</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion</td>
<td>Activity 7 (page 106)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Poem Appreciation</td>
<td>• Answering questions</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 142)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Enrichment</td>
<td>• Learning about Irregular Verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 143)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 6 – Snakes and Ladders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Work</td>
<td>• Fact Page</td>
<td></td>
<td>4</td>
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</tbody>
</table>
**Teaching Trail**

- Ask students: Do you know any ancient stories about famous people? Let some students share stories.
- Read the introductory text to the class. Discuss what myths and legends are and how they are different from other superhero stories.

**Listening Text**

Hermes was the son of a Greek god named Zeus. When he was just one-day old, he climbed out of his crib and ran away. For some time, he wandered over hills and fields. He found a herd of cattle that belonged to his brother, Apollo. As a prank, he hid his brother’s cattle in a cave. From then on, he was regarded as the god of mischief and trickery. On the same day, when he got bored, he used a tortoise shell to make the first lyre. According to this myth from the ancient Greece, Hermes also invented fire on the same day.
### Answer Key

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Apollo was the brother of Hermes.</td>
<td></td>
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<tr>
<td>b.</td>
<td>Hermes was the son of Zeus.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Hermes invented the lyre and fire.</td>
<td></td>
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<tr>
<td>d.</td>
<td>Hermes used a tortoise shell to invent the lyre.</td>
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<tr>
<td>e.</td>
<td>This myth is from ancient Greece.</td>
<td></td>
</tr>
</tbody>
</table>

### Communication: Listening
Effectively, Using clear and articulate speech, Speaking confidently

### Critical Thinking: Making Connections

### Collaboration: Leading the group/ following as a group member

### Teaching Trail
- Write the given tongue twister on board: ‘A warm worm walks to work.’
- Ask students to read the tongue twister and identify the most repetitive sound in the tongue twister.
- Give some more examples to demonstrate the /ɜː/ sound to students.
- Some tips:
  - Words with the letters er/ ir/ ur/ ear in the beginning or in the middle mostly have the /ɜː/ sound. **For example**- her, term, herd, fir, firm, circle, fur, burn, thirst, turn, shirt, skirt, early, earn
  - Words that start with wo- can also have the /ɜː/ sound. **For example**- word, world, worth, worse
- Read the poem on page 131 aloud, laying stress on the highlighted words. Then ask students to read aloud (Class drill).

### Phonics Fun /ɜː/ Sound

Read the following poem aloud and note the highlighted words.

Holy Hermes had a bird,
And a coat of lovely fur.
He took them to where he worked.
And when he travelled all over the world,
He kept them both away from dirt,
Just like his delightful shirts.

We can hear the /ɜː/ sound in words like turn, bird and fern.

### Answer Key

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>first word desert</td>
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<tr>
<td></td>
<td>herself pearl burger</td>
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<td></td>
<td>world firm person</td>
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<td></td>
<td>urn learn network</td>
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<td></td>
<td>third curve sturdy</td>
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<td>2.</td>
<td>search lurk fern</td>
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<td></td>
<td>burn earn shirt</td>
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<td></td>
<td>concern early girl</td>
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</tbody>
</table>
Divide the class into four teams. Write the given words on board:

term  order  ever  church  paper  perfect  similar
nature  circle  nurse  modern  nerve  doctor  dirty
superb  pattern  river  oxford  virtue  verse

Ask each team to make two columns on a sheet of paper. Tell them to categorise these words as schwa sound words and /3:/ sound words in these columns. Set a timer for five minutes to complete the task. Swap the sheets and ask the students to evaluate the other team. The evaluating team will give reason for each incorrect word and also give its correct pronunciation.

Have a class drill reading all the words emphasising the schwa and the /3:/ sounds.

Activity 1 – The Two Crazy Sounds

Critical Thinking: Making Connections, Reflecting, evaluating and concluding
Creativity: Using strategies to narrow the list of ideas
Collaboration: Leading a group/ following as a group member, Encouraging group members

Teaching Trail

- Revise what adverbs are.
- Read the example on page 132.
- Ask: Why are the adverbs highlighted in different colours? What do the adverbs in each colour tell about their respective verbs?
- Read and explain the description of types of adverbs on page 133.
- Read examples of different kinds of adverbs.

Activity 2 – Act the Adverbs

Divide the class into two teams. Write an action on the board such as “Brush your teeth.”
Call a student from a team. Show him/her a card with an adverb written on it, for example “slowly”. The selected student then acts that action in the way of the adverb. Both the teams are free to guess the adverb. The one who guesses right gets a point.

Now call a student from the other team and repeat the same steps with the new action and adverb card. To help them you can give them a list of options, if you think they need some help.
**Critical Thinking**: Making a judgement, expressing personal opinion/experience

**Communication**: Showing improved word choice

---

**Teaching Trail**

- Read the text.
- Let students share and discuss their opinions.
- Explain the meaning of the idiom.
- Ask students to form a sentence using the idiom.

---

The words, *patiently, carefully and easily* tell, how is Ravi doing the action. These are adverbs of manner.

Adverbs of manner tell us how an action happens.

The words, around, here and back tell, where does Ravi look or go. These are adverbs of place.

Adverbs of place tell us where an action takes place.

The words, yesterday, after and today tells the time of the action. These are adverbs of time.

Adverbs of time tell us when an action takes place.

---

**Read some more examples of the different kinds of adverbs.**

<table>
<thead>
<tr>
<th>Manner</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>quietly</td>
<td>somewhere</td>
<td>before</td>
</tr>
<tr>
<td>slowly</td>
<td>near</td>
<td>soon</td>
</tr>
<tr>
<td>fast</td>
<td>away</td>
<td>now</td>
</tr>
<tr>
<td>greedily</td>
<td>inside</td>
<td>when</td>
</tr>
<tr>
<td>loudly</td>
<td>outside</td>
<td>then</td>
</tr>
<tr>
<td>happily</td>
<td>left</td>
<td>later</td>
</tr>
<tr>
<td>sadly</td>
<td>right</td>
<td>last week</td>
</tr>
<tr>
<td>wisely</td>
<td>everywhere</td>
<td>still</td>
</tr>
<tr>
<td>equally</td>
<td>there</td>
<td>next week</td>
</tr>
<tr>
<td>softly</td>
<td>nowhere</td>
<td>afterwards</td>
</tr>
</tbody>
</table>

---

**Critical Thinking**: Making predictions and inferring

**Logical Thinking**: Analysis, Reasoning, Making Connections

---

**Teaching Trail**

- Before the text is read in the class, ask students to read the title and quickly look at all the pictures given in the story and predict what the story is about.
- As the text is read in the class:
  - Pronounce and explain difficult words.
  - Take breaks and ask relevant comprehension questions including the ones given beside the text.
  - Ask them to predict what will happen next.
Comprehension Questions

• What was the name of King Midas’s kingdom?
• What was King Midas known for?
• Where did he find Silenus?
• Who was Silenus?
• Why did King Midas decide to treat Silenus well?
• Where did King Midas take Silenus after ten days?

Comprehension Questions

• What was King Midas hoping for?
• Why did Dionysus warn King Midas?
• What did King Midas do after he came back to his palace?
• Why was the daughter of King Midas sad?
• How did King Midas comfort his daughter?

As soon as he touched her, she turned into a golden statue. Midas was stunned. He did not know what to do. He tried to drink some water, it too turned to gold. He went to his wife to seek comfort. But he accidentally turned her to gold too. Midas was now in a sorry state. He could not eat or drink. He missed his family. He had all the gold in the world but he was still sad. He could not dare to count his gold coins now, the sight of it made him sick. Everywhere he looked, he only saw gold.

He decided to ask Dionysus for help. He pleaded to him, “O wise Dionysus, please rid me of this curse. I no longer want the golden touch. I have learned that wealth alone does not bring happiness. My greed has turned my family into golden statues. I need my family back.”

Seeing this sudden change in Midas, amused Dionysus. He said playing with his beard, “So now you do not want the golden touch. We see that you have realized your mistake. Go bathe in the river Pactolus. My spell will be undone and your troubles will be over, soon.”

King Midas went to the river and washed himself with its water. Slowly, with every splash of water, his golden touch was washed away. He felt as if a great burden had been lifted off his head. He took some water from the river and ran back to his palace triumphantly. He poured the water on his daughter. They came back to life immediately and he hugged her lovingly. Then, he poured some water on his wife and brought her back to life. He did not stop there, little by little he restored everything he had turned to gold. He had at last learned a valuable lesson.

The teaching trail includes:

• After the reading of text is finished, ask students to check whether their prediction about the story is right or not.
• Ask students to skim the text and underline the adverbs.
• Ask them to read aloud words with the /ɔː/ sound.

Comprehension Questions

• Why was King Midas in a sorry state?
• What help did King Midas ask from Dionysus?
• Why did King Midas go to the river Pactolus?
• How did the mother and the daughter come back to life?
• What lesson did King Midas learn?
Ask students: King Midas’ daughter was sad because the flowers had lost their colours and fragrance. Do you know why do flowers have colours and fragrance?

Elicit answers: Flowers have colours and fragrance in order to attract insects and birds. These birds and insects help flowers in pollination.

Critical Thinking: Reflecting, evaluating and concluding
Collaboration: Group work

Activity 3 – When Midas changed!

When the story begins we get to know about some important characteristics of King Midas. But as the story proceeds we see sudden changes in his character.


Now form pairs and give this print to each pair. Ask each pair to discuss and write the characteristics of King Midas before and after his change in nature.

Once they complete it, let them share and discuss their opinions.

Before

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

After

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

Answer Key

1. a. King Midas liked his daughter the most. He was also known for his love for gold. Nothing gave him more joy than watching his coffers swell up with gold.

b. Midas took good care of Silenus because he knew that Silenus was an important man to Dionysus. If he would treat Silenus well, Dionysus would gladly reward him. This tells us about the greedy nature of King Midas.

c. Midas’ daughter came to him to complain about the golden flowers in the garden. In order to comfort his daughter, King Midas touched her shoulder and she turned into a golden statue.

d. In the latter part of the story, the sight of gold made Midas sick because he could neither drink nor eat and he also missed his family as they were also turned into gold. Everywhere he looked, he only saw gold.

e. Midas learnt that one should not be greedy. We should appreciate what we already have, no matter how large or small.

2. a. This ancient Greek myth teaches us the importance of being careful about what we wish for. Each decision we take has its own results so we should think wisely before taking any decision.

b. Yes, Dionysus knew that one day Midas would hate his gift and come back to him. We know this because Dionysus warned Midas that his love for gold would bring him great grief.

3. Answer may vary individually.
**Communication: Articulating:** Oral and written

**Critical Thinking: Reasoning,**
**Making connections**

**Teaching Trail**

- Introduce the concept of a prefix. Write on the board: “redo, undo” and “miscount, recount”; explain that each pair has common root words but their prefixes make their meanings opposite to each other.

- Draw six columns and title each column as ‘mis-’ ‘non-’ ‘pre-’ ‘post-’ ‘re-’ and ‘un-’. Write an example under each column. Also, give the meaning of each prefix.

- Let students come up with words using prefixes. Write the words in appropriate columns.

- Discuss the meaning of the words listed.

- Let the students complete the exercise given on page 138.

---

**Answer Key**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>New word with its meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-</td>
<td>living</td>
<td>non-living: which does not have life</td>
</tr>
<tr>
<td>re</td>
<td>play</td>
<td>replay: to play again</td>
</tr>
<tr>
<td>pre-</td>
<td>independence</td>
<td>pre-independence: before independence</td>
</tr>
<tr>
<td>mis</td>
<td>judge</td>
<td>misjudge: to form a wrong opinion about something or somebody</td>
</tr>
<tr>
<td>mis</td>
<td>behave</td>
<td>misbehave: to behave badly</td>
</tr>
<tr>
<td>un</td>
<td>lucky</td>
<td>unlucky: having bad luck</td>
</tr>
<tr>
<td>non-</td>
<td>stop</td>
<td>non-stop: continuous</td>
</tr>
<tr>
<td>post</td>
<td>graduate</td>
<td>postgraduate: a person who holds an advanced degree after his/her graduation</td>
</tr>
<tr>
<td>un</td>
<td>even</td>
<td>uneven: not smooth</td>
</tr>
<tr>
<td>re</td>
<td>open</td>
<td>reopen: to open again</td>
</tr>
<tr>
<td>re</td>
<td>cycle</td>
<td>recycle: to treat things that have already been used so that they can be used again</td>
</tr>
<tr>
<td>mis</td>
<td>lead</td>
<td>mislead: to make someone believe something untrue</td>
</tr>
<tr>
<td>un</td>
<td>decided</td>
<td>undecided: not having made a decision about somebody/something</td>
</tr>
<tr>
<td>post-</td>
<td>meal</td>
<td>post-meal: after meal</td>
</tr>
</tbody>
</table>
• Recapitulate the topic using the Let’s Catch Up box
• Divide students into pairs. Ask them to find and list all the adverbs used in the story. Also classify them as adverbs of manners, place and time.

Critical Thinking: Reflecting, evaluating and concluding
Collaboration: Group work

Teaching Trail

Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Collaboration: Suggesting/accepting new ideas, Solving problems, resolving conflicts

Let’s Catch Up

Practising Grammar: Adverbs

1. Identify and underline the adverbs in the following sentences. Write ‘M’ for adverbs of manner, ‘P’ for adverbs of place and ‘T’ for adverbs of time.
   a. Midas looked everywhere for gold. ______
   b. He greedily asked for a gift from Dionysus. ______
   c. Midas’s daughter became sad after the flowers in the garden were turned to gold. ______
   d. Midas happily turned back everything to normal. ______
   e. The tale of ‘Midas and the Golden Touch’ slowly spread all over the world. ______

2. Choose suitable adverbs to add to the following sentences. Then, rewrite the sentences.

   a. King Midas was counting his coins. ______
   b. Silenus was sleeping in King Midas’ garden. ______
   c. Silenus spent ten days in Midas’ palace. ______
   d. Midas turned his family into golden statues. ______
   e. He went to Dionysus for help. ______

3. Write an adverb that suitably describes each of the following verbs.

   a. stay    b. climb    c. drive    d. happily
   e. dance    f. sit    g. smile    h. come

   A long time ago before the invention of paper, myths and legends were not written down. Storytellers used to simply narrate these stories to others. They had to:

   Helping Hand
   • remember the story from the beginning to the end.
   • speak loud and clear so that everyone could listen.
   • explain the events in the story in a lively manner. Use actions, gestures and facial expressions to entertain the audience.
   • tell who were involved in the story and where the story took place.
   • end the story with a happy or sad ending.

   Now, imagine yourself to be a storyteller and tell your favourite story to the class. Keep the above points in mind while speaking. You need to be both informative and entertaining.
Critical Thinking: Making decisions Reflecting, evaluating and concluding, Making judgements and inferring
Creativity: Generating original ideas, Using strategies to narrow the list of ideas
Collaborating: Suggesting/accepting new ideas, Leading the group/ following as a group member

Teaching Trail

• Ask students: Have you ever written a story on your own?
• Introduce the basic structure and format for writing a story.
• Walk students through the format given on Page 140.
• Ask students to think of other superhero stories and get ideas for writing their own story.
• Allow them to complete the exercise in pairs.

Writing

Story Writing

Every story has a hero who faces a challenge and overcomes it. Think of an imaginary character. Write a story about him/her, where he/she lived and the challenges he/she faced. Try to write in the past tense.

Start your story by introducing your hero. Write his/her name and where the story takes place.

This is the middle of the story. You introduce the problem or villain here. This is the longest part of the story.

Here, write how bravely the hero faced the problem. What did he/she do to solve the problem?

This is the resolution. Write how the problem was solved and how things changed after it was solved.

Activity 4 – Let’s be a Superhero!

Ask:
• What superhero powers would you like to have?
• What would your superhero name be?
• What colour would your costume be?
• Name a superhero device that you would like to use.
• What would you do with your superhero powers?

Form pairs. Let the partners discuss and pen down their responses to the above questions. Call the superheroes one by one. Ask them to introduce themselves, their powers and the things they do with their powers.
Critical Thinking: Analysis, Reasoning, Making judgements and inferring

Communicating: Articulating

Collaborating: Suggesting/accepting new ideas, Asking questions, Leading/following in a group

Answer Key

1. a. was    b. is    c. comes    d. is becoming    
   e. was roaming    f. altered    g. will change    h. counts

2. a. Hermes invented the lyre, according to a Greek myth.
   b. Midas was thinking about gold all the time.
   c. We love the stories of adventure.
   d. People are studying ancient myths to understand them better.
   e. People will always like to hear such stories.

Teaching Trail

- Walk students through the tense trail given on Page 141.
- Revise the basic rule and structure of each tense given in the trail.
- Ask students to work in pairs and complete the exercise.
The Lambton Worm

One morning, young Lambton went
Fishing in river Wear.
And he caught a fish upon his hook
That looked strange and queer.
What kind of fish it was
Young Lambton couldn’t tell
He did not wish to take it home
So he threw it down a well.
But the worm got fat and grew and grew
And grew an awful size.
It had great big teeth and a great big mouth
And great big scary eyes.

Brave Sir John Lamb
So home he came and caught the beast
And cut him in two halves,
And that soon stopped the worm
Who ate sheep, lambs and calves.

1. **Answer the following questions:**
   a. What did the fish look like?
   b. Why did young Lambton throw the ‘fish’ in the well?
   c. Why is the worm, called ‘awful’?
   d. What happened to the awful worm in the end?

2. **Identify the tense used in the poem.**

---

**Answer Key**

1. a. The fish was strange and unusual.
   
   b. The fish did not look like a usual fish. Young Lambton did not feel like taking it home, so he threw it in a well.

   c. The word ‘awful’ in the poem describes the size of the worm. It means that the worm had grown really huge in size.

   d. The brave Sir John Lamb caught the worm and cut it into two halves.

2. The poem is in the Simple Past Tense.
ENRICHMENT

Irregular verbs have special past tense forms:
- Verbs which change their base form completely:
  (tell - told : thing - thought)
- Verbs which change their vowels:
  (begin - began : run - ran)
- Verbs which do not change their base form:
  (set - set : burst - burst)

Read some more irregular verbs:

Teaching Trail
• Divide the class into two teams. Choose a volunteer from each team to roll the dice. Get an enlarged print of the Snakes and Ladders game given on the next page.
• Both the teams put their counters at start.
• Each volunteer takes turns to roll the dice on his/her team’s behalf.
• The team moves its counter forward the number of spaces shown on the dice.
• Read aloud the irregular verb on which the counter is placed. The team calls out the past form of that irregular verb.
• Now the volunteer of the other team takes the turn and goes the same way.
• If the counter lands at the bottom of a ladder, you can move up to the top of the ladder.
• If the counter lands on the head of a snake, you must slide down to the bottom of the snake.
• The first team to get to the space that says ‘finish’ is the winner.

Critical Thinking:
Analysis, Reasoning, Making judgements and inferring

Communication:
Articulating, Valuing Contributions

Activity 5: Snakes and Ladders
Fact Page
Ask students to make a fact page about a myth or legend they know. They can refer page 32 of the text book for help.
Workbook Answer Key

Activity 1 : Phonics and Spellings

1. shirt  bird  doctor  sweater  letter  girl  Earth  water
2. a. fur  b. irk  c. sir  d. dirt  e. early  f. dessert  
   g. urn  h. first  i. turn  j. earn  k. work  l. emerge
3. a. starred  b. barred  c. warring  d. stirring  e. tarring  f. scarred

Activity 2: Understanding

1. a. F  b. T  c. F  d. F

2. Encourage students to answer in full sentences.
   a. Midas love to count his gold coins.
   b. Midas found Dionysus’s friend Silenus in the garden.
   c. Midas asked for the golden touch – that anything he touches should turn to gold.
   d. Midas’s daughter was unhappy with the garden because all the flowers lost their colour and fragrance.

3. a. Midas asked Dionysus for help because he no longer wanted the gift that turned into a curse for him. He accidently turned his family into golden statues. He needed his family back. He could neither eat nor drink. All this made Midas sad and miserable.
   b. When Midas saw Silenus, a friend of Dionysus, in his garden he brought Silenus to his palace. He treated him well with the intention to receive a reward from Dionysus. After ten days, Midas took Silenus to Dionysus and boasted about Silenus’s comfortable stay at his palace. Dionysus was pleased with King Midas and granted him his wish for the golden touch.
   c. King Midas went to the river Pactolus and washed himself with its water. Slowly, with every splash of water, his golden touch was washed away. He took some water from the river to his palace restored everything he had turned to gold.

4. a. Dionysus said this to King Midas. Dionysus warns Midas about the results of his greedy wish.
   b. King Midas said this to himself. It tells about his selfish and greedy intentions.
   c. The speaker here is King Midas. He said these words because he turned his family into golden statues.
   d. Dionysus said this to Midas.

Activity 3: Vocabulary

1. | Prefixes | Meaning |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>mis-</td>
<td>wrongly</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
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<tr>
<td>pre-</td>
<td>before</td>
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<td>post-</td>
<td>after</td>
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<td>re-</td>
<td>again</td>
</tr>
<tr>
<td>un-</td>
<td>without</td>
</tr>
</tbody>
</table>
2. a. unreal  
   not real
b. post-work  
after work
c. repay  
to pay again
d. pre-arranged  
arranged in advance
e. nontoxic  
not toxic
f. mishear  
to hear incorrectly

Activity 4: Grammar
1. a. The fans cheered loudly when their team scored a goal.
   b. He spoke softly.
   c. The elders spoke wisely.
   d. The man greedily picked up the money.
2. a. today  
b. now  
c. yesterday  
d. when
3. a. The children are standing outside the enclosures.
   b. The animals are kept inside the enclosures.
   c. The boy with the camera is standing near the rhino.
   d. The flamingos are standing to the left of the elephant.
   e. The man is standing away from the enclosures.
4. a. everywhere  
b. now  
c. carefully  
d. inside  
e. quickly  
f. soon

Activity 5: Integrated Tenses
1. a. Traffic jams are common along this stretch of the road.
   Simple Present Tense
b. This is why my mother gets late to work on some days.
   Simple Present Tense
c. Her boss gets upset whenever she is late.
   Simple Present Tense
d. Last Wednesday she was stuck here for more than an hour.
   Simple Past Tense
e. She was trying to call her boss but she could not connect.
   Past Continuous Tense
f. On top of that her air conditioner was not working.
   Past Continuous Tense
g. She reached her office all tired and exhausted.
   Simple Past Tense
h. She is looking for an alternate route to the office.
   Present Continuous Tense
i. She will take a different route from now on.
   Simple Future Tense
j. This will make her life easier.
   Simple Future Tense
2. a. go, forget  b. came  c. is helping  d. will be  e. was reading
3. a. I was running in the park when you called me.
   b. We will complete our homework before we go to bed.
   c. The postman brought the parcel on Saturday.
   d. I was helping my friend paint his room this Sunday.
   e. They call the fire department when there is a fire.

**Activity 6: Individual attempt – accept all answers**

**Activity 7: Celebrating Poetry**
1. a. fishing in the river Wear  b. a well  c. strange  d. teeth
2. a. Lambton threw the ‘fish’ in the well because it looked strange and unusual.
   b. The worm grew scary and huge in size after Lambton threw it in the well.
   c. Brave Sir John Lamb cut the worm into halves and killed it.
   d. The worm liked to eat sheep, lambs and calves.

**Activity 8: Comprehension**
1. a. middle  b. depended  c. sharp  d. grand
2. a. The fishermen went to present their problem to the king. They were troubled by the wild swordfish in the sea. The fishermen were frequently attacked by the swordfish.
   b. The soldiers used arrows, swords and spears to attack the swordfish. But the swordfish were too strong and fast; they defeated the soldiers.
   c. The boy suggested that they build a wall of banana stems in the water. He said that the sharp swords of the fish would get stuck in the soft and strong banana stems.
   d. The boy’s plan worked, and the sea was rid of swordfish. The people of the island had a grand feast that day.
3. a. sea  b. food  c. swordfish  d. strong
4. a. The people had no other choice.
   b. He was concerned about his people.
   c. Every problem cannot be solved by strength.
**LESSON TARGETS**

**Getting Started and Listening**
- Plan a vacation
- Recall information
- Listen for details

**Phonics Fun: /eə(r)/sound**
- Identify /eə(r)/sound
- Identify the IPA symbol for the sound
- Pronounce the sound
- Spell words with the /eə(r)/sound sound

**Language Ladder: Quantifiers and Articles**
- Explain quantifiers
- Identify and Explain articles
- Use the appropriate quantifiers and articles

**Reading: Happy Holidays**
- Get acquainted with structure of an E-mail
- Enrich knowledge about different cultures and countries
- Develop correct reading habits, read silently
- Read for pleasure

**Understanding**
- Locate and identify key information
- Make inferences based on comprehension of a text

**Vocabulary: Synonyms and Antonyms**
- Use appropriate antonyms
- Use synonyms to avoid repetition

**Practising Grammar: Quantifiers and Articles**
- Use quantifiers to complete sentences
- Use appropriate articles for the given nouns

**Speaking: Asking for directions**
- Use apt phrases for asking directions
- Present an information report individually

**Writing: E-mail**
- Identify the features and format of an E-mail
- Expressing thoughts and feeling through words

**Plug-In: Punctuation Round up**
- Recapitulate common punctuations and their uses
- Use the correct punctuations

**Celebrating Poetry: Peddler’s Caravan**
- Reciting poetry, rhyme and rhythm of the poem
- Identify poet’s purpose

**Poem Appreciation: Peddler’s Caravan**
- Discuss and respond to content of the poem orally and in writing

**Enrichment:**
- Learn about the features of an atlas
- Find information about a country in an atlas
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started               | • Planning a vacation  
• Exercise (page 144)                                                                                                                                                                                  |                       | 1                 |
| 2   | Listening: Happy Holidays     | • Listening for detail  
• Exercise (page 145)                                                                                                                                                                                  |                       |                   |
| 3   | Phonics Fun: /ə(r)/sound      | • Reading and sound identification (page 67)  
• Exercise (Page 146)  
• Activity 1 – What’s in the /ə(r)/  
• Activity 1 (page 109)                                                                                                                                                                              |                       | 1                 |
| 4   | Language Ladder: Quantifiers and Articles | • Understand quantifiers  
• Understand Articles                                                                                                                                                                                 |                       | 1                 |
| 5   | Pre-reading Reading           | • Think and write  
• Read along  
• In-text comprehension practice  
• Comprehension                                                                                                                                                                                      |                       | 4                 |
| 6   | Understanding                 | • Activity 3 – Fun Fact Cards  
• Exercises (page 151)  
• Activity 2 (page 110-111)                                                                                                                                                                           |                       | 2                 |
| 7   | Vocabulary: Synonyms and Antonyms | • Identify and use synonyms and antonyms in context  
• Exercise (page 152-153)                                                                                                                                                                               |                       | 1                 |
| 8   | Practising Grammar: Quantifiers and Articles | • Exercise (Page 153-154)  
• Activity 4 (page 113-114)                                                                                                                                                                             |                       | 1                 |
| 9   | Speaking: Asking For Directions | • Words and phrases used when asking directions                                                                                                                                                        |                       | 1                 |
| 10  | Writing: E-mail               | • Structure of an E-mail  
• Activity 5 (page 115)                                                                                                                                                                                  |                       | 1                 |
| 11  | Plug-in: Punctuation Round-Up | • Recapitulate punctuations  
• Exercise (page 156-157)                                                                                                                                                                                 |                       | 1                 |
| 12  | Celebrating Poetry: The Peddler’s Caravan | • Reading & Recitation  
• Discussion  
• Activity 6 (page 116)                                                                                                                                                                                 |                       | 1                 |
| 13  | Poem Appreciation             | • Exercise (159)                                                                                                                                                                                       |                       |                   |
| 14  | Enrichment                    | • Learning about Irregular Verbs  
• Exercise (page 143)  
• Activity 6 – Snakes and Ladders                                                                                                                                                                         |                       | 1                 |
| 15  | Project Work                  | • Travel brochure                                                                                                                                                                                     |                       | 4                 |
**Communication:** Articulating Thoughts, Listening Effectively

**Logical thinking:** Analysis

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**Teaching Trail**

- Have a class discussion: Do you like to travel? Why do you think people travel? Why did people travel in the past?
- Read the introductory text to the class.

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**Teaching Trail**

- Ask: What do you do before going on a vacation? Is planning a vacation necessary? Why?
- Read the question. Discuss the things to do when planning a vacation. Talk about the budget – train or plane tickets, stay, money for sight-seeing, etc.
- Let students complete the exercise in pairs.
- Students share their vacation plans.

---

**Listening Text**

Good morning students. I am Mrs Indu, the teacher in charge of the trip. All of you must be excited about the trip, but please pay attention to some important instructions. The date of the trip is 25th May. All students have to gather in the school ground at 8:00 a.m. for the attendance. Then, we will board the school bus to go to the Museum of Natural History. After reaching the museum, we will make 3 groups of ten students each. It is important that every student is in the school uniform and carries his/her identity card.

---

**Getting Started**

If given a chance to spend your summer vacation anywhere in the world, which place/country would you like to visit? Plan your vacation.

- The budget of the trip would be _______
- I would go to _______ (your destination)
- The places I would visit there _______
- Activities I would do there _______

---

**Teaching Trail**

- Before the listening activity, read sentences that are given so that students understand what they have to listen for.
- Ask students to listen to the audio and answer the questions as they listen.
- Play/read the listening text again and discuss answers that students can check/correct their answers.
Happy Holidays

Listen to a teacher's conversation with the students. The students are about to leave for an excursion during the summer vacation. Complete the following exercises as directed.

1. Fill in the blanks.
   a. The teacher in charge of the trip is ____________
      i. Mrs Indu  ii. Mrs Indu  iii. Mrs Rita
   b. The students will go on the trip on ____________
      i. 23rd May  ii. 15th May  iii. 25th May
   c. The students will gather in the ____________
      i. school auditorium  ii. school ground  iii. school parking lot
   d. The venue of the trip is the ____________
      i. Museum of Natural History  ii. Museum of Science  iii. Art Museum
   e. The students need to wear ____________
      i. house uniform  ii. casual clothes  iii. school uniform

Phonics Fun /aʊ(r)/ Sound

Read this poem aloud and note the highlighted words.

Outer space has no air,
It's a place full of dust everywhere.
Comets and stars also lie there,
You can see them all year and prayer.
As they do nothing but float and care,
In outer space that has no air.

The word 'air' has the /aʊ(r)/ sound. 'Hair' and 'share' also have the /aʊ(r)/ sound.

Teaching Trail

- Write 'air' on the board and ask students to pronounce it.
- Now, write ‘pair’ on the board and ask students to pronounce it.
- Write the IPA symbol of the /aʊ(r)/ sound on board and demonstrate the sound; break the sound into /aʊ/ and /ɪ/ vowel sounds.
- Write some more words with the /aʊ(r)/ sound on the board (hair, bear, etc.).
- Now, ask students to suggest some more words with the /aʊ(r)/ sound.
- Read the poem aloud, laying stress on the highlighted words. Then ask students to read aloud (Class drill).

Answer Key

a. ii. Mrs Indu
b. iii. 25th May
c. ii. school ground
d. i. Museum of Natural History
e. iii. school uniform

Communication: Listening
Effectively, Using clear and articulate speech, Speaking confidently

Critical Thinking: Making Connections

Collaboration: Leading the group/following as a group member

Reading Café

Sound: /aʊ(r)/ sound

Diphthong: Combination of two vowel sounds /e/ and /ə/ to make one sound

Pronunciation: The sound begins with the vowel /e/ and followed by the /ə/ sound.

Answer Key

1. W M M Y H A I R
   V F Q C P N H L
   E W S T A I R S
   C H A I R W P A
   B P F U E E E E X
   E A A S N A A A
   A I I G T R R F
   R R R W S X F T

2. repair  bared  fair
   prepare  rarely  stare
   swear  their  wear
Draw or print the following mind map.

/eɪə(r)/ Sound Words

are
  bare, care

air
  stairs, repair

ear
  wear, bear

eir
  their, heir

Form pairs, ask each pair to write as many /eɪə(r)/ sound words as they can, using the letters given in the mind map. Encourage students to write different parts of speech: nouns, adjectives, verbs...etc. Now, discuss and list students’ words correcting any mistakes on the board.

Give students 3 minutes to write a sentence using as many words listed on the board. Ask students to read their sentences and tick off the words they have used. The winner will be the pair that has used the maximum words containing the /eɪə(r)/ sound.

Activity 2 – The Blank Game

Students are divided into teams. Each group writes 5 sentences using definite and indefinite articles. Students take it in turns to read the first sentence aloud to the other teams, repeating once if necessary. Students use the word ‘blank’ in place of articles in each sentence. The other teams then try to complete the sentence with a, an, the or no article. The team which completes the sentence first gets a point and the chance to read the next sentence. The team with the maximum points wins the game.
Critical Thinking: Making judgements
Communication: Showing improved word choice

Teaching Trail

• Introduce the title of the chapter, Happy Holidays.
• What delights you the most on a holiday?
• Now read the question.
• You can share what activities you enjoy the most while travelling.

Critical Thinking: Making predictions and inferring
Logical Thinking: Analysis, Reasoning, Making Connections

Critical Thinking: Making judgements
Communication: Showing improved word choice

Teaching Trail

• Before the text is read in the class, ask students to quickly look at all the pictures given in the story and predict what the lesson is about.
• As the text is read in the class:
  - Pronounce and explain difficult words
  - Take breaks and ask relevant comprehension questions including the ones given beside the text

Comprehension Questions

• What did Aunt Indira write on e-mail?
• Who replied to Aunt Indira’s mail?
• Who are Tim and Ravi?
• What is the name of Ria’s friend? Where is she going on vacation?
Comprehension Questions

- Who wrote the mails and to whom?
- What is the writer sure about?
- Where did Uncle John take them to?
- What does the writer want to do after he returns?
- Where is the writer going the next day?
- Where was the writer's favourite movie shot?

Ria also wanted to share her experience of Thailand. She wrote to her the next day.

New Message
To: miriam@123mail.com
Subject: Greetings from New Zealand

Hi Miriam,

I'm sorry I couldn't write earlier. Sumit hugged the computer all evening yesterday. There's so much to do and see here that I think we'll return next year. We went on a tour of Hobbiton today. It's an old movie set, which has small houses with round doors. The place is straight out of a fairy tale. However, that wasn't the best part of today's trip. We went to see a Waka ama race after that. A waka is a long, superbly decorated boat. About 80 men paddle it together. Amazing, isn't it? Imagine 80 men pedalling in sync with all their might, trying to beat the other boats. It makes for quite an electrifying atmosphere.

We are going to see Mr. Cook tomorrow. Wish you a good time in Thailand. Remember we had a deal, so do write back tomorrow.

Lots of love

Ria

Her friend writes back the following day.

New Message
To: miriam@123mail.com
Subject: Greetings from New Zealand

Dear Ria,

It's good to hear from you. I'm glad that you are having fun in New Zealand. My holidays are going quite well. The street food here is incredible. There's so much to choose from. There're lots of sightseeing to do here, although it's crowded here. I went to see the Temple of the Emerald Buddha today. Its Thai name is quite a tongue twister! It's a massive Buddhist temple. It's nothing like I've ever seen. The temple is decorated with elegant doors and windows. However, the things I liked the most were the frescoes on the walls. They portray the various stages of Buddha's life. I've attached some beautiful photographs for you. Enjoy.

Love from

Miriam

Teaching Trail

- Read the learning link and have a quick recap of contractions.
- Allow students to underline all contractions on the page once the reading of the text is done.

Comprehension Questions

- Why could Ria not write earlier?
- What is a Waka ama race?
- Where was Ria about to go at that time?
- Where did Miriam go in Thailand?
- What did Miriam attach with the e-mail?
**Integrated Learning**

Like the Waka ama boat race in New Zealand, boat races are immensely popular in Kerala and have been a part of the tradition and culture since ancient times.

Snake Boat Races in Kerala, locally known as Vallam Kali, are perhaps the most vigorous, prestigious and community-oriented water sports in India. The most famous snake boat race in the world, the Nehru Trophy Boat Race is held on the second Saturday of August every year on the placid waters of Punnamada Lake in Alappuzha. This race is full of thrills and excitement. Several snake boats from different villages of the Kuttanad region participate in the competition. Each boat is has by about 150 oarsmen, showcasing their skills on 1.5 km long race.

**Differentiated Learning**

Level 1: Students scan the lesson for definite and indefinite articles and underline the nouns they define.

Level 2: Students scan the lessons for articles and quantifiers and say whether the nouns are countable or uncountable nouns.

Level 3: Students make sentences using quantifiers and articles that they have identified.

---

1. **Understanding**

   Write True or False for the following.
   
   a. Sumit wrote an e-mail to Miriam.
   b. A Waka is a long boat powered by a motor.
   c. Mt. Cook is in New Zealand.
   d. Miriam went to see the Temple of the Emerald Buddha in Thailand.

2. **Match these pictures with their names correctly.**

   - Waka
   - The Temple of Emerald Buddha
   - Mt. Cook
   - Hobbiton

3. **Answer the following questions.**

   a. Why did Mr Singh not go to New Zealand with his family?
   b. What did Sumit like the most about New Zealand?
   c. Describe any two tourist places mentioned in the story.
   d. How does Miriam describe Thailand?

4. Miriam writes that the Thai name of the Temple of Emerald Buddha is "quite a tongue twister". Find out the temple's Thai name and its pronunciation.

---

**Answer Key**

1. a. False      b. False      c. True      d. True

2. 

3. a. Mr Singh did not go to New Zealand with his family because he had a seminar in Chennai.

**Critical Thinking:** Reflecting, evaluating and concluding

Ask students to make a travelogue. Each student has to fill the details as given below on the basis of one email that is given in the text. Then they have to discuss what they have filled. (This works as a revision of the lesson.)

They can also write about a place they have visited as an alternate activity.

Location: _______________

What I saw: _______________

Best thing I ate: _______________

How we traveled: _______________

Where we stayed: _______________

My favourite part of the trip: ________

How I felt: _______________
b. What Sumit liked the most about New Zealand were its uncrowded streets and roads. He also found the countryside roads very beautiful.

c. The two tourist places mentioned:

Habitton: It is in Waikato in New Zealand. It’s an old movie set, which has small houses with round doors.

The Temple of Emerald Buddha: It’s a massive Buddhist temple. The temple is decorated with elegant doors and windows. There are frescoes on its walls that portray the various stages of Buddha’s life.

d. Miriam described Thailand as a crowded country, but she found its street food incredible. There are many options to choose from. Thailand also has many places for sightseeing.

4. The Thai name of the Temple of Emerald Buddha is Wat Phra Sri Rattana Satsadaram.

**Vocabulary**

**Synonyms and Antonyms**

*Synonyms are words that have exactly or nearly the same meaning as another word.*

- fast: quick, rapid, swift
- happy: glad, cheerful, merrily
- smart: bright, intelligent, clever
- interesting: fascinating, captivating, engaging
- great: excellent, outstanding, marvellous

**Skills in focus**

**Communication:** Articulating: oral and written

**Critical Thinking:** Reasoning, Making connections

**Teaching Trail**

- Revise synonyms and explain using the examples given on Page 151.
- Revise antonyms and explain using examples given on Page 152.
- Teach students how to look for synonyms and antonyms in a thesaurus.
- Explain how synonyms and antonyms help in expressing ourselves clearly.
- Let the students complete the exercises on their own.

**Answer Key**

1. ACROSS: 2. Orb,  5. Start,  
   6. Enjoy,  7. Thin

   DOWN: 1. Vacant, 3. Route,  
   4. Silly, 5. Vain

   f. S  g. S  h. A  i. S  j. A

   f. S  g. S  h. A  i. S  j. A

   f. S  g. S  h. A  i. S  j. A
Recapitulate the topic using the Let’s Catch Up box.
Allow students to complete the exercise and discuss answers.

3. Write ‘S’ or ‘A’ to indicate whether the following word pairs are synonyms or antonyms.
   a. vision-dream [S] b. frozen-thawed [A]
   c. annoy-bother [A] d. boast-brag [S]
   e. error-mistake [A] f. choice-preference [A]
   g. edge-border [A] h. light-dark [S]
   i. faith-belief [S] j. expand-shrink [A]

Practising Grammar A

Let’s Catch Up

• a few and fewer are used for countable nouns.
• a little and less are used for uncountable nouns.
• loads of and a lot of are used for both types of nouns.

Definite articles are used before particular or special nouns.
Indefinite articles are used before non-particular or non-special nouns.

1. Fill in the blanks with the correct quantifiers.
   a. There are _______ (a few/a little) ice cubes and _______ (a few/a little) water in the glass.
   b. We made _______ (less/fewer) noise in the museum than we did in the bus.
   c. The bus made _______ (a few/lots of) noise but it took _______ (a little/fewer) time to get used to it.
   d. The museum had _______ (a great deal of/lots of) exhibits.
   e. I have _______ (a few/fewer) pencils but _______ (a few/ fewer) erasers.

2. Complete the following sentences by writing the correct articles in the blanks.
   a. New Zealand lies in _______ Pacific Ocean.
   b. We drove for _______ hour to reach the airport.
   c. We saw _______ university building on the way.
   d. There was _______ unique signboard on the road.
   e. The signboard was missing _______ D and _______ F.

Answer Key

1. a. a few, a little  b. less  c. lots of, a little  d. lots of  e. a few, fewer
2. a. the  b. an  c. the/a  d. a  e. a, an  f. a  g. an  h. the  i. an
3. Today, I went shopping for my sister’s birthday present with my mother in a mall. It was so crowded that I felt like there were a million people around me. We straight away went to one of the most famous toy shops. There, we bought a U.F.O. toy for her. Mom also bought me an archery set. By then, I was feeling like the hungriest person on the planet. Trust me, I would have eaten a horse if I could! We finally sat down at a restaurant and satisfied our hunger pangs with a large burger and a salad.
**Teaching Trail**

- Ask: What are directions? Why do we ask for directions?
- Read and discuss the introductory text in the class.
- Read the expressions given in Helping Hand, and explain them to students. Have a class drill to practise the expressions.
- Emphasise on polite words and correct body language while asking for directions.
- In pairs, ask students to ask for directions using the expressions practised.

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**Communication:** Using clear and articulate speech, Speaking confidently, Listening actively

**Collaboration:** Suggesting/accepting new ideas, Solving problems, resolving conflicts

---

**Teaching Trail**

- Discuss what an e-mail is. Why is it the most preferred means of communication?
- Describe the pattern and the elements of an e-mails using the example on page 155.
- Read the question. Discuss the points that students can include in the e-mail. Students can also refer to the mails included in the chapter.
- Allow them to complete the exercise individually.
1. Revise all the punctuations with their rules given in the mind-map on page 156.
2. Take each punctuation one by one and discuss its rules.

Answer Key

1. a. Hobbiton is in Waikato, New Zealand.

b. Tim answered, “Yes, I would like some more water please.”

c. Don’t chew with your mouth open, warned Mrs Singh.

d. We saw a waka ama race, open countryside, traditional hāngi cooking and Mt. Cook.

e. He says he’ll be back next year to New Zealand.

f. I’m sure this was the best holiday yet.

g. Sumit loves movies; therefore, he loved the movie set in Waikato.

h. Mrs Singh told her children, “The capital of New Zealand is Wellington.”

i. Sumit didn’t enjoy the flight back home: he wanted to stay a little longer with his cousins.

j. Mrs Singh said she liked New Zealand because of three things: clean air, open spaces and pleasant weather.

k. Mrs Singh is afraid of heights; however, she liked Mt. Cook.

l. Tim did not go to Mount Cook: he doesn’t like cold places.

2. a. After the children left for school, the father took a break.

b. Ms Sajel, my class teacher, helped me in the project.

c. Mridul said, “My cousins are coming for a visit soon.”

d. Sneha submitted the answer sheet to the examiner after revising it carefully. Correct

e. The concert tickets were expensive; we went to the movie instead.

f. Ishani, Shweta and Neha have been selected in the Indian hockey team.

g. “What time is it?” asked the mother.

h. I waited for the coach to call me: he never did.

i. The police officer spoke to the suspect but did not arrest him. Correct

j. “This test is so easy!” exclaimed Raju.
Critical Thinking: Analysis, Making connections, Drawing Conclusions
Communicating: Reciting

Teaching Trail

- Introduce the title of the poem.
- Ask: Why does the poet want to live like the peddler-man?
- Do you think a peddler’s life is as pleasant as portrayed in the poem? Discuss.

Reading

Read the poem with proper pauses, stress and intonation. Ask the following questions after the poem is read aloud:

- Where does the peddler-man come from?
- What does he do?
- Who are the members of his family?
- Why does the poet want to be with the peddler-man?

Answer Key

1. a. The peddler sells delf, tea-trays, baskets, and plates with the alphabet round the border.
   b. He travels from town to town with his wife and baby.
   c. His caravan is driven by a horse and is just like a bathing machine. It has two windows and a chimney for the smoke to come through.
   d. He clashes the basins like a bell and cries, “Chairs to mend and delf to sell!”
   e. The poet wants to roam with the peddler and write a book about his adventures so that the people would read his book, just like they read the ‘Travels of Captain Cook.’

2. a. Nobody knows where the peddler-man comes from.
   b. The caravan has a chimney from which the smoke comes out.
   c. The peddler-man sells delf, tea-trays, baskets, and plates with the alphabet round the border.
   d. The peddler-man clashes the basins like a bell and cries, “Chairs to mend and delf to sell!”
   e. The poet wants to write a travel book when he comes back home.

   Cook - book  Man - caravan  Ride - side

4. where  chairs
5. a. Just like the Travels of Captain Cook!
b. With a horse to drive, like the peddler-man!
c. And a chimney of tin...

Class Discussion.
The peddler-man had a house on wheels which he rode from town to town with his wife and a baby. This type of house is called a caravan. If you had a caravan like the peddler-man had, where would you go on your caravan? How far would you go? What would you do for your living? Would it be easy and fun to live in a caravan? Why?

Activity 4: Living in a Caravan

Divide the class into groups of four. Give two maps to each group. Have two students from each group mark all the buildings and locations in the map. Once, they have marked and planned the city, they have to give directions to the other two students. The other two students have to listen to them and try to mark the same locations and buildings in their map. Whichever group makes two similar maps wins the game.

Note: The group members can neither peep into each others’ map nor have any eye contact.
Travel
Divide the class into groups of four. Assign each group a country or region of a country. Ask them to make a travel brochure for the assigned country/region. Once complete, the groups have to show their brochures to the class and talk about them.
Workbook Answer Key

Activity 1: Phonics and Spellings
1. (pear)  (hair)  beard  (stairs)  deer  ear  doctor  (bear)
2. a. air  b. fair  c. pair  d. where  e. there  f. flair  
   g. care  h. dare  i. prayer  j. rare  k. mare  l. mayor
3. a. cancelling  b. travelled  c. enrolling  d. travelling  e. patrolled  f. enrolled

Activity 2: Understanding
1. a. F  b. F  c. T  d. F
2. a. Thailand  b. Ibrahim  c. Buddha  d. street
3. a. Sumit liked the less crowded roads in New Zealand.
   b. Hobitton is in Waikato.
   c. Arun couldn’t go to New Zealand because he had a seminar in Chennai.
   d. The Singh family went to Mt. Cook in New Zealand.
4. a. New Zealand is a less crowded country. It has beautiful roads in the countryside. There are many beautiful places to visit in New Zealand such as Hobitton and Mt. Cook. Tourists also enjoy food at hāngi restaurant. Watching Waka ama race, a kind of boat race, can give you goosebumps.
   b. The street food in Thailand is incredible. It’s a heaven on Earth for a foodie. You have many options to choose from. Although it is a crowded country but it has many places for sightseeing. The Temple of Emerald Buddha a famous tourist spot in Thailand.
   c. Hāngi is a traditional cooking method in which a pit in the earth is dug and is used like an oven. Then, some stones are heated in a fire in the pit and baskets of food are kept on top of the stones. It is all covered up with earth again. The food is ready after a few hours.
   d. Waka ama is a kind of boat race in Thailand. A waka is a long, superbly decorated boat. About 80 men paddle it together. The race creates an electrifying atmosphere when 80 men paddle in sync with all their might, trying to beat the other boats.
5. a. Ria wrote this to her Aunt Indira.
   b. Ria wrote this to her friend, Miriam.
   c. Sumit wrote this to his dad.
   d. Miriam wrote this to Ria.

Activity 3: Vocabulary
1. a. You will find the book at the bottom of the bookshelf.
   b. I found it hard to agree with his opinion.
   c. There was a minor accident on the expressway yesterday.
   d. He is a senior level athlete.
2. a. lovely  b. dull  c. sturdy  d. plenty of

Activity 4: Grammar
1. a. a little  b. a lot of  c. loads of  d. a lot of
2. a. a few  b. fewer  c. a couple of  d. loads of
3. a. fewer  b. lot of  c. a little  d. a great deal of
4. a. an  b. a  c. an  d. a  e. a  f. an
5. a. the  b. no article  c. the  d. the  e. the

**Activity 6: Celebrating Poetry**

1. a. The caravan is driven by a horse and is just like a bathing machine. It has two windows and a chimney for the smoke to come through.
   b. The peddler lives with his wife and a baby. They travel from town to town.
2. a. The poet wants to travel with the peddler and write a book about his adventure so that the people would read his book, just like the ‘Travels of Captain Cook.’
   b. The peddler sells delf, tea-trays, baskets and plates with the alphabet round the border. He also mends chairs.
   c. William Brighty Rands is the poet of the poem.

**Activity 7: Comprehension**

1. a. yesterday  b. deep  c. interior  d. ceiling
2. a. Elephant Head Cave  b. 12th  c. bat  d. before
3. the day before yesterday  Ankit and his mother packed food.
   yesterday before sunrise  Ankit and his mother left home
   before the hike  Ankit and his mother had breakfast.
   yesterday evening  Ankit and his mother came out of the cave.
4. a. Ankit knew that the cave was very deep, and filled with hundreds of bats. It was called the Elephant Head cave because there was a rock at the mouth of the cave that looked like an elephant’s head.
   b. Ankit’s mother promised to take him to the cave on his 12th birthday because he was not old enough to enter the cave before.
   c. They drove over Louis Mountains and saw the Blue Water Lake. They also had breakfast before beginning the hike.
   d. The cave is so dark that a torch is required to see around. Reaching the interior of the cave is difficult as one needs to crawl down under big rocks. Once you reach the interior of the cave, you see hundreds of bats hanging upside down from the ceiling of the cave.
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