Susan Iannuzzi | Vaishali Mudgal

TEACHER’S RESOURCE KIT
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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

- 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...?

**Apply**
Carry out procedures or use information in new situations

- What would happen if...?
- How could you clarify...?
- Who do you think...?
- Which approach would you...?
- How would you use...?

**Understand**
Construct meaning from the given information and explain ideas or concepts

- 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...?

**Analyse**
Break down the ideas and concepts into parts and draw connections among ideas

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

**Evaluate**
Judge and justify a stand or decision

- 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...?

**Create**
Combine ideas to produce a new or original work

- 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. Fascinating Science 43
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5. Inspiring People 75
6. Myths and Legends 93
7. Virtues and Values 109
8. Adventure 126
9. Wit and Humour 145
10. Animals 162
LESSON TARGETS

Getting Started and Listening
- Connect text with self
- Listen for details
- Follow simple narratives and description
- Recall information

Phonics Fun: /str/ and /spr/ blends
- Identify /str/ and /spr/sounds
- Pronounce and differentiate between /str/ and /spr/ sounds
- Spell words with these sounds

Language Ladder: Reflexive and Emphatic Pronouns
- Understand reflexive pronouns
- Use reflexive pronouns in sentences
- Understand emphatic pronouns
- Use emphatic pronouns
- Compare and differentiate between reflexive and emphatic pronouns

Reading: The Right Track
- Grasp meaning of words, phrases and sentences in context
- Vocabulary development: words expressing strong emotions
- Predict outcome and answer comprehension questions
- Develop correct reading habits, reading silently
- Read for pleasure

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

Vocabulary: Expressing Strong Emotions
- Learn words that express strong emotions with their meaning
- Choose the correct word according to the emotion expressed in sentences

Practising Grammar: Reflexive and Emphatic Pronouns
- Identify reflexive and emphatic pronouns used in sentences
- Use reflexive pronouns to complete sentences
- Complete the sentences using reflexive or personal pronouns

Speaking: Speaking About Goals
- Introduce yourself correctly
- Talk about what you want to learn, and accomplish in future

Writing: Story Writing
- Identify the features and format of a story
- Learn how to write a story using all elements

Plug-In: Hyphen
- Learn about the use of the hyphen
- Learn how a hyphen between two words can change the meaning of an expression
- Write the meanings of hyphenated expressions

Celebrating Poetry: Two Little Kittens
- Learn language, rhyme and rhythm of the poem
- Identify the author’s purpose

Poem Appreciation: Two Little Kittens
- Discuss and answer questions about the poem

Enrichment
- Life skills
# SUGGESTED TEACHING PLAN

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<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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        |                                             | • Activity 1 – List It!                                              |                     | 1                |
| 2     | Listening: Advertisement                   | • Listening for Details  
        |                                             | • Exercise (page 8)                                                 |                     |                  |
| 3     | Phonics Fun: spr and str blends            | • Reading and sound identification - /spr/ and /str/ sounds (page 8)  
        |                                             | • Exercise (Page 9)  
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| 4     | Language Ladder: Reflexive and Emphatic Pronouns | • Understanding reflexive and emphatic pronouns  
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| 5     | Pre-reading Reading                        | • Discuss the Questions  
        |                                             | • Read along  
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| 6     | Understanding                              | • Activity 4: Sequence Chart  
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        |                                             | • Expressing Emotions  
<pre><code>    |                                             | • Exercise (page 14-15)                                               | Activity 3 (page 10) | 1                |
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<p>| 8     | Practising Grammar: Reflexive and Empathic Pronouns | • Exercise (Page 15-16)                                 |                       | Activity 4 (page 11-12)                                            | 1                |</p>
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| 9     | Speaking: About Goals | • Think About your Goals  
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• Exercise (page 21) |                       | 1                |
| 15    | Project Work         | • Class Rule Book                                                  |                       | 4                |
Communication: Articulating Thoughts, Listening Effectively
Logical thinking: Analysis

Teaching Trail
- Ask students to read the question under Getting Started.
- Discuss the options with students.
- Ask them what they would do if they were in Priya’s shoes.
- Let students write their response independently.

Activity 1: List it!
Ask students: Imagine you have to go to a picnic. Make a list of things you should arrange the day before you have to go.

Answer Key
Good Option: c
Better Option: a
Best Option: b
Option b is the best option because going to the picnic on time is more important than wearing your favourite shoes. Also, Priya should have arranged all her things in advance to avoid getting late.

Teaching Trail
- Before they listen to the audio, allow students to read the questions for the listening task.
- 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.

Better Me
Have you ever thought why your parents encourage you to take part in sports and other activities? Participating in extracurricular activities is not only fun but also informative. Such activities teach you more than textbooks do. Let’s read this unit and find out how.

Getting Started
Priya was getting late for the school picnic. The school bus had almost reached the pick-up point. She wanted to wear her favourite pair of shoes but couldn’t find them. She looked everywhere but they were nowhere.

Now Priya had three options:
a. take all her shoes out of the shoe-rack and organise them properly. This way she could find her favourite shoes.
b. wear another pair of shoes and catch the school bus.
c. miss her school bus and keep searching for the shoes. After finding her shoes, ask her parents to drop her off to the school.

What do you think Priya should have done? Organise these options as Good, Better and Best.

Answer Key
1. c. 2. c. 3. c. 4. b.
The Right Track

Communication: Listening
Effectively, Using clear and articulate speech, Speaking confidently
Critical Thinking: Making Connections, Making Decisions

Reading Café

Sound: /str/
Consonant trigraphs/blends:
Combination of three consonant sounds /s/ /t/ and /r/ to make one sound

Sound: /spr/
Consonant trigraphs/blends:
Combination of three consonant sounds /s/ /p/ and /r/ to make one sound

Teaching Trail

• Ask students: What beginning sound do you hear when I say /str/ /ing/ /string/?
• Demonstrate the /str/ sound to students; pronounce the sound and write the letters on the board.
• Explain the /spr/ sound in the same way using the word /spr/ /out/ /sprout/.
• Ask students to pronounce both sounds, learning the difference between them.
• Read the poem aloud, laying stress on the highlighted words. Then ask students to read it aloud as a class drill.

Activity 2: - Sprinkle Stretch

• Enact sprinkling something on the table. Ask students: What am I doing?
• After their response, say: I am sprinkling.
• Ask them to repeat the action after you.
• Repeat for the action of stretching for something.

Tell students they will play a game. Divide the class into two teams, Team A and Team B. Tell them that you will call a student from team A and give him/her a word. The student listens to and identifies the beginning sound (/spr/ or /str/) of the word. The student gives the beginning sound of the word to his/her team and then, enacts the word. The team will have to identify the word. Demonstrate an example. Call a student and whisper the word ‘spray’ in his/her ear. Ask the student to identify the beginning sound of the word and tell it to his/her team. Then, the student will enact the word ‘spray’ and his/her team will guess the word.

List of words: **str words:** strap, stress, street, string, straight; **spr words:** sprain, spring, spread, sprout
Ask students: What does a mirror do?
Accept all the responses from students.
Explain that a mirror’s job is to reflect what it sees. A reflexive pronoun is like a mirror; it reflects back to the subject.
Recapitulate the concept of subject and object.
Explain reflexive pronouns using the pictures and sentences on page 9.
List a few examples of reflexive pronouns on the board.
Ask students to use the reflexive pronoun ‘myself’ to say what they can do.
Ask students questions to gauge their understanding.
Ask: What is the job of a spotlight?
Accept all the responses from students.
Explain: the spotlight draws attention towards a performer. An emphatic pronoun is like a spotlight; it emphasizes the subject of a sentence.
Point out that the reflexive pronoun usually comes after the verb, while the emphatic pronoun comes after the subject.

Critical Thinking: Making Connections, Reflecting, Evaluating and Concluding
Creativity: Generating Original Ideas, Using strategies to narrow the list of ideas
Communication (Written): Using personal voice

Answer Key

Teaching Trail

1. In the following box, circle the words with the /spr/ sound and underline the ones having the /str/ sound.

2. Write three new words each for /str/ and /spr/ sounds.

Language Ladder Reflexive and Emphatic Pronouns

Most sentences have a subject and an object.

Learning Link

A reflexive pronoun is used when the object of sentence is the same as its subject.

Emphatic pronouns are used to emphasize (to say something strongly). They are mostly placed immediately after the subject in the sentence.

Activity 3: - What can you do Yourself?

Write a list of reflexive/emphatic pronouns on the board.

Ask students to identify any 6 objects or things kept in the class. They have to frame 3 sentences using any 3 objects or things they have identified and any 3 pronouns from the list written on the board as reflexive pronouns. Then they have to frame 3 sentences using the rest of the objects and the pronouns listed on the board as emphatic pronouns.

For example:

Reena presented herself with those colourful pens. I myself kept the books in the cupboard.
**Critical Thinking:** Making judgments

**Communication:** Showing reflection and growth through word choice, Providing Expression and Enthusiasm, Speaking Confidently

**Collaboration:** Organising, Suggesting/Accepting New Ideas

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**Teaching Trail**

- Divide the class into groups of 4.
- Assign 1 question from the pre-reading section to each group.
- Ask students to read the question and discuss the answer in their group.
- Discuss the answers to the questions group-wise. Make sure that the groups do not share the same response but add to what has already been said if they have the same question.
- Accept all the responses from students.

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**Comprehension Questions**

- Which reflexive pronoun is used in the text? (Para 1)
- Who comforted Manisha? Why?
- In which competition did Manisha participate?
- Why did Manisha feel the burden of everyone’s hopes and expectations?
- How did Manisha’s brother help her?
- Think of a synonym for the word blared. The antonym for the word is given in the text. What is it?
Comprehension Questions
• Which position did Manisha get?
• What does ‘cost me the race’ mean?
  How did the silly mistake Manisha made cost her the race?
• What did Manisha learn from the race?
• How would you have felt if you were at Manisha’s place and you stood second in the competition?
• When did you ‘try your best’? Describe the incident.

Before students start reading ask students to look at the picture on page 11 and talk about what the picture tells us about the story.

As the text is read in the class:
» draw students’ attention to the highlighted words and their pronunciation
» explain difficult words
» underline the verbs that shows strong emotions
» Ask relevant comprehension questions including the ones given beside the text
» discuss key points in the text

Teaching Trail

This was the last stretch of the race. Manisha was sure she could not win now. But she did not slow down. Instead, she pushed harder. Eager to win the race, she charged forward. She did not even realise when she overtook four racers.

She could see the red ribbon marking the finish line, stretched across the track, just out of her reach. She leapt across the finish line, she was in the second position.

Her friends and brother surrounded her. Even though she had not come first, they praised her performance and tried to cheer her up. Her brother asked her what went wrong and she explained it all in one breath.

“I did not know when I entered the wrong track. I had to go back to the right one. One silly mistake had cost me the race,” explained Manisha. She felt a hand resting softly on her shoulder. She turned around to find her father smiling proudly at her. He said, “It doesn’t matter if you came first or second, what matters is you tried your best. Keep this up and you will always be on the right track. I am proud of you.”

Her friend, Zeenat, added, “And, you will still receive a silver medal.”

Manisha could have complained how it was unfair to her, she was after all in the first place. She could have argued with the marshal, made an excuse or tried to cheat. But she did not do any of that. She understood that things could go wrong but that did not mean she did not have to try her best.

Manisha remembered the race even when she grew up. She had learnt a lot from it. No matter how difficult things seemed, she always prepared herself with a plan. And, when things did not go according to her plan, she did not lose heart. Instead, she tried all the more harder to achieve her goal.
Integrated Learning

Every game has rules. It is essential to follow all the rules to play fairly. Before starting to play any game or sports, we must always find out its rules and the steps to play.

Instruct the students: Think about your favourite sports or a sport/game you want to play. Research and find out the rules of the game or sport. Also find out the steps to play it. Make a chart about that sports. Paste pictures in the chart. These questions will help you:

- Where is it played?
- What are the rules to follow?
- What happens if someone does not follow the rules?
- Who wins?
- How many players can play the game?
- How can we play it?

Critical Thinking: Gathering information to solve a problem, Reflecting, evaluating and concluding

Communication: Speaking confidently, Use clear and articulate speech

Creative Thinking: trying new things

Activity 4: Sequence Chart

Draw the graphic organizer on the board.

First, __________________________________________
_________________________________________________________________
_________________________________________________________________

Then, __________________________________________
_________________________________________________________________
_________________________________________________________________

Next, __________________________________________
_________________________________________________________________
_________________________________________________________________

Finally, __________________________________________
_________________________________________________________________
_________________________________________________________________

Divide the class into groups of five. Let students scan the text for 5 minutes. Tell them to draw the graphic organizer given above in their notebooks. In groups, discuss and fill in the sequence chart for Manisha’s race in the story.

Answer Key

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

2. a. Manisha was nervous because she had never run a three-kilometre cross-country race along with so many competitors. She wanted to win the race as everyone’s hopes and expectations were pinned on her.
b. Thinking of her brother’s help and hard work gave Manisha the courage and a new found determination.

c. Manisha sprained her ankle while she was practising running up a slope. From her injury, she learned that different problems need different solutions. - running up a slope needs different preparation from running on a flat track.

d. When Manisha realised she had entered the wrong track, without stopping, she turned around and got back on the right track.

e. Manisha’s father was proud of her because she tried her best to win the race.

3. a. Open ended question. Accept all appropriate responses.

b. I do not think Manisha could have performed so well without the support of her friends and family. Her brother trained and coached her for the race. Her friend comforted her before the race when she was feeling nervous. During the race her family and friends encouraged her. After the race her family praised her for trying and did not reprimand or discourage her for not winning.

4. Ask students to use full sentences to write the answers.

Nervous Elated Determined Confident

Skills in focus

**Communication:** Articulating: oral and written

**Critical Thinking:** Reasoning, Making connections, Reflecting, Evaluating and Concluding

**Collaboration:** Solving problems, resolving conflicts, Asking questions to the group

**Teaching Trail**

- Read the sentences given on page 14.
- Discuss the highlighted words and the words in the box.
- Divide students into groups of 4.
- Assign 1 word that shows strong emotion to each group.
- Ask them to discuss in their groups when they felt or experienced that emotion. Each member should share their experience. Give examples: I felt **elated** when my father bought me the bicycle I was waiting for.
- Let the groups share their experiences with the whole class.
- Ask students to read the table given on page 14. Explain word meanings if required.
Brainstorm: Ask students if they have goals. Ask: Is there something you would like to learn or do? Write various goals and accomplishments on the board.

Read the question and explain what students need to speak about.

Ask students to read the kind of sentences they can use and practice saying them.

Encourage students to use the sentence starters to talk about their accomplishments.

Let each student speak about their goals.

If needed, demonstrate with an example.

Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

Teaching Trail

Recapitulate the topic.

Discuss the difference between reflexive and emphatic pronouns.

Answer Key

1. a. herself b. herself c. himself d. themselves e. itself
3. a. it b. herself c. her d. me e. me f. them g. himself h. me i. itself j. himself

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

Creativity: Generating Original Ideas
Read out the questions one at a time. Elicit answers from students.

Ask them to make notes to answer the questions under different headings. Say for example Manisha’s story is set on a race track. The main characters are Manisha, her friend and her brother.

Do the same for the other questions given on page 17.

Introduce the basic structure or format for writing a story.

Let students attempt the given question as homework and complete the story in their books using the notes they have made.

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**Teaching Trail**

- **Critical Thinking:** Identifying a problem, Problem solving, Making decisions and determining relationships, Reflecting, evaluating and concluding,

- **Creativity:** Generating original ideas, using strategies ideas

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**Writing Story Writing**

Do you know any famous story of someone who aspired to achieve something difficult and succeeded in doing it? How did he/she plan to reach the goal? What difficulty did he/she face and how was it overcome? Write a short story about him/her. Use the following table to plan your story. You can also write a story about your personal achievement.

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Challenge/Goal: What does the main character resolve to achieve? Why does he/she want to achieve it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where and when is the story set? Who are the main characters?</td>
<td>How does the main character reach his/her goal? What problems does he/she face? How are they overcome?</td>
</tr>
<tr>
<td>Series of events: Does the main character achieve his/her goal? How does he/she feel after it?</td>
<td></td>
</tr>
</tbody>
</table>

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**Activity 5: Note Cards**

Ask students to make 4 note cards. To do so, ask them to divide an A4 sheet into four parts such that one part becomes one card. Tell them to label the cards using the parts of the story given in the table on page 17 (Orientation, Challenge/goal, Series of events, Resolution). Let them write down the important details of their story on each note card such that one card has the details of one part of the story. Using their cards, encourage them to share their story with the class.
Write these words in two columns on the board. Ask students to make as many hyphenated words as possible using one word in each column.

Answers: short-tempered, razor sharp, double-decker, etc.

Once they are done with the hyphenated words, write the given description on the board or you can distribute a print-out.

Describe an alien using hyphens.

**Alien’s Name and its type:**
The name of the alien is Zu-Zu. It is a one-eyed alien.

**Physical Features:**
It is a _________ alien as it has _________ teeth.

**Some Facts:**
It is _________ years old. It is a _________ creature. When angry, it burps flames.

**Scary Features:**
He can eat flames just like a _________.
He can eat a flame as big as a ________ bus.

Now ask students to complete the description of an alien using the words that they formed before. You can also ask them to form new sentences using hyphenated words, describing the alien.
Critical Thinking: Analysis, Making connections, Drawing Conclusions

Communicating: Articulating thoughts: oral and written

Skills in focus

Activity 7: Give your Opinion

After they have read the poem ask students to give their opinion on: Is quarrelling good or bad?

Tell them to support their answer with reasons. They can talk about: What happens when you quarrel with siblings or friends? How do you feel? Does quarrelling solve the problem?

Teaching Trail

- This is a fun poem. Read it aloud with humour and rhythm.
- Introduce the characters of the poem.
- Ask students to connect it with their real life by asking: Do you quarrel with your siblings or friends? When was the last time you picked a fight? Why did you fight? What happened after that? How did you solve it?

Ask relevant comprehension questions after the poem is read aloud:

- Who is the poem about?
- Where are they?
- What are they fighting for?
- What did the old lady do?
- What was the ground covered with?
- What did the kittens find better?
- What does the poem tell us about kittens?
Answer Key

1. a. The fight began because one of the cats had a mice and the other did not.
   b. The weather was extremely cold due to snow and storm. We know this by the line ‘One stormy night’ and ‘The ground was covered with frost and snow’.
   c. The old lady swept the kittens out of the room. They got wet and shivered because it was cold outside.
   d. The phrase ‘as quiet as mice’ means that the kittens entered the room quietly like mice do so that no one hears them. The phrase refers to the kittens.
   e. At the end of the poem, the kittens quietly came back to the room and sat next to the fire which was better than the cold outside.

2. a. The kittens were not fighting when they re-entered the room because they were wet and shivering from the cold. All they wanted to do was to sit quietly beside the fire. They understood that fighting was of no use.
   b. The kittens did not get the mouse. We learn that quarrelling for something is never the solution. Nobody wins in a quarrel.

3. a. 1  
   b. 2  
   c. 3, 4 and 5  
   d. 6, 7, 8 and 9  
   e. 10

Critical Thinking: Analysis, Reasoning, Making judgments and inferences

Communication: Articulating, Valuing Contributions

Teaching Trail

- Ask students: Do you exercise in the morning? Why?
- Explain to students that exercising is good for health. It helps us remain active and energetic throughout the day. Surya Namaskar is a practice in modern yoga and is best done early in the morning on an empty stomach.
- Read the text and tell students to practice doing Surya Namaskar at home.

PROJECT WORK

Ask students to make a rule book. Talk about how each family member has their likes and dislikes. Each family has their own set of unspoken rules that help maintain harmony amongst the family members. Similarly the class is also like a family. In pairs make a list of rules for the class. Once everybody has their list, discuss your rules in class and make a class rule book.
Workbook Answer Key

Activity 1: Phonics and Spellings

1. straw, street, string, spring, spray, sprout

2.

<table>
<thead>
<tr>
<th>spread</th>
<th>zippy</th>
<th>sprang</th>
</tr>
</thead>
<tbody>
<tr>
<td>sprawl</td>
<td>strike</td>
<td>strict</td>
</tr>
<tr>
<td>stroke</td>
<td>spray</td>
<td>spree</td>
</tr>
<tr>
<td>strong</td>
<td>stray</td>
<td>spruce</td>
</tr>
</tbody>
</table>

3. a. ways b. trays c. trolleys d. volleys e. preys f. greys

Activity 2: Understanding

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

2. a. Manisha was nervous before the race because she had never participated in a three-kilometre cross-country race along with so many competitors.
   b. Manisha went off track near the end of the race.
   c. No, Manisha did not argue with the race marshal because her brother taught her to respect the marshal.
   d. Manisha’s brother coached and trained her before the race.

3. a. Manisha sprained her ankle when she was training to run up-hill. She learned that different problems need different solutions. She learnt that you must prepare differently for different things.
   b. Manisha’s father praised her for doing her best. He said that it didn’t matter whether she came first or second. What matters was that she tried and this would always keep her on the right track. He was proud of her.
   c. Manisha learned that things can go wrong but she should always try her best. She also learned that no matter how difficult things seemed, she should always have a plan.

4. a. She is Manisha.
   b. She would be elated as she was in the first position.
      a. The marshal said these words to Manisha.
      b. Manisha went off track after running down the hill.
      c. Manisha came second instead of first in the race.

5. a. iii b. ii c. ii d. iii

Activity 3: Vocabulary

1. a. excited and very happy because something good has happened.
b. extremely angry
c. very surprised
d. nervous and worried
e. very unhappy and uncomfortable
f. to lose one's courage and confidence

2. Accept all reasonable answers.
   a. Varun was elated to be able to participate in the global debate competition.
   b. Gaurav was inflamed to see his younger brother riding his bicycle.
   c. I was amazed to see all my friends taking care of me after my accident.
   d. My mother never lost heart even if he failed many times.

**Activity 4: Grammar**

1. a. himself  b. themselves  c. herself  d. herself  e. myself
2. a. himself  b. themselves  c. myself  d. yourself  e. herself
4. I **myself** will carry the firewood.
   We will cook together for **ourselves**.
   He will sing to **himself**.
   She **herself** made the camp.
   They **themselves** did not know where they were.

**Activity 5: Writing**

Open ended – Accept all reasonable answers.

**Activity 6: Celebrating Poetry**

1. a. The poem is about how two kittens fighting for a mouse who get thrown out of the room by an old lady and learn their lesson.
   b. The poet is Jane Taylor.
   c. The two cats began to fight because one of them had a mouse and the other wanted it.
   d. The cats learned their lesson and instead of fighting came back and sat quietly beside the fire.

2. a. The old woman is the owner of the house.
   b. Both are the kittens.
   c. The old woman swept them out of the room because they were fighting.
   d. The words ‘frost and snow’ tells us that the weather was extremely cold and it was snowing outside.
Activity 7: Comprehension

1. a. remember b. excited c. awkward d. cheerful

2. a. five b. foreign c. bony d. greetings

3. a. Students decorated the classroom with photos of the country Charlie belonged to and prepared traditional snacks from his country.
   b. What surprised students when they saw Charlie was that he was in a wheelchair and was very thin and bony.
   c. The teacher introduced Charlie to everyone and asked everyone to exchange greetings. She kept smiling throughout.
   d. The students realized that Charlie was just like them. He was a cheerful boy whom they could easily relate to.

4. a. True b. False
c. False d. True
LESSON TARGETS

Getting Started and Listening
• Share thoughts and opinions
• Recall information
• Listen for details

Phonics Fun: /g/ and /dʒ/ sounds
• Identify /g/ and /dʒ/ sounds
• Identify the IPA symbols for these sounds
• Pronounce and differentiate between /g/ and /dʒ/ sounds
• Spell these sounds

Language ladder: Types of Sentences and Articles
• Explain types of sentences and articles
• Explain punctuation used in different types of sentences
• Explain structures of sentences for different types of sentences
• Recognise when not to use the definite article

Reading: Mowgli Finds his Family
• 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: Spelling Rules
• Learn spelling rules
• Apply the rules learnt

Practising grammar: Types of sentences and articles
• Use correct punctuations for different types of sentences
• Form questions for different types of sentences
• Determine where to use the definite article

Speaking: Question tags
• Think and discuss in pair
• Form pairs, ask questions using question tags
• Answer questions using appropriate language

Writing: Message writing
• Identify the features and format of a message
• Write a message using all elements

Plug-in: Spelling Rules
• Learn about common spelling rules
• Understand the structure of a sentence in simple present tense

Celebrating Poetry: My Song
• Get an overall feel for the language, rhyme and rhythm of the poem
• Identify author’s purpose

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

Enrichment
• Life skills
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<th>Topic</th>
<th>Task</th>
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<th>Teaching Periods</th>
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<td>Listening</td>
<td>• Listening for Details</td>
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<td>Phonics Fun: The sounds of /g/ and /dʒ/</td>
<td>• Reading and sound identification: The sounds of /g/ and /dʒ/</td>
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<td>• Activity 2 – Let’s Tag</td>
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<td>4</td>
<td>Language Ladder: Types of sentences Articles</td>
<td>• Identify sentence types and their functions</td>
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<td>• Learn concrete and abstract nouns</td>
<td>Activity 3 (page 20)</td>
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<td>Day</td>
<td>Topic</td>
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<td>More to Do (Workbook)</td>
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<td>• Use question tags to form questions</td>
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<td>10</td>
<td>Writing: Message Writing</td>
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<td>• Activity 6 – Chinese Whispers</td>
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<td>11</td>
<td>Plug-in: Spelling Rules</td>
<td>• Learn common spelling rules</td>
<td>Activity 5 (page 13-14)</td>
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<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reading &amp; Recitation</td>
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<td>15</td>
<td>Project Work:</td>
<td>• Making a rule book</td>
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</tbody>
</table>
**Communication:** articulating thoughts, listening effectively

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

**Teaching Trail**

- Read the introductory text to the class and initiate a class discussion.
- Ask students: How important is your family to you? What are some things do you do with your family? Are our friends also a family to us?

**Activity 1: Think Smart**

Tell students that today they will give titles to their classmates. Let students give some adjectives/nouns for titles and finalize about eight titles. (For example, Smiley; Ms/Mr Dimples; Edison; Bookworm; Helping hand; Milkha Singh/PT Usha; etc). For each title, the class calls out names of students who should get the title. Write students’ names against each title. Tell the class that this is all in fun and not to hurt anyone. Point out that nicknames are a way of showing affection and also appreciating various qualities.

**Listening Text**

I went on a picnic today and it was a total blast! As I write my diary, my tired parents are sleeping. The morning was fun. When we reached the picnic spot, Dad decided to paint. So, Mom and I went on a walk and reached near a pond. We were glad to find an elephant and her little ones playing in a pond. We also noticed a man sitting patiently near the pond. The man was a mahout; he took care of those elephants. I asked him if I could pet the elephant, he said yes and before I knew it, I was playing with the little elephants. My friendly adventure with the elephants was the most special part of the day.

**Answer Key**

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. clown</td>
<td>1. busy bee</td>
</tr>
<tr>
<td>4. chatterbox</td>
<td>2. Einstein</td>
</tr>
</tbody>
</table>

How well do you know your family members?
Write down the names of your family members who deserve these titles.

Clown: [ ]
Chatterbox: [ ]
Busy bee: [ ]
Einstein: [ ]

**Grammar:** Types of Sentences and Articles

Reading: Mowgli Finds his Family

Writing: Message Writing

Poetry: My Song
Mowgli Finds his Family

On the basis of the diary entry you just heard, tick the correct option.

1. “It was a total blast,” means:
   a. The picnic was fun and exciting.
   b. The picnic was slow and boring.
   c. The picnic was noisy and irritating.
   d. The boy burnt firecrackers at the picnic.

2. The boy’s parents were ________, when he was writing the diary.
   a. sleeping  
   b. tired 
   c. watching television  
   d. reading

3. The boy’s father decided to ________, when they reached the picnic spot
   a. take pictures 
   b. walk
   c. tell stories  
   d. paint

4. A mahout is someone who ________.
   a. plays with elephants 
   b. hunts elephants
   c. takes care of elephants  
   d. washes elephants

5. The boy asked if he could ________.
   a. ride the elephant 
   b. play with the elephant
   c. go back to his father  
   d. pet the elephant

---

Reading Café

**Sound: /g/ sound**

**Pronunciation:** This is the hard sound of the consonant g.
To produce the sound the tongue is pushed forward so its middle blocks air flow. At the same time some air pressure is created by gently trying to breathe out. The sound is made by voicing out and releasing the pressure by moving the tongue down.

**Sound: /dʒ/ sound**

**Pronunciation:** This is the soft sound of the consonant g. This makes a sound similar to the letter ‘j’.
To produce the sound the tongue touches the ridge lightly and air pressure is allowed to force the tongue down opening the airway whilst voicing out.

If the g is followed by e, i, or y, the pronunciation is “soft g”: magic, page, gym

---

**Teaching Trail**

- Allow students to silently read the questions for this exercise. Once they have finished, read/play the listening text.
- Ask students to listen carefully and complete the exercise as they listen.
- Play/read the listening text again so that students can check/correct their answers

**Answer Key**

1. a. The picnic was fun and exciting.
2. b. tired  
3. c. paint
4. c. takes care of elephants
5. d. pet the elephant

---

**Skills in focus**

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

**Critical thinking:** making connections

**Collaboration:** encouraging group members solving problems, resolving conflicts

---

**Phonics Fun**

Read the poem and notice the sound of the highlighted letters.

One good morning in the gym
There came a giraffe, large and slim.
A gentle giant we named him.
He ate green grapes and big leaves
And wore grey shirts with long sleeves.

The letters in blue have the /g/ sound and the letters in orange have the /dʒ/ sound.
- Say: Today we will learn about the consonant ‘g’ and the sounds it makes.
- Write ‘goat’ and ‘germ’ on the board.
- Ask students: Does the letter ‘g’ have similar sound in both words? How are they different?
- Demonstrate the soft and hard /g/ sound; pronounce the sounds and write their IPA symbols on the board (/g/ and /dʒ/).
- Explain that to identify the soft /dʒ/, we look at the spelling. If ‘g’ is followed by i, e, or y, then the ‘g’ will most likely make the soft sound. If the letter after the ‘g’ is any other letter, it will most likely make the hard sound. The hard sound is more common for the letter ‘g.’
- Make students pronounce both the sounds, learn the difference between them.
- Read the poem aloud, laying stress on the highlighted words. Then ask students to read it aloud themselves.

Activity 2: Let’s Tag

Divide students into groups of five. Instruct them to

- Skim through different stories given in the coursebook.
- Make a list of 5 words that have the soft /dʒ/ sound and 5 words that have hard /g/ sound.
- Once all groups have made their list, each group will be invited to act as quizmasters and quiz their classmates on soft and hard g sounds.
- Each group will write their words one-by-one on the board and other groups have to identify whether it is a soft sound or a hard sound.
- If the group answers correctly they get 1 point otherwise the quizzing group gets 1 point. The group that earns the most points wins the quiz.

1. Complete the words for these pictures and say them aloud. Circle the /g/ sound words and underline the /dʒ/ sound words.

   ca _ _ _ _ _ _ _ ans da _ _ _ r _ _ mp _ _ m
   _ _ _ _ ss fin _ _ _ s lo _ _ _ t _ _ r _ _ id

2. Read the following words aloud. Underline the words that have the /g/ sound and circle those that have the /dʒ/ sound.

   [grow ginger glee go agent edge badge gong gang soldier gypsy]

Language Ladder | Types of Sentences and Articles
---
A group of words that has a complete meaning is called a **sentence**.

A sentence can:
- state something
- ask a question
- convey a strong feeling
- make a request or command

Based on these functions, sentences are divided into the following four types.

<table>
<thead>
<tr>
<th>Types of Sentences</th>
<th>Ending Punctuation</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Declarative sentences state something.</td>
<td>They always end in a full stop (.).</td>
<td>Some animals live with their families.</td>
</tr>
<tr>
<td>Interrogative sentences ask a question.</td>
<td>They always end in a question mark (?).</td>
<td>Do animals live with their families?</td>
</tr>
</tbody>
</table>

Answer Key

1. cage, jeans, danger, jump, gem, grass, fingers, log, tiger, gold
2. /g/ sound – grow, glee, go, gong, gang;
   /dʒ/ sound – ginger, agent, edge, badge, soldier, gypsy
Write on the board: Jack climbed the beanstalk.

Ask students: What is this? Lead to answer: This is a sentence.

Ask students: Do you know that a sentence has different functions? Can you name some?

Explain to students that there are four types of sentences. Each type of sentence serves a function.

Read the sentences and the explanation on page 24-25.

Explain the four different types of sentences and their functions: Declarative, Interrogative, Imperative and Exclamatory. Also explain their structure using the text.

Ask students to give examples for each type of sentence.

Articles

Write on the board: Give me a pen. The pen is black.

Ask students: What is the difference between the two sentences?

Explain to students that ‘the’ is a definite article because it refers to a specific noun while “a” and “an” are indefinite articles because they refer to a more general sense of the noun. In the example, the first sentence asks for one/any pen while the second sentence talks about the specific pen – the black pen.

Read the sentences and the explanation on page 25. Revise the concept of countable and uncountable nouns.

Ask questions to gauge their understanding.

Activity 3: - Sort and Spot

Advance Preparation: Make slips/cards for the following sentences (one set for each group). Jumble the words in the following sentences, writing the words for one sentence on one slip. In some sentences, put in wrong articles.

a. Can you bring me an apple from the market?

b. Do you know where to go?

c. Our uncle lives in the Philippines.

d. We visited the Taj Mahal in the June.

e. Please leave your shoes outside.

f. Put the bag there.

g. This puzzle is driving me up the wall!

h. What a lovely bouquet of flowers!

Activity: Divide the class into 6 groups. Give one set to each group. Explain to them that they have to rearrange the jumbled words into meaningful sentences. Then, sort them into different types of sentences as per their function. Last, they have to spot whether articles are used correctly in the sentences. The first group to complete the activity correctly wins.
Critical thinking: gathering information, reflecting, evaluating and concluding

Creativity: generating original ideas

Skills in focus

Critical thinking: problem solving, reflecting, evaluating and concluding, making predictions, judgements and inferences

Teaching Trail

• Read the pre-reading text.
• Discuss the question.
• Accept all responses.

Skills in focus

Comprehension Questions

• Why did Father Wolf get ready to jump?
• What was behind the bush?

Open Ended Questions

• Describe the baby in your words.
• Why do you think the wolves were surprised to see a human baby?

Page 26

Comprehension Questions

• Who put his head inside the wolves’ cave?
• Did Father Wolf like Shere Khan? How can you say that?
• Why did Shere Khan not argue with Mother Wolf?
• What does the word ‘fostering’ mean?
• Why was Father Wolf tense?

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Comprehension Questions

• Why is Shere Khan called a striped cattle killer?
• Do you think Mother and Father Wolf would have defied Shere Khan if he could come inside their cave?

Open ended questions
Comprehension Questions

- What Law of the Jungle did the wolf pack follow?
- When did the wolves take Mowgli and other cubs to the Pack Council?
- Who was the leader of the pack?
- Who was Baloo? Why was he allowed at the Pack Council?

Open Ended Questions

- Why do you think Bagheera spoke for Mowgli?

Teaching Trail

Once the lesson has been read, ask students to list all the words that have the letter ‘g’ highlighted. Ask students read aloud the words and underline all the words with the hard /g/ sound.

Integrated Learning

Inform the students that the story is set in the Pench tiger reserve in Madhya Pradesh. Most of the characters in the story are animals that can be found here. Talk to the class about the animal characters in the story.

Reading Café: Baloo for example is a ‘bhaloo’, a sloth bear. Sloth bears eat insects like termites, fruits like mango and honey. They can weigh more than a hundred kilos and still climb trees. They are the only bears that have long hair on their ears. They are expert swimmers and like to play in water. Sloth bears are listed as vulnerable species because of habitat loss.

You can talk to the class about other animals in the story. Link for reference:
Critical Thinking: reflecting, evaluating and concluding
Collaboration: asking questions to the group and the teacher, encouraging group members

Activity 4 - Stop, question, summarise

Divide the class into groups of four. Distribute 2 index cards to each group. Assign 2-3 paragraphs from the story to each group. Students have to read the paragraphs assigned to their group. Then make two questions based on their reading of the paragraphs. Tell them to use question words Who, When, Where and What to frame one question. Use question words Why or How to frame the second question. They have to write the questions on the index cards. In the order of the story, allow students to ask and answer the questions they have written.

Invite one volunteer from each group to share their summary.

Answer Key

Discuss answers before students write them in their notebooks.

1. a. Mowgli  b. of the Jungle  c. Akela  d. Baloo  e. fat bull
3. a. Father Wolf found Mowgli behind the bushes just outside his cave.
   b. Shere Khan wanted the man cub which he said the wolves had stolen.
   c. Shere Khan backed away from the cave because he realized that Mother Wolf would fight hard for the safety of her cubs. He understood that Mother Wolf would not give away the man cub without fighting till the end.
   d. Shere Khan could not hurt the wolves in the cave because he was too large to enter the cave.
   e. Mowgli was accepted by the pack when Baloo and Bagheera spoke up for him and suggested he be part of the pack.
4. a. Mother Wolf wanted to keep Mowgli because he showed no sign of fear when he entered their cave and quickly got along with other cubs.
   b. This tells us that they were strong-willed and kind hearted. Although Mowgli was not their own, they protected him just as if he was their own cub.
35

4. **Think and answer:**
   a. Why do you think Mother Wolf wanted to keep Mowgli?
   b. Mother and Father Wolf went against the bigger and stronger Shere Khan to protect Mowgli. What does this tell you about them?

**Vocabulary**

Concrete and Abstract Nouns

Balo was a **boy** who taught the **law**.

The highlighted words are all common nouns. But they are not the same. **Bear** and **cubs** are concrete nouns while **law** is an abstract noun.

A **concrete noun** is the name of something you can feel with your senses.

We can touch or hear or see it, **for example**: table, tree, water, etc.

An **abstract noun**, on the other hand, is the name of something that we cannot feel with our senses.

We can think, write and talk about abstract nouns but cannot touch or hear or see them, **for example**: honesty, friendship, hate, etc.

**We can form abstract nouns from other words by adding suffixes to them.**

- **By adding the suffix –hood to concrete nouns**
  
<table>
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<th>Abstract Noun</th>
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<td>childhood</td>
</tr>
<tr>
<td>adult</td>
<td>adulthood</td>
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<tr>
<td>brother</td>
<td>brotherhood</td>
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</table>

- **By adding the suffix –ment to verbs**

<table>
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<th>Abstract Noun</th>
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<tbody>
<tr>
<td>move</td>
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<tr>
<td>enjoy</td>
<td>enjoyment</td>
</tr>
<tr>
<td>achieve</td>
<td>achievement</td>
</tr>
</tbody>
</table>

- **By adding the suffix –ness and -ity to adjectives**

<table>
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<th>Adjective</th>
<th>Abstract Noun</th>
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</thead>
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<td>kind</td>
<td>kindness</td>
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<tr>
<td>shy</td>
<td>shyness</td>
</tr>
<tr>
<td>able</td>
<td>ability</td>
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</tbody>
</table>

**Learning Link**

A suffix is a letter or letters added at the end of a word.

**Teaching Trail**

- Ask students: What are our five senses? Lead to the answer: see, touch, hear, smell and taste.
- Write on the board: Concrete, Abstract.
- Ask students: What do these two words represent?
- Read the sentences and explanation on page 30.
- Ask students to identify concrete and abstract nouns used in the story. In two columns, ask them to list the concrete and abstract nouns in their note books. Discuss the words written.

**Activity 5: Making abstract nouns**

Divide the class into groups of four. In groups, ask students to think of and write 2 concrete nouns, 2 adjectives and 2 verbs. They must make sure the words are not the same as given in the course book. Then, using suffixes –hood, –ment, –ness and -ity, they must make abstract nouns from the listed words. Invite one volunteer from each group to share the words that they made. Let other groups decide if the abstract nouns made by the presenting groups are correct or not. Help whenever necessary.

**Answer Key**

1. a. generosity   b. kindness   c. shyness   d. ability   e. bitterness   f. brotherhood

2. **Word** | **Part of Speech** | **Abstract Noun**
---|---|---
improve | verb | improvement
invest | verb | investment
punctual | adjective | punctuality
moral | adjective | morality
silly | adjective | silliness
1. Fill in the blanks by forming abstract nouns from the given words.
   a. Baloo was a bear, he was known for his __________ (generous).
   b. He taught with patience and __________ (kind).
   c. Bagheera kept away from the wolves because of his __________ (shy).
   d. He had the __________ (able) to pick up the faintest of sounds because of his sensitive ears.
   e. Shere Khan was hated by everybody because of his __________ (biter).
   f. The wolves in the pack shared a bond of __________ (brother).

2. Write whether the following words are adjectives, verbs or nouns and form abstract nouns from them.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve</td>
<td>verb</td>
<td>improvement</td>
</tr>
<tr>
<td>invest</td>
<td>verb</td>
<td>investiture</td>
</tr>
<tr>
<td>punctual</td>
<td>adjective</td>
<td>punctuality</td>
</tr>
<tr>
<td>moral</td>
<td>adjective</td>
<td>morality</td>
</tr>
<tr>
<td>silly</td>
<td>adjective</td>
<td>silliness</td>
</tr>
</tbody>
</table>

Practising Grammar  
Types of Sentences and Articles

Sentences are divided into four types on the basis of their function.
We use the before the names of mountain chains, groups of islands, rivers, seas and oceans.
We use indefinite articles (a and an) before countable common nouns.

1. Identify the type of sentences and punctuate them correctly.

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Type of sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is Mowgli a wolf cub?</td>
<td>Interrogative sentence</td>
</tr>
<tr>
<td>b. Give the man cub to me</td>
<td>Imperative sentence</td>
</tr>
<tr>
<td>c. Baloo will teach Mowgli the Law of the Jungle</td>
<td>Declarative sentence</td>
</tr>
<tr>
<td>d. Look a man cub</td>
<td>Exclamatory sentence</td>
</tr>
<tr>
<td>e. I killed a bull, will you accept that as payment</td>
<td>Interrogative sentence</td>
</tr>
</tbody>
</table>

Answer Key

1. a. Punctuation – ? – Interrogative sentence
   b. Punctuation – . – Imperative sentence
   c. Punctuation – . – Declarative sentence
   d. Punctuation – ! – Exclamatory sentence
   e. Punctuation – ? – Interrogative sentence

2. a. Are you Shere Khan?
   b. Do you come from the SatpuraHills?
   c. Can I enter your den?
   d. Is the bull that was killed by Bagheera hidden in the woods?
   e. Do you know where they keep honey?
   f. Will the wolves take care of Mowgli?

3. a. No article, no article
   b. The, the, the
   c. No Article
   d. The
   e. No article
   f. the, the
   g. No article
   h. No article
• Write on the board: Mahi is a teacher.
• Ask students: What is the function of this sentence?
• Write on the board: Mahi is a teacher, isn’t she?
• Ask students: What is the function of this sentence? How is it different from the previous sentence? (The second sentence confirms the statement.)
• Read the sentences and explanation on page 32-33.
• In pairs, students ask each other questions using question tags. Help wherever required.

**Critical thinking:** determining relationships, reflecting, evaluating and concluding, making inferences

**Communication:** expressing thoughts with words, using appropriate tone and vocabulary for the intended audience

**Creativity:** generating original ideas, listing ideas

---

**Teaching Trail**

• Ask students: What do you do if you want to tell a friend something when she/he is not with you? Lead to the answer that we either call them or message them.
• Ask students: What do we do if the person does not have a phone? Lead to answer that we write a message for them.
• Read the text, explanation and message on Page 33.
• Introduce the basic structure or format for writing a message using the sample on Page 33.
• In pairs, allow students to role play the dialogue given.
• Let students attempt the given question as homework.
Tell students they will play Chinese Whispers but with a twist. Write a message on a slip of paper. Then, show the slip to the student sitting in the first row. Let the student read the message and then take away the slip. Now the student will write the message on a piece of paper and show it to the student sitting behind her or him. The moment the next student has read the message the first student will take away his/her slip. This will continue until each student has read and written the message. The last student to read and write the message will then share his paper slip with the teacher. Teacher will see if the message written by student is same as his/her message.

Skills in focus

Critical thinking: analysis, reasoning, making judgments and inferences  
Communication: articulating  
Collaborating: suggesting/accepting new ideas

Teaching Trail

• Write on the board the following words: though, know and ask students to pronounce them  
• Point out that they may rhyme but they are spelt differently.  
• Read and explain the spelling rules given on page 34.

Answer Key

1. a. funniest b. ashes  
c. brands d. fried  
e. prying f. paradoxes  
g. libraries h. arches

2. a. hop - hope b. spys - spies  
c. lieing - lying d. foxs - foxes  
e. tryed - tried f. cryeing - crying  
g. bite - bit h. hope - hop

Activity 6: Chinese Whispers

Ravi decides to go to the playground. He writes a message for his mother telling her where he is and what his aunt told him. Imagine you are Ravi. Now, write the message.

Plug-In Spelling Rules

Not all words in English are spelled like they are pronounced. Getting the spelling right only after listening a word can be tricky. Thankfully, there are some spelling rules that can help us spell a word correctly.

When we add a suffix that begins with e, (-ed, -es, -est, or -er) to a word that ends in y, the y is changed to i.

cry + ed = cried  baby + es = babies  ugly + est = ugliest

We keep the y when the suffix is -ing.

dry + ing = drying  lay + ing = laying  try + ing = trying

For making plurals of words that end in -s, -sh, -ch, -x and -z, we add the suffix -es.

bus – buses  crash – crashes  church – churches  
box – boxes  quiz – quizzes

We add -e at the end of some words to indicate that they have a long vowel.

<table>
<thead>
<tr>
<th>short vowel</th>
<th>hop</th>
<th>cop</th>
<th>hat</th>
<th>din</th>
<th>pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>long vowel</td>
<td>hope</td>
<td>cope</td>
<td>hate</td>
<td>dine</td>
<td>pope</td>
</tr>
</tbody>
</table>

1. Spelling the following words correctly.
   a. funny *est  b. plural of ash  c. plural of brand  
   d. fry *ed  e. pry *ing  f. plural of paradox  
g. plural of library  h. plural of arch

2. There is a misspelled word in each sentence, underline and correct it.
   a. I hop the pope will visit our country.  
b. There are a lot of spys in the jungle.  
c. I know when someone is lying.  
d. There are not a lot of foos in the area.  
e. They tryed to make the boat float.  
f. The baby has been crying for an hour.  
g. The dog bite me when I wasn’t looking.  
h. No one can hope like a kangaroo.

Divide students into groups of four. Let them quickly go through the rules on page 34. Now, in groups let them think of words that follow the same patterns and spell them in their notebook. Ask them to think of at least 3 words for each rule. Once each group has listed and spelled their words, draw a word web on the the board and let each group share their words. Write their responses on the the board. If a group repeats a word that has been already shared, appreciate them, but do not write the same word again in the word web.
**Critical thinking:** analysis, making connections, predictions and inferences, drawing conclusions

**Communication:** articulating thoughts: oral and written

### Teaching Trail

- Read the title of the poem. Ask students to look at the picture on page 35 and predict what the poem is about. Ask: Who is the speaker in the poem?: What do you think the poem is about?
- Ask students: What is your mother’s importance in your life? How much do you love your mother?
- What do you think is the tone of the poem?

### Reading

- Read the poem at an appropriate pace with proper pauses, stress and intonation.
- Pronounce and explain difficult words.
- Conduct an all class reading with rhythm and stress.
- Ask relevant comprehension questions after the poem is read aloud:
  - Who is ‘mine’ in the poem?
  - What is the poet trying to tell us through the poem?
  - What does the song symbolize in the poem?
- Ask students to read the poem silently. Student pairs must discuss and write what they liked the most about the poem. And in the end tell them to write what they learnt from the poem. You can invite each pair to share their answers with the class.

### Activity 8: Article Hunt

Ask the students to find and underline the articles in the poem, then categorise them as definite and indefinite.

**Differentiated Learning:**

Divide the class into three groups based on their learning capabilities. Assign different tasks to each group.

- **Level 1:** Ask the student to find and underline the articles in the poem. Then, categorise them as definite and indefinite.
- **Level 2:** Ask the students to find and underline the similes in the poem.
- **Level 3:** Ask the students to find and underline the similes in the poem and form sentences using them.
**Answer Key**

1. a. The song is compared to arms that give ‘you’ a warm hug of love.
   b. The song will sit by the child’s side and whisper in his ear when he is alone.
   c. The poet means that the song will guide the child and help him make the right decisions, when he/she is in trouble.
   d. The song shall always remain in the child’s heart.
   e. These words mean that the song will motivate and persuade the child to achieve his dreams.

2. a. A parent’s song is being talked about in the poem. We know it because the picture given with the poem tells it. Also, the song like a parent will always be there to guide him, love him, care for him and protect him.

3. a. wind  
   b. touch  
   c. sit  
   d. whisper  
   e. fence  
   f. transport  
   g. carry  
   h. speak

4. a. like the fond arms of love  
   b. like a kiss of blessing  
   c. like the faithful star

---

**Critical thinking:** analysis, reasoning, making judgments and inferences

**Communication:** articulating thoughts, valuing contributions

---

**Teaching Trail**

- Write on the board: Meter, Metre.
- Ask students: Which is the correct spelling?
- Explain to students that although American and British English is the same, a lot of words are spelled and pronounced differently. A lot of things are called by different names in both countries.
- Read the text and explanation on page 37.
- Let students attempt the given question as homework.

---

**Answer Key**

Answer provided in the course book page.
Workbook Answer Key

Activity 1: Phonics and Spellings
1. gate, eagle, frog, tiger, jacket, orange, bridge, fridge
2. /g/ sound: gone, gear, singer, rag, give, flag, wagon
   /dz/ sound: large, danger, charge, average, change
3. a. using  b. saving  c. salable  d. emerging
   e. amazing  f. tracing

Activity 2: Understanding
1. a. True  b. False  c. True  d. False
2. a. Akela  b. Law of the Jungle  c. clever  d. Rock
3. a. Father Wolf said this to Mother Wolf.
   b. Mother Wolf said this to Shere Khan.
   c. Akela said this to the Wolf Pack Council.
   d. Bagheera said this to the Wolf Pack Council.
4. a. Shere Khan was a tiger. He wanted the man cub from the wolves.
   b. Shere Khan could not hurt the wolves when they were in the cave because he could not enter the cave. He was a huge animal and only his head and shoulders could get through the mouth of the cave.
   c. Rakhsa wanted to keep Mowgli because she wanted to save him from Shere Khan. Also she found him fearless and bold.
5. a. 1. This tells us that Father Wolf and the Wolf Pack are strong and fearless, and they stick together.
     2. Shere Khan is the striped cattle-killer.
   b. 1. The man cub is the baby here.
     2. These lines tell us that the baby was fearless.

Activity 3: Vocabulary
   b. abstract noun – health, knowledge; concrete noun – heel, water
   c. abstract noun – work, peace, fun; concrete noun – glass
   d. abstract noun – fear, anger; concrete noun – coffee, tea
2. a. childhood  b. boyhood  c. enjoyment  d. management
3. a. kindness  b. dryness  c. ability  d. legality
4. a. madness  b. amazement  c. ability  d. childhood

Activity 4: Grammar
Types of Sentences
c. Punctuation - Full stop – IM
d. Punctuation - Full stop – IM
e. Punctuation - exclamation mark – E
f. Punctuation - exclamation mark – E
g. Punctuation - Full stop – IM
h. Punctuation - Question mark – I

2. a. Have you just arrived here?
b. Is this my new bike?
c. Do I need to exercise daily and eat right?
d. Can we take a break after fifteen minutes?

3. a. What a lovely house!
b. What does she like to do?
c. Put down the bat.
d. He just ate the food that I had ordered.
e. This is really amazing!
f. Does he hate writing with a pencil?

Articles
1. a. no article, no article
b. no article, no article
c. the
d. the
e. no article, the
f. no article, the

Activity 5: Writing
15th April, 2019
5:30 pm
Dear Mother,
I have forgotten my notebook at Rahul's house. I am going back to his place for the notebook. I'll be back in an hour.
Arun

Activity 6: Celebrating Poetry
1. a. 'It' is the narrator's song in the poem.
b. My song will be like the faithful star overhead.
c. This refers to a time when the speaker is in trouble or sad or defeated.
2. a. like the fond arms of love, like a kiss of blessing
b. cover or encircle
c. a blessing

Activity 7: Comprehension
1. a. weird
b. harm
c. later
d. released
2. a. anteater
b. gardening
c. plant and trees
d. aunt
3. a. Grandfather's weird hobby was to collect strange pets. He had a monkey, an anteater and a sloth as pets.
b. Grandfather brought a snake one day. It was a bright green two-feet long snake.
c. Grandmother was fond of gardening and took care of the garden at the back of the house. It had trees that bore delicious fruits and a variety of flowers that filled the air with their sweet smell.
LESSON TARGETS

Getting Started and Listening
• Introducing theme
• Asking questions
• Listen for details
• Recall information

Phonics Fun: /ŋ / and /j/ sounds
• Identify and pronounce /ŋ / and /j/ sounds
• Spell and identify words with these sounds

Language Ladder: Connectors
• Understand the meaning and uses of connectors
• Use appropriate connectors in sentences

Reading: How Things Work
• Grasp meaning of words, phrases and sentences in context
• Answer comprehension questions

Understanding
• Answering comprehension questions
• Creating flow charts to explain the process

Vocabulary: Meaning in context
• Find out the meaning of a word using the context

Practicing Grammar
• Identifying connectors and their uses
• Using connectors in sentences

Speaking: Giving a short talk
• Understand what an outline is and how to make one
• Gathering information
• Using the outline to talk about how things work

Writing: Information piece
• Understand the structure and language features of an explanation
• Write an explanation

Plug-In: Punctuation for connectors
• Identify when to use comma before a connector
• Use comma before appropriate connectors

Celebrating Poetry
• Recite and summarize a poem

Poem Appreciation
• Answer comprehension questions

Enrichment
• zzz vvvvreciting the list of rules that should be followed in libraries

Project Work
• How does it Work?
<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 38)</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Activity 1 – Ask Questions</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Listening: How Things Work</td>
<td>• Listening for Details</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics Fun: /ŋ/ and /j/ sound</td>
<td>• Reading and sound identification (page 39)</td>
<td>Activity 1 (page 27)</td>
<td>1</td>
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<td></td>
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<td>• Exercise (Page 40)</td>
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<td></td>
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<td>• Activity 2 – Drink Hurray</td>
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<td>4</td>
<td>Language Ladder: Connectors</td>
<td>• Activity 3 - Conjunction Function</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Understand the genre</td>
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<td></td>
<td>• Group Reading</td>
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<tr>
<td></td>
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<td>• In-text comprehension practice</td>
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<td>6</td>
<td>Understanding</td>
<td>• Activity 4 – Flow Chart</td>
<td>Activity 2 (page 28-29)</td>
<td>2</td>
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<td>• Exercise (page 45)</td>
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<tr>
<td>7</td>
<td>Vocabulary: Meaning in Context</td>
<td>• Activity 5 – What’s so Silly?</td>
<td>Activity 3 (page 30)</td>
<td>1</td>
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<td>• Exercise (page 46)</td>
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<tr>
<td>8</td>
<td>Practising Grammar: Connectors</td>
<td>• Exercise (Page 47)</td>
<td>Activity 4 (page 31-32)</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Giving a Short Talk</td>
<td>• Gathering information</td>
<td></td>
<td>1</td>
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<td></td>
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<td>• Class presentation</td>
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<td></td>
<td>• Activity 6 – Question Me!</td>
<td></td>
<td></td>
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<tr>
<td>S.no.</td>
<td>Topic</td>
<td>Task</td>
<td>More to Do (Workbook)</td>
<td>Teaching Periods</td>
</tr>
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<tr>
<td>10</td>
<td>Writing: Information Piece</td>
<td>• Activity 7 – How or Why</td>
<td>Activity 5 (page 33)</td>
<td>1</td>
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<tr>
<td>11</td>
<td>Plug-in: Punctuation for Connectors</td>
<td>• Activity 8 – I want a Comma</td>
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<td>• Exercise (page 49)</td>
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<td>12</td>
<td>Celebrating Poetry</td>
<td>• Recitation and Comprehension</td>
<td>Activity 6 (page 34)</td>
<td>1</td>
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<td></td>
<td></td>
<td>• Summarization</td>
<td></td>
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<tr>
<td>13</td>
<td>Poem Appreciation</td>
<td>• Exercise (page 51)</td>
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<td>1</td>
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<td>14</td>
<td>Enrichment</td>
<td>• Exercise (page 52)</td>
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<tr>
<td>15</td>
<td>Project Work:</td>
<td>• How Does it Work?</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Communication: Articulating Thoughts, Listening Effectively
Logical thinking: Analysis

Teaching Trail

• Divide the students into groups of 4.
• Ask the groups to read the questions the 3 children are asking.
• Give them time to select any one question and discuss the answer to it.
• After they are done, ask them to share the answer with the class.

Activity 1: Ask Questions

Provide question cards to the students. Ask them to keenly observe their surroundings and notice the wonderful things around them. Ask them to think of any one question (like the three children) about the things around them and write in on their question cards.

I wonder:

________________________________________
________________________________________

Picture

Extension:
Ask the students to find answers to the questions they have written. They can write the answers on the other of their question cards.

Fascinating Science

UNIT 3

Do you observe things happening around you? Do you ask WHY or HOW they happen?

Asimov 021 is an autonomous robot, which means it can do certain tasks on its own. However, Asimov still depends on researchers for its maintenance. Asimov’s batteries need to be recharged every forty hours. Its leg and arm joints need to be oiled every week. Its two cameras are cleaned every day and the sensors are also recalibrated regularly. And let’s not forget that it runs on electricity, so we always make sure it stays away from water.
How Things Work

Listen to the facts about an autonomous robot and answer the questions that follow. Complete the given instructions manual of how to take care of Asimov.

a. Asimov’s batteries need to be _______ every _______ hours.
   b. Its _______ and _______ joints need to be oiled every week.
   c. Its two _______ are cleaned every day.
   d. Its _______ are recalibrated regularly.
   e. As it runs on electricity, it is kept away from _______.

Phonics Fun: /j/ and /ŋ/ Sounds

Read the following poem aloud and take note of the highlighted words.

An old tree in the yard sits
With roots long and strong.
This is as good as it gets,
Thinks a squirrel that comes along.
It brings its family and guests
And gives them a royal feast.
It thanks them in the end,
Then leaves and goes to sleep.

Learning Link
/j/ is a palatal approximant, /ŋ/ is a nasal sound, it is called the ‘velar nasal’.

The blue letters have the /j/ sound and orange letters have the /ŋ/ sound.

Answer Key

a. Asimov’s batteries need to be recharged every forty hours.
   b. Its leg and arm joints need to be oiled every week.
   c. Its two cameras are cleaned every day.
   d. Its sensors are recalibrated regularly.

As it runs on electricity, it is kept away from water.

Skills in focus

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

Critical Thinking: Making Connections, Making Decisions

Reading Café

Sound: /j/ palatal approximant,

Pronunciation: The sound is produced by raising the sides of the tongue to the roof of the mouth and voicing out through the mouth while lowering the back of the tongue. The air flows out through the centre, between the sides of the tongue.

Sound: /ŋ/ velar nasal,

Pronunciation: The /ŋ/ sound is made through the nose rather than the mouth. The sound is produced by curling the back of the tongue up against the back of the mouth so that it completely blocks the throat. Then voicing out through the nose.

Teaching Trail

- Read aloud the words: long, strong, think, bring, along, thank.
- Ask the students to identify the common sound in all these words.
- Demonstrate the /ŋ/ sound to the students; pronounce the sound and write the letters on the board.
- Explain the /j/ sound in the same way using the words yard, royal, yawns.
- Make the students pronounce both the sounds.
- Read the poem aloud, laying stress on the highlighted words. Then ask the students to read it aloud themselves.
Ask the students to stand in a circle along with you. One by one, they have to say a word with either the /ŋ/ sound or the /j/ sound. All the students should listen carefully and act as if they are drinking something if the word has the /ŋ/ sound or say ‘hurray’ if the word has the /j/ sound.

**Variation:**

In between you can say a word without any of the target sounds for which the students should do nothing.

**Answer Key**

anger (/n/); fingers (/n/); unicorn (/j/); yacht (/j/); hanger (/n/); singer (/n/); crayons (/n/) (/j/); yoga (/j/); jungle (/n/)

**THE MONSTER STORE**

You must explore the monster store!

We’ve got ping-pong balls and pointy horns!

Formulas to make your hair yellow and scary!

Dark potions to make you pink like a cherry!

Our books - they yell!

Teeth - so long we can’t even tell!

Thorny beds to help you dream!

Dreams that can make you scream!

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

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

**Communication (Written):** Using personal voice

**Teaching Trail**

- Ask the students what all things come to their mind when they listen to the word ‘connectors’.
- Accept all the logical responses like glue, pins, thread as they help to connect two things.
- Explain that even in language we use connectors to connect two ideas. They are also called conjunctions.
- Explain the meaning of conjunction as given on Page 41.
- Using the examples explain the various types of conjunctions as given on Page 41.
Activity 3: Conjunction Function

Make conjunction cards. Divide students into groups of 4. Give equal number of conjunction cards and slips of paper to each group. Give them 5 minutes to use the conjunctions in their own sentences and write them on the slips. Ask them to share their sentence slips with the next group. The next group has to identify if the conjunctions they have used, and then replace the conjunctions in the sentences without changing its meaning. Let the groups share the sentences with the whole class.

Critical Thinking: Making judgments

Communication: Showing reflection and growth through word choice, Providing Expression and Enthusiasm, Speaking Confidently

Collaboration: Organising and Gathering Team Materials, Suggesting/Accepting New Ideas

Teaching Trail

• Read the poem with the class.
• Ask the students to share what they wonder about. They can use the question cards from Getting Started.

Comprehension Questions

• What does wind stand for in windmill?
• What does mill stand for in windmill?
• What all things can a windmill do?
• Windmill is a compound word as it is made up of 2 words. Share two more compound words.
• How does a pinwheel work?
Comprehension Questions

- What is required to move a windmill? Is it the same to move a pinwheel?
- Why don’t we build windmills now?
- How does a wind turbine work?
- What does renewable source of energy mean?
- How are wind turbines harmful?

Integrated Learning

Talk to the class about popcorns. Popcorns are the most amusing snack that is liked by almost all. They are our best friends while watching movies. They were first found in Mexico in a cave known as the ‘Dry Cave’. Ask the class to find out how popcorns travelled from the cave to the microwave.
1. Number the steps of creating electricity through wind turbines in the correct order.
   a. Rotor starts turning as the blades turn.
   b. Moving shaft makes the generator spin.
   c. As the rotor moves, it turns the shaft.
   d. Powerful gusts of wind move the blades in a circular motion.
   e. Spinning generator generates electricity.

2. Complete the following sentences:
   a. __________ is located in China, it is called the Gansu wind farm.
   b. Many birds accidentally __________ and die.
   c. The Native Americans believed that __________ of corn.
   d. The kernel of corn is rigid and hard, so __________.
   e. The kernels that __________ “old maids”.

3. Answer the following questions:
   a. What are modern windmills called?
   b. Why are windmills important?
   c. What was the belief of Native Americans about popcorn?
   d. Which three conditions make it possible for a corn kernel to pop?
   e. What forms the white fluffy solid part of popcorn that we eat?

4. Think and answer.
   a. Why do you think people needed to build such complicated windmills to perform simple tasks like grinding grains?
   b. List other disadvantages of building large wind farms in addition to harming bats and birds? Find out using the Internet or take help from your parents.

Vocabulary Meaning in Context

Many a times, we stumble upon a new word while reading. Instead of looking into a dictionary every time, we can find out the general meaning of the word from its context.

Teaching Trail

Read questions. Direct the students to the sections of the text where they can find the answers. Ask students to share their response to the questions.

| Answer Key |
|------------|---|---|---|---|---|
| 1. a – 2 | b – 4 | c – 3 | d – 1 | e – 5 |
| 2. a. The largest onshore wind farm | b. hit the enormous blades of the turbines | c. spirit lived inside each kernel | d. it cannot expand | e. do not pop are called |
| 3. a. Modern windmills are called wind turbines. | b. Windmills are important because they provide a way to produce electricity without causing any pollution. | c. Native Americans believed that a spirit lived inside each kernel of popcorn. When heated the spirit grew angry and burst out of its home into the air. | d. Moisture inside the kernel, starch inside the kernel and the hard shell surrounding the kernel make it possible for a corn kernel to pop. | e. The starch granules in the kernel do not explode but expand into thin, jelly-like bubbles. When they cool down the bubbles fuse together and solidify forming the white fluffy solid part of popcorn. |
| 4. a. Answers may vary. Accept all appropriate responses. | b. Answers may vary. Accept all appropriate responses. Some of the disadvantages are: | | | |

- The energy produced by windmills must be stored in order to be used.
- The energy produced depends on the wind therefore it is an unstable source of energy.
- Wind farms produce a lot of noise thus adding up to the noise pollution.

Critical Thinking: Gathering information to solve a problem, Reflecting, evaluating and concluding

Communication: Speaking confidently, Utilizing clear and articulate speech

Creativity: trying new things

Activity 4: Flow Chart

Divide the class into groups of 4. Ask the students to draw a flow chart in their textbooks to explain how a windmill works and how popcorn pops. Have half of the groups work on the windmill flowchart and the rest half on popcorn. Let groups volunteer to share their flowchart.

Variation:

You can draw the flowchart on the board and write a couple of steps. Students can share the rest of the steps.
Recapitulate the topic using the table given on Page 47.

Ask students to find at least 2 sentences from the text that uses connectors.

Teaching Trail

- Write the sentence on the board given on page 46.
- Ask the students to tell the meaning of the word grind.
- Explain how we can find the meaning of a word from its context.
- Explain the meaning of the word grind as given on Page 46. Tell the dictionary meaning as well.
- Let students complete the task independently.

Activity 5: What’s so Silly?

Create a list of sentences with one silly word in each sentence. For example, I was running late, so I had to faulty. Read aloud or provide the sentences to the students. Have students work in groups to identify the real word from the words around and discuss its meaning. Ask the groups to share the words and meaning.

Answer Key

1. b. 2. a. 3. c. 4. d.
5. b. 6. d. 7. b. 8. a.

Reading Trail

Critical Thinking: Reasoning, Making connections, Reflecting, Evaluation and Concluding

Collaboration: Solving problems, resolving conflicts, Asking questions to the group

Skills in focus

Communication: Articulating: oral and written

Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

The sentences and words around the new words are called the context. The context contains clues and ideas related to the new word and they can lead us to the meaning of the new word.

A mill is a machine that grinds small, hard grains to make soft powdery flour. Can you guess the meaning of the word grind using the previous sentence? There are some clues in the sentence that point to its meaning. The words- hard grains to make soft powdery flour-suggest that to grind means to break something hard to make it soft and fine.

Now, look up a dictionary and find out the meaning of the word grind. How close were we to its dictionary meaning?

Tick the word that means the same as the underlined words.

1. Many studies claim that the first practical windmills were probably built in Iran.
   a. surely   b. most likely   c. never   d. strangely

2. Windmills became so popular that their use became widespread across the world.
   a. common   b. little   c. easy   d. expensive

3. If a popcorn kernel has small raptures, the steam inside will escape and the kernel will not pop.
   a. dents   b. spots   c. cracks   d. scratches

4. Windmills were first used in deserts where water was very scarce.
   a. salty   b. sweet   c. abundant   d. hard to find

5. Windmills can work ceaselessly without tiring.
   a. hardly   b. nonstop   c. easily   d. always

6. Windmills do not create pollution, but they are not entirely harmless.
   a. barely   b. dangerously   c. clearly   d. completely

7. Windmills are placed to lift.
   a. lifted   b. raised   c. lowered   d. sunk

8. While many businesses did well.
   a. did well   b. struggled   c. failed   d. closed

Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

1. a. We heat corn kernels in order to make popcorns.
   b. We built wind farms so as to produce electricity without causing pollution.
   c. The coal engines were expensive, so we started using diesel engine.
   d. Some popcorn kernels do not pop because they do not have enough moisture.
   e. The steam generated inside a popcorn kernel expands, thus the kernel explodes.
   f. Wind turbines do not cause pollution as they are powered by wind.

2. a. Asimov, the robot uses two cameras in order to see.
   b. Asimov is not waterproof, thus it is kept away from water.
   c. Its battery is charged regularly, for it uses a lot of power.
   d. Its sensors are calibrated so that it can stay balanced.
   e. Asimov can’t take care of itself, therefore scientists take care of it.
Practising Grammar A: Connectors

Different connectors have different uses.

<table>
<thead>
<tr>
<th>Connector</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore, so, thus</td>
<td>indicate effect</td>
</tr>
<tr>
<td>because, as, for</td>
<td>indicate reason</td>
</tr>
<tr>
<td>so that, so as to, in order to</td>
<td>indicate purpose</td>
</tr>
</tbody>
</table>

1. Combine the sentences using the type of connectors given in brackets.
   - a. We heat corn kernels. We make popcorn. (connector of purpose)
   - b. We built wind farms. We produced electricity without causing pollution. (connector of purpose)
   - c. The coal engines were expensive. We started using diesel engines. (connector of cause and effect)
   - d. Some popcorn kernels do not pop. They do not have enough moisture in them. (connector of reason)
   - e. The steam generated inside a popcorn kernel expands. The kernel explodes. (connector of cause and effect)
   - f. Wind turbines do not cause pollution. They are powered by wind. (connector of reason)

2. Connect the following using the correct connectors:

<table>
<thead>
<tr>
<th>Verb 1</th>
<th>Connector</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Asimov, the robot uses two cameras</td>
<td>1. so that</td>
<td>(i) it uses a lot of power.</td>
</tr>
<tr>
<td>(b) Asimov is not waterproof,</td>
<td>2. therefore</td>
<td>(ii) see.</td>
</tr>
<tr>
<td>(c) its battery is charged regularly</td>
<td>3. thus</td>
<td>(iii) scientists take care of it.</td>
</tr>
<tr>
<td>(d) its sensors are calibrated</td>
<td>4. in order to</td>
<td>(iv) it is kept away from water.</td>
</tr>
<tr>
<td>(e) Asimov can’t take care of itself</td>
<td>5. for</td>
<td>(v) it can stay balanced.</td>
</tr>
</tbody>
</table>

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

Creativity: Generating Original Ideas

Teaching Trail

- Read the question and explain what the students need to speak about.
- Explain how to make an outline by writing the headings, sub headings and important details like dates, ideas, names etc.
- Give preparation time to everyone. Provide access to the Internet or books.
- Ask students to explain one by one.

Activity 6: Question Me!

Based on the presentation, ask the students to ask a question to the speaker. One speaker should not be asked more than 3 questions. Instruct the students that the questions should be related to the topic, the process of collecting the data or the speaker's personal opinion or thoughts about it.

Activity time 7: How or Why

Ask students to write an explanation using the information they have collected for the Speaking Activity. Ask them to use the structure and features given on Page 48.

Writing Information Piece

There are times when we have to explain to someone how or why something happens. Your teacher may ask you to explain how water evaporates or your little sister or brother may ask you to explain how traffic lights work. Speaking or writing about how or why something happens is called an explanation.

**STRUCTURE**

**Title:** a question or phrase that indicates the purpose of the piece

**Introduction:**
- a few lines introducing the topic

**Main body:**
- 3-5 different points about your topic that you think are most relevant to your audience and will need to be explained

**Conclusion:**
- Summarize the information or end by listing various things that the readers can do after understanding the explanation

**LANGUAGE FEATURES**

- **How does a magnetic compass work?**
  - If you’re lost in the woods, your best chance of finding your way might be a tiny magnet.
  - A magnet is what makes a compass point north, the small magnetic pole in a compass is suspended in such a way that it can spin freely. The needle turns until one end points north and the other south, aligning itself with Earth’s magnetic field. One can usually figure out which end is which from the position of the Sun in the sky, remembering that the Sun rises in the east and sets in the west.
  - So, if a person is looking down on the floating needle at about noon, with the eye on the left and the point on the right, and the Sun in front, it’s understood that the point is indicating north.
  - Explorers and lost souls have been consistently getting a sense of direction with magnetic compasses for the best part of 900 years, so there must be something in them!

**Skills in focus**

- **Critical Thinking:** Identifying a problem, Gathering information to solve a problem, Making decisions
- **Creativity:** Generating original ideas, Using strategies to narrow the list of ideas

**Teaching Trail**

Discuss the structure and language features for writing an information piece using the explanation on Page 48.
Read aloud the sentences on Page 49. Pause at commas.

Ask the students if they noticed any difference.

Explain that some connectors come after a comma. Introduce those connectors.

Ask students to pair up and write a sentence using each connector and comma.

Ask the students to work in groups of 4. Give conjunction cards to each group. Ask them to pick one card at a time and see the conjunction. They have to write a sentence on a topic of their choice using only the conjunctions that come after a comma. Ask the groups to share their sentences with the class.

Variation:
You can give a list of topics based on the topics they have covered in their science class.

Answer Key
1. I lost my keys because I was careless.
2. I love basketball, but I can't play it every day.
3. I have to hurry, for I cannot be late.
4. I have completed my homework, so that I can play later.
5. The magician performed the trick successfully, yet the bunny didn't look happy.
6. I had a busy day today, so I will rest when I get back home.
7. I am worried because I forgot to complete my homework.
The Secret of the Machines

We were taken from the mine,
We were melted in the pit,
We were cast and hammered to design,
We were cut and filed to fit.
Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you twenty four hours a day!

We can pull and haul
And push and lift and drive,
We can print and plough
And weave and heat and light,
We can run and race
And swim and fly and dive,
We can see and hear
And count and read and write!

Do you want to turn a river in its bed,
Or plant a barren wilderness with wheat?
Shall we pipe aloft and bring you water down
From the never-failing cisterns of the snows,
To work the mills and tramways in your town,
And irrigate your orchards as it flows?

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

—Adapted from
The Secret of the Machines
by Rudyard Kipling

Skills in focus
Critical Thinking: Analysis, Making connections, Drawing Conclusions
Communicating: Articulating thoughts: oral and written

Teaching Trail

• Ask the students to read the title and discuss if machines can have secrets and what could it be?
• Read aloud the poem and then ask the students to read it silently.

Tell them to write one sentence that sums up each stanza. Ask relevant comprehension questions after the poem is read aloud:
• Who are ‘we’ in the poem?
• How are they created?
• Which lines tell us that the machines can work constantly?
• What all can they do?
• Can machines do everything on their own? Give reasons
• Who is the ‘your’ in the last line? What does ‘children of your brain’ mean?

Answer Key

1. a. ‘We’ are the machines in the poem because the title tells us that the poem is about machines.

b. The machines need to turn a river in its bed, plant a barren wilderness with wheat, bring water down from a great height, work the mills and tramways and irrigate the orchards.

c. ‘We’ can pull, haul, push, lift and drive.

d. The machines are building a dam in the third stanza.

{Please note: the word fourth is a misprint. The correct word is third.}

e. The machines mean that it is humans who give birth to them; they are creations of the human mind.

2. Open ended question.

3. Open ended question.

Critical Thinking: Analysis, Reasoning, Making judgments and inferences
Communication: Articulating, Valuing Contributions

Teaching Trail

- Read the rules and the poem along with the students.
- Ask: What did you understand?
- Ask the students to collaborate to make a list of rules to be followed in libraries. Participate in the process and help the students whenever necessary.

How Does It Happen?

As a whole class help students make a working model of a car, solar cooker, windmill or anything they like. Every student should be involved in one or the other thing of creating the model. Ask them to then write an explanation of how their model works and what it is about. Host a mini exhibition and have the classes present their models. For this ask the students to select 4 presenters from their class.

Library
- Quiet is the Way to Be
- Please Talk Softly
- Make the Choice
- Only use your indoor voice
- Libraries are full of joys
- But they can’t be full of noise
- It’s okay to look,
- And find a book.
- Then you can read
- At your own speed.

A Book Speaks
- When you drop me on the floor
- I get stepped on - my sides are sore:
- Turn-out pages make me groan;
- I feel dizzy if I’m thrown:
- Every mark and every stain
- On my covers gives me pain;
- Please don’t bend me, if you do
- I don’t want to talk to you.
- But we will both be friends together,
- If you protect me from the weather.
- And keep me clean so that I look
- A tidy, neat and happy book.

Now, for your library board, make a list of rules to be followed in libraries, and suggestions on how to take care of books.

PROJECT WORK

ENRICHMENT
Activity 1: Phonics and Spellings
1. yellow, onion, cube, mule, ring, fingers, wings, tongue

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<th>yec</th>
<th>Fang</th>
<th>Hunger</th>
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<tbody>
<tr>
<td>youth</td>
<td>view</td>
<td>hang</td>
</tr>
<tr>
<td>yard</td>
<td>thing</td>
<td>single</td>
</tr>
<tr>
<td>union</td>
<td>value</td>
<td>dangle</td>
</tr>
</tbody>
</table>

3. a. manageable b. traceable c. noticeable d. changeable
   e. bridgeable f. serviceable

Activity 2: Understanding
1. a. True    b. False   c. True    d. True
2. a. wind turbines b. pollution c. wind farm d. popcorns
3. a. moisture inside the kernel
   b. starch inside the kernel
   c. the hard shell surrounding the kernel
4. a. Windmills are important because they can produce electricity without causing any pollution. Also, wind is a renewable source of energy so we will never run out of wind energy.
   b. According to the Native Americans a spirit lives inside each kernel of popcorn. When heated, the spirit grows angry and burst pit of its home and into the air as a disgruntled puff of steam.
   c. A wind farm is a place where numerous wind turbines are erected to produce electricity. The largest onshore wind farm is located in China. It is called the Gansu wind farm.
   d. No, wind turbines are not entirely safe. They lead to the death of many bats and birds who accidently hits the enormous blades of the turbine.
5. a. ii    b. iii    c. ii    d. ii

Activity 3: Vocabulary
1. a. ii    b. iii    c. i    d. ii

Activity 4: Grammar
1. a. so – indicate effect    b. so that – indicate purpose
   c. for – indicate reason    d. in order to - indicate purpose
   e. thus - indicate effect    f. as - indicate reason
   g. because - indicate reason    h. so as to - indicate purpose
   i. in order to - indicate purpose
2.  a. because  b. in order to  c. in order to
d. for  e. so  f. for

3.  a. He keeps the cookies in the top cupboard because/as he wants to hide them from his younger brother.
b. Ravi has put on weight therefore/so he cannot fit into his shirt.
c. She wakes up early every day so that she can exercise in the morning.
d. The rabbit got out of his cage, thus/therefore the cage is empty.
e. The bird catches insects all day in order to feed its chicks.
f. They cannot go home as/because/for their bus has broken down.

4. I had spent all my money so I could not buy a chocolate bar.
   He put on his jacket as he felt cold.
   She has been here before, therefore she is leading the way.
   They talked in whispers so that they would not wake the baby.
   The cars changed lanes in order to make way for the ambulance.
   He could not play outside because it was raining.

**Activity 5: Writing**
Open ended question

**Activity 6: Celebrating Poetry**
1. a. Rudyard Kipling wrote the poem.
   b. The poem is about how machines are created and all the work they can do.
   c. The machines ask for water, coal and oil.
   d. Answers may vary. Accept all appropriate responses.
2. a. “We” are the machines.
   b. We are taken from the mine and melted in a pit. After that, they are designed by casting and hammering and then cut and filed to fit.
   c. “We” can work 24 hours a day if they are given a task.

**Activity 7: Comprehension**
1. a. actually  b. extremely  c. streaks  d. harmless
2. a. iii  b. i.  c. ii  d. iii
3. a. No, a shooting star is actually a meteoroid entering the Earth’s atmosphere.
   b. When meteoroids enter the atmosphere, they get extremely hot and vaporise. As the rocks start burning and breaking into small pieces, they create the bright and beautiful streaks of light that people love to wish upon. These streaks are called meteors.
   c. The spots on the moons are craters, or large holes, formed by meteoroids hitting its surface.
   d. A scientist wishes a meteoroid to fall on the ground so that he/she can study it.
LESSON TARGETS

Getting Started and Listening
• Connecting the theme with real life
• Listen for details
• Recall information

Phonics Fun: /ɔː/, /ɒ/ and /ʊ/ sounds
• Identify and pronounce /ɔː/, /ɒ/ and /ʊ/ sounds
• Identify the IPA symbol for these sounds
• Spell, identify and differentiate words with these sounds

Language Ladder: Prepositions
• Understand the meaning and types of prepositions
• Use appropriate prepositions to give directions

Reading: The Travels of Marco Polo
• Grasp meaning of words, phrases and sentences in context
• Answer comprehension questions
• Ask inferential questions
• Activate Previous Knowledge

Understanding
• Answering comprehension questions
• Understanding the explicit and implicit information given in the text

Vocabulary: Forming New Words
• Understand how are new words formed
• Form new words using different methods

Practicing Grammar: Prepositions
• Identifying types of prepositions
• Using prepositions in sentences

Speaking: Describing Pictures
• Observing a picture
• Describing the picture using the details shown

Writing: Informal Letters
• Understand the structure and language features of an informal letter
• Write an informal letter

Plug-In: Easily Confused Words
• Identify easily confusing words and their meanings
• Using easily confusing words in sentences

Celebrating Poetry: From A Railway Carriage
• Recite a poem with proper rhythm
• Answer comprehension questions

Enrichment
• Carrying out research
## SUGGESTED TEACHING PLAN

<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 53)  
        |                                    | • Activity 1 – Globe Trotters                                     | 1                 |
| 2     | Listening: Listen to Tour Guide    | • Listen to Tour Guide  
        |                                    | • Exercise (page 54)                                              |                  |
| 3     | Phonics Fun: /ɔː/, /ʊ/ and /u/ sounds | • Reading and sound identification (page 54)  
        |                                    | • Exercise (Page 54 and 55)                                        | Activity 1 (Page 37)  
        |                                    | • Activity 2 – Face Off                                              | 1                 |
| 4     | Grammar: Prepositions              | • Prepositions explanation  
        |                                    | • Activity 3: Move Ahead                                           | 4                 |
| 5     | Pre-reading Reading                | • Understand the genre  
        |                                    | • Group Reading                                                    |                  |
|       |                                    | • In-text comprehension practice                                    |                      |                 |
| 6     | Understanding                      | • Activity 4 – Spot the Preposition  
        |                                    | • Exercise (page 59 and 60)                                        | Activity 2 (Page 38-39)  
        |                                    |                                                                      | 2                 |
| 7     | Vocabulary: Forming New Words      | • Activity 5 – Hunt the Word  
        |                                    | • Exercise (page 61)                                              | Activity 3 (Page 40)  
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| 8     | Practising Grammar: Prepositions   | • Exercise (Page 62)                                                |                      |                  |
| 9     | Speaking: Describing Pictures      | • Present Confidently  
<pre><code>    |                                    | • Activity 6 – My Journey                                         |                  |
</code></pre>
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<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>10</td>
<td>Writing: Informal Letter</td>
<td>• Activity 7 – Letters Then</td>
<td>Activity 5</td>
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<td></td>
<td></td>
<td>• Exercise (page 64)</td>
<td>(Page 43)</td>
<td></td>
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<tr>
<td>11</td>
<td>Plug-in: Easily Confused Words</td>
<td>• Activity 8 – Don’t Get Confused</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 65)</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry</td>
<td>• Comprehension</td>
<td>Activity 6</td>
<td>2</td>
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<td></td>
<td></td>
<td>• Reading with Rhythm</td>
<td>(Page 44)</td>
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<tr>
<td>13</td>
<td>Poem Appreciation</td>
<td>• Exercise (page 66)</td>
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<td>2</td>
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<td>14</td>
<td>Enrichment</td>
<td>• Exercise (page 67)</td>
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<td>15</td>
<td>Project Work</td>
<td>• Itinerary Exhibition</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Communication: Articulating Thoughts, Listening Actively, Asking questions
Creativity: Improving upon ideas, trying new things

Teaching Trail

- Ask the students to read the questions given on Page 53 and answer each one.
- Then, ask them to share their answers with their partners.

Activity 1: Globe Trotters

- Divide the students into 5 to 6 groups. Give a globe to each group.
- Ask the students to work in groups to find out the place they wrote about on the globe.
- Ask them to then prepare an itinerary of that place listing some interesting places to visit, food to eat and activities to do. Give them access to the Internet, travel magazines or books. (This can be assigned as homework.)

Answer Key

Sample Answer

Campbell Bay

1. The place is located in Andaman and Nicobar Islands, India.
2. A friend told me about this place.
3. I want to visit the Campbell Bay National Park.
4. I would use a boat to reach there.
5. I would like to stay there for at least a week.

Welcome to Scotland! I am your tour guide and let me brief you the itinerary. We will meet at the hotel lounge at 9 a.m. tomorrow. Then, we’ll head out to Edinburgh Castle at 10 a.m. We can explore the castle till 1 p.m. After that, we’ll go for a hike at Arthur’s Seat. After the hike, we’ll proceed to have lunch. At 3.30 p.m., we will set out for Calton Hill, which is a world heritage site. We can see a host of historic structures at the top. The next day, we will have a day trip to Fort William, I will brief you on it later. Enjoy your stay with us!
The Travels of Marco Polo

Listening

Listen to a tour guide briefing a group of tourists. Tick the correct option.

a. The tour guide will meet the tourist at ____________
   i. the airport       ii. the hotel lounge
   iii. the hotel restaurant

b. The first destination will be ____________
   i. Calton Hill       ii. Loch Ness
   iii. Edinburgh Castle

b. The second destination will be ____________
   i. Arthur's Seat      ii. Melrose Abbey
   iii. Edinburgh Castle

iv. Calton Hill

c. ____________ has a host of historic monuments.
   i. Fort Williams      ii. Edinburgh Castle
   iii. Arthur's Seat

Skills in focus

Skills in focus

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

Critical Thinking: Making
Connections, Making Decisions

Reading Café

Sound: /ɒ/

Pronunciation:
• To produce the /ɒ/ sound we put our tongue low and at the back of the mouth and lightly push the lips together while making a short voiced sound.
• The mouth is little opened while producing /ɒ/ sound.

Sound: /ɔ:/

Pronunciation:
• To produce the /ɔ:/ sound put we put the tongue low and at the back of the mouth then lightly push the lips together while making a long voiced sound.

Sound: /ʊ/

Pronunciation:
• To produce the /ʊ/ sound lips are rounded, and the centre and the back of the tongue is raised towards the soft palate.

Answer Key

a. ii. the hotel lounge
b. iii. Edinburgh Castle
c. i. Arthur's Seat
d. iv. Calton Hill

Teaching Trail

- Ask the students to read the words in the box one by one and notice the similarity in the middle sound of the same coloured words.
- Explain each sound and its IPA symbol using the information given on Page 54.
- Rehearse the sounds with the students. Ask them to again read the words in the table.
- Read aloud the sentences and ask the students to repeat after you.
- Ask them to do the exercise independently.

Differentiated Learning:

Assign different tasks to students based on their learning capabilities.

Level 1: Read aloud the words with the target sounds correctly.

Level 2: Make more words with the target sounds.

Level 3: Write homonyms of the words with the target sounds like would and wood.
Divide the students into 6 teams. Two teams will play against each other. Assign one target sound to each pair of teams. They have to take turns and say a word with the target sound but no one can take more than a few seconds to say the word. Tell them that when you will ring a bell they need to stop. Assign different sounds this time for each pair. Repeat until each pair gets a chance to say words with each sound.

Activity 2 – Face Off

Divide the students into 6 groups. Provide chart papers and coloured pens to each group. Draw a line to divide the chart into two equal horizontal parts. Ask the students to draw or mark two places such as school, home, museum and hotel at two different corners of the first half of the chart paper. They make an imaginary map that shows the way from one marked place to the other. They also write the directions to go from one place to another in the second half. Have students share their map with everyone.

Activity 3: Move Ahead

Collaboration: Solving problems
Creativity: Using strategies to narrow the list of ideas
Communication (Written): Using appropriate tone and vocabulary for the intended audience

Rules in focus
• Keep an object like a bottle on the table and ask the student: Where is the bottle?
• Then keep it under the table, near something, in between something and ask the same questions.
• Discuss how these words on, under, near and in between tell us about the position of the object.
• Introduce and explain the types of prepositions using the examples given on Page 55.

Prepositions of Time

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>at 11:00 a.m. (clock times), at night, at noon, at midnight, at sunrise, at sunset</td>
</tr>
<tr>
<td>on</td>
<td>on Sunday (days), on 5th May (dates), on my birthday, on a holiday, on next weekday, on last weekend</td>
</tr>
<tr>
<td>in</td>
<td>In 1985 (years), in March (months), in 3 weeks, in winter (seasons), in the morning, in the evening</td>
</tr>
<tr>
<td>since</td>
<td>from a particular time in the past until now- I have been living here since 2014.</td>
</tr>
<tr>
<td>for</td>
<td>for a length of time- I have been living in Delhi for 3 years.</td>
</tr>
<tr>
<td>ago</td>
<td>used for a time earlier than now- I shifted to Delhi 3 years ago.</td>
</tr>
</tbody>
</table>

The following words make the /a/ sound. Fill in the blanks with the correct letters to complete them.

1. hot got ball shawl slot mall cross
   pot crawl sore mock socks saw small

2. a. could     b. hook    c. hood         d. should    e. good      f. would

Answer Key

Language Ladder: Prepositions

Prepositions tell us about the position of things. They have many other functions, they can talk about movements and time.

Learning Link

- Into tells about the movement of an object/person.
- In tells about the position of an object/person.
- At, on and in also talk about the position of things.
Variation:
Discuss directions from school to a nearby place which every student would know.

Pre-reading:
The map shows distance between Italy and China. A distance of more than seven thousand kilometres separates both the countries.
- How do you think people in the past travelled such long distances?
- How long would people have taken to travel this distance?
- What difficulties would they have faced on such long journeys?

Reading:
More than 700 years ago a warship commander of Venice, Marco, was captured by the rival city. He was put in a prison where he met a fellow prisoner and writer named, Rustichello. As the two men became friends, Marco told him about his time in Asia, what he had seen, where he had travelled and what he had accomplished. Rustichello found the stories so interesting that he wrote them down. They were eventually published as a book called 'The Description of the World', later known as 'The Travels of Marco Polo'.

Marco Polo was born in the year 1254 to a wealthy Venetian merchant family. Polo’s mother died when he was young. His father, Niccolo and his uncle Maffeo, were successful jewel merchants. They were in China for much of Polo’s youth.

In 1269, Niccolo and Maffeo returned to Venice and met Marco for the first time. In 1271, the Polos decided to travel to China again. This time, 17 year old Marco accompanied them. During those times a journey from Europe to China took a very long time. First, the Polos took a ship across the Mediterranean Sea.

Comprehension Questions
- Whom did Marco meet in the prison? Who was he?
- What did Rustichello find interesting?
- What were the names of the book?
- Was Marco’s father in Venice when he was born? How do you know?

Skills in focus:
Critical Thinking: Making judgments and inferences
Communication: Asking questions

Teaching Trail:
- Ask the students to observe the map. Read aloud the text in bold.
- Ask the students to pair up and share their response to the questions with each other.

Creativity: Generating Original Ideas
Logical Thinking: Analysis, Reasoning, Making Connections; Determining relationships;
Communication: Listening Actively

Teaching Trail:
- Before the students start reading, ask them what they know about Marco Polo.
- Ask the students read the text silently. As the students read the text:
  » explain difficult words and bring student’s attention to the highlighted words
  » take breaks and ask relevant comprehension questions

Page 56
Comprehension Questions
- Whom did Marco meet in the prison? Who was he?
- What did Rustichello find interesting?
- What were the names of the book?
- Was Marco’s father in Venice when he was born? How do you know?
Comprehension Questions

- How did the Polos reach China?
- Which word is used to describe Marco?
- What was the biggest challenge for the Polos to reach China? Why?
- Where did Marco get his stories from?

Marco was very 
*observant* and thus he paid keen attention to everything. He met people of many different religions and learnt new things throughout his journey. He learnt Mongolian, Persian and Turkish. He was the first European to come across the desert in Persia, then travelled through parts of central Asia and soon reached the Silk Road, a famous travel route.

His book ‘The Description of the World’ makes special mention of his time in China (Mongol Empire) and the *khana* inventions he saw there. It told Europeans how paper money was used in China while the rest of the world used heavy metal coins, the same paper was used to make kites that were used to measure the wind at the narrowest point it takes a month to cross it. It consists entirely of mountains and sands and valleys. There is nothing at all to eat.”

Finally, after four years of travel, the Polos reached China and met the Emperor Kublai Khan, who was staying at his summer palace, known as Shanglu. The Polos lived in China for the next 16 years. Nicolai and Maffeo Polo were granted important positions in Kublai’s court. Marco impressed Khan with his tales, and soon he was employed as his special envoy. As a result, Marco was sent to far-flung areas of Asia never before explored by Europeans.

The Polos’ journey to China brought them face to face with many challenges. Perhaps the biggest of them was going through one of the largest deserts of the world - the Gobi desert in Asia, Marco later described it as, “This desert is reported to be so long that it would take a year to go from end to end and

Comprehension Questions

- How many years did the Polos take to reach China?
- Whom did they meet in China?
- Was their trip successful? How do you know?
- What impressed Khan about Marco?
- Where was Marco sent?

Comprehension Questions

- What all inventions did Marco see in China?
- How did the Polos reach Venice?
- What difficulties did the Polos face after returning to their native land?
- What made Marco a celebrity?
- Why did people not believe in Marco’s stories?
- What did Marco say about his stories when he was dying?
Integrated Learning
Talk to the class about the Silk Road. Link for reference: https://kids.kiddle.co/Silk_Road

Activity 4: Spot the Preposition
Ask the students to glance through the text and find as many prepositions of movement and time as they can. Tell them to make a list in their notebooks. Now, use these prepositions in the own sentences. All their sentences should have the name ‘Marco Polo’.

Critical Thinking: Gathering information to solve a problem, Reflecting, evaluating and concluding; judgements and inferences
Communication: Speaking confidently, Utilizing clear and articulate speech, Providing expressions and enthusiasm

Skills in focus

2. Based on your reading of the chapter, tick the things that Marco saw in China for the first time. Write their names as well.

   - [ ] feathers
   - [ ] compass
   - [ ] firecracker
   - [ ] coal
   - [ ] kite
   - [ ] paper money

3. Answer the following questions:
   a. What languages did Marco Polo learn during his journey?
   b. What was the name of the book that contained stories about Marco’s journey? Who wrote it?
   c. Why was the Gobi desert one of the greatest challenges faced by the Polos during their journey to China?
   d. What did Marco Polo see in Georgia?
   e. Which route did the Polos take to return to Venice? How long did the return journey take?

4. Think and answer:
   a. Why do you think many people of Venice refused to believe Marco’s stories?
   b. Why do you think people did not know much about other countries in the past?

   Vocabulary: Forming New Words

Borrowed Words
The word ‘jungle’ is used in English as well as in Hindi because ‘jungle’ is a borrowed word.

When people from different cultures mix and interact, they adopt words from other languages and this is how we get borrowed words.

Borrowed words are words that have been taken from other languages.

The words saffron, coriander, coffee and algebra have been borrowed from Arabic.
The words ketchup, tea, teflon and ginseng have been borrowed from Chinese.

4. a. Many people of Venice did not believe in Marco’s stories because they were so unfamiliar and strange for them. The people in Venice did not get a chance to travel and see other places; hence it was difficult for them to believe in what Marco saw.

   b. People did not know much about other countries in the past because of lack of good transport and communication. It was not as convenient and simple to travel to different places as it is now. The journeys used to be too long and dangerous. Moreover, there were no phones to connect with people from different countries.

Answer Key
1. a. False b. False c. True
d. True e. True
2. firecracker, coal, kite, paper money
3. a. Marco learnt Mongolian, Persian and Turkish during the course of his journey.
b. The name of the book was ‘The Description of the World’. It was written by a writer named Rustichello.
c. The Gobi desert was one of the greatest challenges faced by the Polos, because it is one of the largest deserts of the world. Marco described it thus, “This desert is reported to be so long that it would take a year to go from end to end and at the narrowest point it takes a month to cross it. It consists entirely of mountains, sands and valleys. There is nothing at all to eat.
d. Marco Polo saw petroleum in Georgia. He learnt that the people of Georgia used it to soothe their skin.
e. The Polos took a sea route known as the Spice Route. It took them along the coast of Malaysia, Sumatra, Sri Lanka and India. It took them 2 years to reach Venice.
Communication: Articulating: oral and written
Critical Thinking: Reasoning, Making connections, Reflecting, Evaluation and Concluding

Teaching Trail

- Explain how new words are formed using the information and example given on Pages 60 and 61.
- Ask the students to go through the examples again.
- Provide dictionaries and ask students to do the exercises independently.

Activity 5: Hunt the Word

Divide the students into 3 groups. Assign one way through which new words are formed to each group. Ask the groups to use anything they can to look for as many new words as they can and make a list. Give them some time to find the words. After the time is finished ask each group to share their words. Have a new words corner and ask students to use these words in their daily conversation.

Differentiated Learning

Level 1: Use new words in their own conversations.
Level 2: Find the most common and famous new words people use these days.
Level 3: Find the meanings of such words and make sentences using them.

Blended Words

When a word is formed by combining two words it is called a blended word. We often remove some letters of the original words to form blended words.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>lunch</td>
<td>brunch</td>
</tr>
<tr>
<td>spoon</td>
<td>fork</td>
<td>spark</td>
</tr>
<tr>
<td>emotion</td>
<td>icon</td>
<td>emotion</td>
</tr>
<tr>
<td>biography</td>
<td>picture</td>
<td>biopic</td>
</tr>
<tr>
<td>cybernetic</td>
<td>organism</td>
<td>cyborg</td>
</tr>
</tbody>
</table>

Clipped Words

Some new words are formed when old words are shortened. Words formed this way are called clipped words.

For example:

<table>
<thead>
<tr>
<th>Old word</th>
<th>New word</th>
<th>Old word</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertisement</td>
<td>ad</td>
<td>telephone</td>
<td>phone</td>
</tr>
<tr>
<td>omnibus</td>
<td>bus</td>
<td>aeroplane</td>
<td>plane</td>
</tr>
<tr>
<td>examination</td>
<td>exam</td>
<td>refrigerator</td>
<td>fridge</td>
</tr>
<tr>
<td>influenza</td>
<td>flu</td>
<td>pantaloon</td>
<td>pants</td>
</tr>
</tbody>
</table>

1. The following words are the borrowed words. Work out their meaning and look them in a dictionary to see if you are correct.
   a. century - ________  b. telescope - ________
   c. fracture - ________  d. micrometer - ________
   e. telescope - ________  f. microscope - ________

2. Form new words by blending the pairs of words given below.
   a. night + landscape    b. city + landscape
   c. electronic + mail    d. walk + marathon
   e. work + marathon      f. Europe + Asia

3. Form clipped words from the following.
   a. Mathematics - ________  b. laboratory - ________
   c. microphone - ________  d. champion - ________
   e. doctor - ________      f. hippopotamus - ________
   g. rhinoceros - ________  h. necktie - ________

Answer Key

1. a. a period of 100 years
   b. a device that makes distant objects appear nearer
   c. cracking or breaking of a hard object
   d. an instrument that measures small distances
   e. an optical object that makes distant objects appear nearer
   f. an optical object used for seeing very small objects

2. a. nightscape    b. cityscape    c. e-mail
   d. walkathon    e. workathon    f. Eurasia

3. a. maths    b. lab    c. mic
   d. champ    e. doc    f. hippo
   g. rhino    h. tie
Practising Grammar: Prepositions

Let’s Catch Up

• Through, along, across, towards, into, up and down talk about movements.
• At, on, in, since, before and ago talk about time.

1. Fill in the blanks with the correct preposition. Also write M for preposition of movement and T for preposition of time.
   a. Marco travelled _______ (through/along) the silk road to China.
   b. He sailed _______ (up/across) the Mediterranean Sea.
   c. He left for China _______ (by/on) the year 1271.
   d. Marco went _______ (along/through) many small villages.
   e. He slowly made his way _______ (towards/across) his destination.
   f. Marco returned home _______ (before/after) twenty-four years.
   g. He died _______ (on/in) 8 January 1324 in Venice.
   h. He died _______ (in/at) the evening.
   i. It has been more than seven hundred years _______ (ago/since).
   j. Marco made his journey _______ (since/after) he finished his journey.

2. A group of travellers is on an expedition. Identify the travellers from the preposition describing their movements. Write their names in the pictures.
   David is walking through a dense forest. Priya decides to swim across the river. Prerna is running down the mountain. Ben is making his way towards the mountain. Ali walks up the mountain to reach its peak. Adi is walking along the river.

Skills in focus

Critical Thinking: Analysis, reasoning, Making judgments; Proposing multiple solutions to a problem; Reflecting, evaluating and concluding

Communicating: Articulating

Teaching Trail

• Recapitulate prepositions using the Let’s Catch Up box given on Page 62.
• Ask students to find at least 2 sentences from the text that use prepositions.

Answer Key

1. a. along M b. across M c. in T d. through M e. towards M f. after T g. on T h. in T i. since T j. after T

2. Answer provided in the picture.

Skills in focus

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

Collaboration: leading group, generating original ideas

Speaking: Describing Pictures

Helping Hand

1. Start by mentioning what is in the picture. You can begin by saying:
   • In the picture I can see ...
   • There’s ...
   • The picture shows ...
   • It looks like (when something is not clear)
2. Say what is happening in the picture. Use the present continuous tense for this.
3. Talk about what is where. Use prepositions like:
   • near/for • top/bottom
   • next to • in front of/behind
   • left/right and so on.
4. Say what you think about the picture. Use phrases like:
   • The picture makes me think of ...
   • I like (or don’t like) it because ...

Observe the picture carefully and describe it to the class.

Activity 6: My Journey

Ask students to share about their most memorable journey with their friends. Tell them to talk about where they went. With whom, how, what did they do there? What made it the most memorable journey? And so on. Ask them to use past tense and prepositions correctly.
• Ask the students to read the informal letter given on Page 64.
• Discuss with them the structure of the letter.
• Read the question and explain what is to be done.
• Ask the students to write their informal letter in their notebooks.

Divide students into groups of 5 to 6. Give them some time to discuss and find out:
• What was the mode of communication in 19th century? Was it effective?
• What equipment did people used to write letters then?
• How did they send letters to their friends or relatives?
• How did they protect secret or confidential matters?
Have each group present their findings.

Critical Thinking: Identifying a problem, Gathering information to solve a problem, Making decisions and determining relationships, Reflecting, evaluating and concluding,

Communication: Using personal voice, Reflecting and evaluating

Teaching Trail

• Write on the board: Will they go to there house for completing the project?
• Ask: Is the sentence correct? What is wrong in it?
• Introduce some confusing words as given on Page 64 and 65.
• Ask the students to do the exercises independently.

Answer Key
1. a. There  b. their  c. than  d. then  e. their  f. Their
2. a. It’s been more than seven hundred years since Marco Polo went on his journey.
   b. Marco Polo relied greatly on Kublai Khan’s favour, whose help he needed to live in China.
   c. Correct.
   d. Marco also described the Gobi desert and its vastness.
   e. Correct
   f. The distance Marco Polo travelled was very long, it’s been calculated to be around twenty four thousand kilometres.
   g. Correct
   h. Marco’s uncle, whose name was Maffeo also travelled with him.
Have students work in groups of 5. Provide access to the Internet. Ask them to look for instances where a confusing word was used wrongly which changed the meaning of the sentence completely. Ask each group to find at least one such instance. Let them share their findings with all. You can also assign the confusing words to each group to avoid any confusion.

**Variation:**
Students can create advertisements using a wrong confusing word to make it hilarious.

---

**Answer Key**

1. a. The poet sees ditches, houses, bridges, horses and cattle in meadows. He spots painted stations, hills and plains, a child, a tramp, daisies, cart, mill and river.

   b. The child was clambering, scrambling and gathering brambles all alone

   c. The poet sees the man with load on the road.

   d. i. faster than fairies, faster than witches

   ii. And ever again, in the wink of an eye

2. as thick as driving rain and charging along like troops in a battle

3. /ɒ/ sound: all, horses

---

**Critical Thinking:** Analysis, Reasoning, and inferences

**Communicating:** Articulating

**Creativity:** Generating original ideas

**Teaching Trail**

- Ask: What all do you see from a railway carriage?
- Let students share their responses.
- Read the poem aloud.

**Reading**

- Read the poem in haste to represent the speed of the train and feel its rhythm. Ask comprehension questions after the poem has been read aloud:
  » What is the poem about?
  » Which magical creatures does the poet compare the speed of the train with?
  » Name any 4 things the poet sees from the railway carriage.
  » What does the last line of the poem imply?
  » What is the child doing?
  » The poet has used a simile in the poem. What is it?
Explain what research means using the text on page 67.
Provide access to the Internet or encyclopaedias and ask students to do their research.
Ask them to write the answers in the space provided.

Answer Key
Open ended question. Sample
Name: Ferdinand Magellan
1. No, I did not know about him.
2. He was born on 3 February 1480 in Sabrosa, Portugal.
3. He is famous for leading the first circumnavigation of the Earth.
4. He organised the expedition to the East Indies that later resulted in the circumnavigation of the Earth. He was the first to travel to Asia from Europe by the West.
5. Magellan was a skilled sailor and naval officer. He was selected by King Charles I of Spain to search for a westward route to the Maluku Islands (the “Spice Islands”). He commanded a fleet of five vessels for his expedition.
6. He faced a series of storms and mutinies but managed to reach his destination.

ENRICHMENT
A research is a careful study of something to learn more information and facts about it. While researching about someone famous you can prepare a list of some questions that will guide your research.

Research about the life and achievements of Ferdinand Magellan. You can find the information by surfing the Internet or reading an Encyclopedia of explorers.

Name: ________________________________

1. Do you already know about him? What do you know?

2. When and where was he born?

3. What is he famous for?

4. What are his accomplishments?

5. Why did he do these things?

6. What difficulties did he face?

PROJECT WORK
Itinerary Exhibition
Ask each group to exhibit the itineraries they made for the getting started activity. Have the students walk around and look at all the itineraries. Give them some post it slips or slips of paper. Ask them to write any comment or question they have regarding the itinerary, the place or any detail and keep it along the itinerary. When all the students have had a fairly good look at all the itineraries, ask the groups to check the comments and questions they have. Ask them to answer the questions and thank everyone.

Variation:
Ask the groups to present their itineraries one by one in front of the class.
Workbook Answer Key

Activity 1: Phonics and Spellings
1. ball four wood book pot top box fork
2. | /ɔ:/ | /ɒ/ | /ʊ/ |
   | waterfall | hot | took |
   | warm | forgot | put |
   | walk | lot | bush |
   | hallmark | | wolf |
3. a. wives  b. lives  c. shelves  d. elves  e. halves  f. calves

Activity 2: Understanding
1. a. False  b. True  c. False  d. True
2. a. Rustichello wrote the book about Marco’s journey to China.
   b. The name of Marco’s uncle was Maffeo.
   c. Marco learnt Mongolian, Persian and Turkish on his journey.
   d. The biggest challenge faced by Marco during his journey to China was to go through one of the largest deserts of the world – the Gobi Desert.
3. a. ii 17  b. i Mediterranean
   c. iii caravan  d. i Gobi
4. a. Marco saw how paper money was used in China while rest of the world used heavy metals. He also saw how black stones were mined from the mountains and used as fuels.
   b. Marco Polo took the sea route known as the Spice Route. The route took him along the coast of Malaysia, Sumatra, Sri Lanka and India. After travelling for 2 years he reached his home.
   c. No, everyone did not believe in Marco’s stories. They found his stories unfamiliar and strange. They did not travel and had no idea of how things work in the rest of the world, so they found his stories to be a work of fiction.
   d. Polos were away from their home for 24 years. When they returned they struggled to speak their mother tongue and even their relatives were not able to recognize them.
5. a. Coal is a black stone used to make fire. Marco did see the same thing on his journey.
   b. The decision to return home did not please Kublai Khan.
   c. This tells us that Kublai Khan was fond of and dependent on the Polos.

Activity 3: Vocabulary
1. emoticon, smog, biopic, spork, brunch, Eurasia
2. b. cab  c. champ  d. gym  e. hippo  f. lunch
3. caravan, coffee, saffron, algebra, tea, ketchup, litchi, ginseng
Activity 4: Grammar
1. a. through   b. through   c. up   d. down   e. along   f. across   g. towards
2. Answers may vary. Accept all appropriate responses.
   Sample responses
   a. He is sliding down the slide.
   b. He is plunging into the pool.
   c. The children will go through the gate.
   d. The girl is trying to walk across the road.
3. a. at   b. for   c. on   d. since   e. in   f. ago
4. a. 17 December 1903   b. 10:35 am   c. 12 seconds
   d. the front   e. 121 years

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

Activity 6: Celebrating Poetry
1. a. The poet is Robert Louis Stevenson.
   b. (Answers may vary) The narrator sees a child, daisies and cart.
   c. a short look
   d. he is looking at them through a moving train
2. a. train   b. troops   c. cart   d. eye

Activity 7: Comprehension
1. a. heritage   b. peaceful   c. calm   d. ancient
2. a. iii) everyone knew everyone else and the staff was friendly
   b. i) ferry
   c. ii) least populated
   d. iii) with family
3. a. The writer learnt that the Hawaiian people are friendly and warm people. Their pace of life
does not match with that of the city as they do things at their own slow pace.
   b. The island is known for its heritage. It is known to be the birthplace of the famous Hawaiian dance, hula.
   c. The writer saw the Kolo Wharf where pineapple plantation once flourished. They also saw ancient rock barriers that were made to keep fish.
   d. The writer called the vacation memorable because it gave the writer a chance to slow down and adopt the pace of the locals. The writer did not feel like they were just visiting the place; they felt as if they had become a part of the place.
4. a. There was only one hotel on the island, so there was no crowd of tourists.
   b. The water was pleasant, calm and only a few feet deep.
**LESSON TARGETS**

**Getting Started and Listening**
- How to get through difficult situations in life
- The qualities we need to handle such situations
- Recall information

**Phonics Fun: θ and ð sounds**
- Read a poem and learn how words are pronounced
- How to pronounce θ and ð sounds
- Circle the θ sound words and underline the ð sound words

**Language Ladder: Tenses**
- Understand what is the past, present and future tense
- Differentiate between simple past, simple present and simple future
- Understand the usage of past continuous and present continuous
- Understand the usage of past perfect and present perfect

**Reading: Helen Keller**
- Grasp the meaning of words, phrases and sentences in context
- Infer character traits through events as they unfold
- Understand how a differently-abled person overcame challenges
- Silent reading

**Understanding**
- Recall and answer
- Make inferences based on comprehension of the text

**Vocabulary: Words Web**
- Identify target words and words related to them
- Understand the meaning of the target word
- Identify which part of speech the target word is
- Identify its synonyms and antonyms

**Practising Grammar: Tenses**
- Identify and use the correct verb forms and tenses in sentences
- Rewrite sentences by changing the tenses

**Speaking: Discussing a Story**
- Discuss what a story teaches us
- Form opinions about a story
- Learn what others think of a story

**Writing: Biography**
- Research about a person and write a biography in story form
- Frame a biography from given notes

**Plug-In: Brackets**
- Learn when to use brackets
- Use brackets correctly in writing
- Rewrite sentences putting the extra information in brackets

**Celebrating Poetry: How the Little Kite Learned to Fly**
- Critically analyse the poet's thoughts about overcoming fear
- Identify rhyming words in the poem

**Enrichment**
- Personality Development
<table>
<thead>
<tr>
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<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<td>4</td>
<td>Grammar: Tenses</td>
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<td>how to use them in simple, perfect and</td>
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<td>continuous forms</td>
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<td>6</td>
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<td>• Activity 5: What Do They Have in Common?</td>
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<td>7</td>
<td>Vocabulary: Word Web</td>
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<td>Practising Grammar: Tenses</td>
<td>• Exercise (Pages 75 &amp; 76)</td>
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<td>9</td>
<td>Speaking: Discussing a Story</td>
<td>• Activity 7: Making a Story</td>
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<td>Task</td>
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<td>Teaching Periods</td>
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<td>10</td>
<td>Writing: Biography</td>
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<td>• Activity 8: Checklist</td>
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<td>11</td>
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<td>Celebrating Poetry: How</td>
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<td>1</td>
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<tr>
<td></td>
<td>the Little Kite Learned</td>
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<td>to Fly</td>
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<tr>
<td>13</td>
<td>Poem Appreciation</td>
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</tr>
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<td>14</td>
<td>Enrichment</td>
<td>• Activity 9: We Are All Able!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Work:</td>
<td>• Research about a renowned disabled person in any field</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of sports, literature or the performing arts and write</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a brief biography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Communication:** Listening actively, using clear and articulate speech  
**Creativity:** Improving upon ideas  
**Critical Thinking:** Reflecting, evaluating and concluding, making decisions and determining relationships

---

### Activity 1: Who's Inspiring?

Give each student a writing card. Ask them to write the name of any person they admire the most and why they think that person is inspiring. It could be a well-known personality in any field who has overcome hardships to achieve what he or she wanted in life or it could even be someone they know who has worked despite the odds to achieve success. Tell them they must include a couple of qualities of that person. Allow students to exchange their notes.

### Teaching Trail

- Ask the students to sit in pairs.
- Ask them to identify the positive qualities among those given in the circle.
- Allow them to discuss their findings with their partners.

---

### Answer Key

Looking for solutions, being patient, adapting to the situation, cooperate and flow with the situation, understanding the situation

---

### Sonam Wangchuk

Sonam Wangchuk was born in the Leh district of Jammu and Kashmir. He was 9 years old when he went to school. He did not know Hindi and English, so could not understand his teachers. When he grew up, he realised many students from the Himalayas, like him, cannot connect to the languages used in books and schools. So, he founded a school named, SECMOL to bring educational reform in Ladakh. His school and teaching method became successful in Ladakh. Later, the government asked for his help to make the education policy of the state. In the year 2014, he invented the ice stupa for storing water that could be used by farmers during the dry season.
Sonam Wangchuk went to school when he was 9 years old.

Sonam didn't know Hindi and English when he was a child.

He founded SECMOL to bring educational reform in Ladakh.

The government asked his help to make the education policy of the state.

In the year 2014, he invented the ice stupa for storing water.

**Skills in focus**

**Communication:** Speaking confidently, providing expression and enthusiasm

**Teaching Trail**

- Read the brief poem aloud emphasising the words where the ’th’ is pronounced differently.
- Ask students to think of more different sounding ‘th’ words.
- Write a few correct words that the students come up with on the board.
- Ask the class to read the words aloud and check their pronunciation to see if they have understood the difference.
- Tell them the IPA symbols for both ‘th’ sounds: /θ/ and /ð/.
- Ask them to make sentences with at least four such words in their notebooks: two with the /θ/ sound and two with the /ð/ sound.

**Activity 2: That’s the Thing to Think About**

Divide the class into five groups. Ask each group to make as many words they can think of using /θ/ and /ð/ sounds. The group that comes up with at least 10 words of each kind first is the winner.

**Variation:** Write down a couple of fun ‘th’ tongue twisters on the board and let the students try saying these without making a mistake. For example, They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing and There those thousand thinkers were thinking about how the other three thieves got through the maze of things they saw before them.
Each student thinks of a verb and makes sentences using it in all tense forms. They can refer to the table given on Page 70. The students take their turns and speak all the sentences that they have framed. Correct the students wherever required.
We know about the simple and the continuous aspect. Let’s learn about the perfect aspect. This aspect talks about completed actions or events.

**Present Perfect**

This tense is used to talk about actions or events that were completed in the immediate past. The exact time of action is not known. It also focuses on the present result of the actions that happened earlier.

**Structure:** has/have + past participle form

I have just finished the project.
She has lost her wallet.

**Past Perfect**

This tense is used to talk about an action or event that had been completed in the past. We use this tense to talk about an event that happened before another event in the past.

**Structure:** had + past participle verb form

I had finished the project before the teacher asked for it.
Priya had left when it started to rain.

---

**Teaching Trail**

- Discuss the introduction on page 71.
- Ask students to reflect on how it must feel for a person who can neither hear nor see.
- Ask: What senses such people rely the most on?
- Discuss in what ways modern technology has helped the visually and hearing impaired people learn language to read, study as well as to communicate with others.

---

**Skills in focus**

- **Critical Thinking:** Reflection, making judgements and inferences
- **Communication:** Speaking confidently, providing expression and enthusiasm

---

**Comprehension Questions**

- Where was Helen Keller born?
- Where did she grow up?
- What did her father do for a living?
- What happened when Helen was two years old?

---

Helen was born in Alabama (a southeastern U.S. state) in 1880. She was a cheerful and a healthy baby.

Her parents were Kate Adams Keller and Colonel Arthur Keller. Her father worked for a newspaper. She grew up on her family’s large farm called Ivy Green.

When Helen was almost two years old, she contracted an illness. She got very sick and had a high fever for many days.
Comprehension Questions

- How did Helen try to make sense of her surroundings?
- Why would she become wild and unruly at times?
- What did Helen’s parents do to help Helen?
- How did Anne Sullivan begin teaching Helen?
- What did Anne Sullivan discover would be the best way to teach Helen words?

Immediately, Helen bent down and tapped the ground; Anne spelled ‘earth’ on her hand. By the night that day, she had learned 30 new words. Helen wanted to speak and communicate like others. She learned to speak when she was ten by feeling her teacher’s mouth when she talked. Helen later learned to read books in braille.

People often found it hard to understand her, but she never gave up trying. Helen learned to read many languages (French, German, Greek, and Latin) in braille! When she was 20, she entered Radcliffe College, the women’s branch of Harvard University. She graduated at the age of 24 and became the first deaf-blind person to earn a bachelor’s degree in Arts. She was determined to stay connected with people and the world around her, so with great effort she learnt to speak. She became so good that she started giving lectures and speeches about her life. With the help of Sullivan she wrote her first book ‘The Story of My Life’. It covered her transformation from childhood to a 21-year-old college student. Her first book was translated into 50 languages. She became a renowned author and speaker. She traveled to 25 countries spreading awareness and talking about deaf people’s problems. Keller wanted to support other people suffering from blindness. In the year 1915, she co-founded the Helen Keller International organisation dedicated to fighting causes of blindness and poor health. The organisation is still active in 22 countries around the world.

Helen also inspired many works of art, including two Oscar-winning movies, and received many honours for her accomplishments, such as the Presidential Medal of Freedom, the highest honour that an American civilian can receive. She died in her sleep in 1968.

Helen did not let her disabilities stop her from learning and helping others. Her life is an example of how much difference we can make with our determination and hard work.

Activity 4: Delving Deeper

Ask the students to make a list of the important milestones in Helen’s life and put them under the columns of childhood, youth and middle age. Give them access to the Internet. Ask them to compare Helen Keller’s life to a graph. Was there any time when the line on the graph slipped? Why not? Tell students to think of any one such prominent personality in the history of the performing arts or sports or literature who made it despite facing many hurdles along the way.

Comprehension Questions

- How did Helen finally learn to speak at the age of 10?
- What languages did Helen learn to read and through what means?
- What milestones did Helen reach at the age of 20 and 24?
- What did Helen do to stay connected with people?
- How did she spread awareness about her condition?
- In what way did she inspire others to make her story known to the world?
- How was Helen honoured by her country?
- What is Helen Keller’s life an example of?
Integrated Learning

There are a few famous motivational speakers around the world who despite having physical disabilities have gone on to inspire millions of others. Who are they and what do their lives have in common with Helen Keller? Reflect on the main qualities of these people. Research and learn more about their lives.

Differentiated Learning:

Level 1: Writes only a very brief description.
Level 2: Writes a more detailed description describing many qualities with a few evidence in support.
Level 3: Includes interesting quotes or an anecdote to embellish their paragraph.

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships,

Communication (Written): Using personal voice in writing, Expressing thoughts with words and images

Activity 5: What Do They Have in Common?

Divide the class into 4 groups. Assign 1 famous personality to each (the students would have been given these names the day before for them to carry out their research at home). For example, Beethoven, Evelyn Glennie, Stephen Hawking, Christy Brown, Louis Braille, etc. Tell the students to write a brief paragraph describing the qualities that each of these personalities possessed. Allow them to share their notes in class and see what all of them have in common.

Answer Key

1. a. Alabama b. sick and had a high fever for many days c. braille
d. The Story of My Life e. Presidential Medal of Freedom

2. a. When Helen was almost 2 years old, she contracted an illness and got sick and had a high fever for many days. She became deaf and blind due to an unknown illness.
b. When Helen realized that her family members communicated with their mouths instead of using signs; she would become unruly and wild and kick and scream when angry. That is when her parents decided she needed a teacher.
c. Helen learned that everything has a name and learned the names of things around her. Soon, she learned to speak and read.
d. The first word that Helen learnt and understood was water. Anne took Helen to a water pump and let cold water run over her hand. Then she wrote the letters W-A-T-E-R on her palm again and again. This way she learned her first word.
e. open ended question

3. a. Helen would have not understood the words and what they mean until she touched or felt them in some way. She would have also faced difficulty in ensuring that what she is reading or writing is not senseless. She would have needed help in checking her work.
b. I think Anne did the right thing by being strict because this is what helped her control and discipline Helen. Without any control it would have been difficult for Anne to teach her anything.

4. open ended question
Skills in focus

**Communication:** Articulating:
oral and written, Showing reflection and growth through word choice

**Activity 6: What a Web of Words We Have!**

Write down at least 4 target words on the board. Then randomly on different parts of the board write 1 synonym and 1 antonym of each target word, the part of speech it is and its meaning. For example, **lethargic**, lazy, energetic, sluggish, adjective. These words should be written in a scattered manner so that the students have to figure out which synonym, antonym, part of speech and meaning belongs to each target word. The target words (from the chapter) could be **transformation, dedicated, awareness, determined**.

---

**Answer Key**

1. a. Target Word – inspiring
   Meaning: making you feel you want to do something
   Part of Speech: adjective
   Synonym – encouraging, exciting
   Antonym – boring, unexciting

b. Target Word – effort
   Meaning: result of an attempt
   Part of Speech: noun
   Synonym - try
   Antonym - laziness

c. Target Word – accomplishments
   Meaning: something that has been achieved
   Part of Speech: noun
   Synonym - achievement
   Antonym - failure

---

**Teaching Trail**

- Recapitulate the concepts of past, present and future tense.
- Read the questions and explain what is to be done.
- Give the students time to complete the exercise independently.
- Ask students to attempt Q3 of the exercise on page 75 in their notebooks.
Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Creativity: Generating Original Ideas

Skills in focus

Practising Grammar  Tenses

Let’s Catch Up

We use tense to convey the time reference of an action. Every tense has three aspects: simple, continuous, and perfect.

1. Write the tense and aspect used in each of the following sentences.
   a. Helen Keller was born in the United States of America. _______
   b. She was using signs to talk to her family. _______
   c. She co-founded the Helen Keller International organisation in 1915. _______
   d. The organisation is working to combat the causes of blindness. _______
   e. She will always be remembered as a determined person. _______

2. Fill in the blanks correctly.
   a. Sonam Wangchuk ________ (graduate) when he started teaching students at his school. (past perfect)
   b. His school ________ (train) many teachers. (present perfect)
   c. Wangchuk ________ (receive) many awards and prizes for his work. (present perfect)
   d. He ________ (resolve) to help students in his state when he built his school. (past perfect)
   e. Sonam ________ (help) the government in making the education policy of the state. (present perfect)
   f. He ________ (study) at home till the age of nine. (past perfect)
   g. He ________ (learn) a lot from his experience as a student. (present perfect)
   h. By the time he was fifty, Sonam Wangchuk ________ (become) a global icon. (past perfect)

3. Change the tense in each of these sentences and rewrite them.
   a. Helen is studying at the Radcliffe college. (change to simple present)
   b. Several movies had been made on the life of Helen Keller. (change to present perfect)

Teaching Trail

• Read the introduction aloud.
• Also read the questions aloud in the Helping Hand section that will enable them to begin the discussion effectively.
• Give time to the students to prepare their presentations based on the pointers given on page 76.
• Ask each student to share their thoughts using their notes with the class.

Activity 7: Making a Story

Divide the class into five groups. Starting from the beginning of the story let each student in each group recapitulate one major event in Helen Keller’s life. The next student says a sentence about the next milestone in her life, and so on, until all the major events of Helen Keller’s life are covered. This is an excellent way for the students to learn the art of summarising a story by recalling the most relevant details.
Critical Thinking: Reflecting, evaluating and concluding
Communication (written): Using appropriate tone and vocabulary for the intended audience

Teaching Trail

- Explain to students that though a biography needs to contain all important events and dates, it must not read like a list.
- Ask students to refer to how the story of Helen Keller they just read has been written.
- Tell them to carefully read the given details of Sonam Wangchuk’s life and accordingly organise the information into different paragraphs while ensuring the biography has a flow.
- Ask students to write the biographies individually in their notebooks. They can finish it at home, if need be.

Biography
We read a biographical story about Helen Keller earlier.
A biography is a record of a person’s life and important events in it. It also records his/her major achievements.

Read the given information about Sonam Wangchuk and use it to write a biography on him. You can use the Internet to find out more about him and include things that look important and exclude those that look unimportant. Do not simply list important events and dates. Try to write the biography like a story.

Think and write:
• why he did these things
• how he must have felt during, before or after these events
• his qualities

<table>
<thead>
<tr>
<th>Key dates</th>
<th>Major Events</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 September, 1966</td>
<td>born in a village in Jammu and Kashmir</td>
<td>no schools in his village, taught by mother</td>
</tr>
<tr>
<td>1975-1987</td>
<td>at nine years of age, went to school for the first time Graduated,</td>
<td>faced difficulties because he did not speak Hindi and English</td>
</tr>
<tr>
<td>1988-1993</td>
<td>co-founded SECMOL, an NGO that provides free education to village children Launched Ladakh’s first print magazine</td>
<td>was sad at the state of education and schools, many students could not study</td>
</tr>
<tr>
<td>1994</td>
<td>launched Operation Hope, to improve the schools</td>
<td>understood how better students could make a better world and made plans to help students achieve their goals</td>
</tr>
<tr>
<td>2002-12</td>
<td>worked with the government to make schools better</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>invented the Ice Stupa, that stores water that can be used in farms</td>
<td>farmers were facing water shortage, came up with a unique idea</td>
</tr>
<tr>
<td>2016</td>
<td>awarded the Rolex Award for Enterprise</td>
<td>took on major challenges and made the world a better place</td>
</tr>
</tbody>
</table>

Activity 8: Check list

Ask students to exchange their biographies with their partners and check each other’s work. The following checklist could be given on the board:

<table>
<thead>
<tr>
<th>The introduction mentions the date and place of birth.</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first paragraph includes details of education.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The second paragraph mentions the first two major milestones of his/her life.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The third paragraph mentions more philanthropic pursuits.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The fourth paragraph contains details of what made him/her famous and the awards he/she received.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>A suitable conclusion sums up his/her life’s journey.</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The biography has a flow while mentioning all important dates and events</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
Plug-In: Brackets

Read the following sentence.

Helen was born in Alabama (a south-eastern U.S. state) in 1880.

The symbols ( ) are called brackets.

Brackets are used to include extra information in a sentence. We can write words, dates, phrases or even entire sentences inside brackets.

There are some rules that we need to follow while using brackets:

- The sentence should be grammatically correct and make complete sense even if we remove the information in the brackets.
- We do not need to separate the brackets from the rest of the sentence with commas or any other punctuation.
- We use a period after the brackets if they come at the end of a sentence.
- Helen was born in Alabama (in 1880).
- When we put an entire sentence in brackets, we put a period at the end of that sentence inside the brackets.
- Helen was U.S. citizen. (She was born in the state of Alabama.)

1. Tick the sentences that use the brackets correctly.
   a. Helen was friends with Charlie Chaplin, Mark Twain and (Alexander Graham Bell).
   b. At the age of eleven, she wrote The Frost King (one of her earliest works).
   c. At the age of eleven, she wrote The Frost King, (one of her earliest works).
   d. Anne Sullivan was 20 years old (when she met Helen).
   e. Helen lived on a homestead (built by her grandfather) named Ivy Green.

2. Rewrite these sentences including the extra information in brackets.
   a. Helen Keller was an infant when she got very sick. Extra information: 19 months old
   b. As a child she could communicate with Martha Washington. Extra information: the family cook’s daughter
   c. Anne Sullivan arrived at Helen’s house and started teaching her signs. Extra information: in 1887
   d. Helen used signs to communicate with her family. Extra information: She had learned more than 60 words till she was seven.

Answer Key

1. a. Not tick  b. Tick  c. Not tick  d. not tick  e. tick
2. a. Helen Keller was an infant (19 months old) when she got sick.
   b. As a child she could communicate with Martha Washington (the family cook’s daughter).
   c. Anne Sullivan arrived at Helen’s house (in 1887) and started teaching her signs.
   d. Helen used signs to communicate with her family. (She had learned more than 60 words till she was seven.)

Critical Thinking:
Analysis, Reasoning, and inferring, Solving problems

Teaching Trail

- Explain how and where brackets are best used in sentences as per the information given on page 78.
- Read out the rules to use brackets appropriately without changing the meaning of or inducing errors into the sentence.
- Ask students to tick those sentences which correctly use brackets in Question 1.
- Allow students to individually complete the exercise using brackets in the correct places and write the sentences in Question 2 in their notebooks.
Critical Thinking: Analysis, reasoning, and inferences

Communicating: Articulating

Creativity: Generating original ideas

Teaching Trail

- Ask students what they think is common between the poem and the story of Helen Keller.
- Read the poem aloud with expression and pause when needed in between to emphasise a thought, especially those words related to emotions.
- Ask the students what they thought about how the little kite’s feelings changed from the beginning of the poem to the end?
- Ask them what message the poet is conveying to his readers or listeners.
- Discuss the answers to the questions on page 80.

Reading

Read the poem beginning with expressions of timidity and then growing confidence ending on a joyful note. Ask simple yet relevant comprehension questions:

- Why was the little kite afraid?
- What finally made the little kite stir?
- How did the little kite’s flight progress?
- Why did the little kite feel a sense of pride?
- What did the boys seem like to the little kite?
- How did the little kite feel at the end?

How the Little Kite Learned to Fly

"I NEVER can do it," the little kite said,
As he looked at the others high over his head:
"I know I should fall if I tried to fly,"
"Try," said the big kite: "only try!
Or I fear you never will learn at all,"
But the little kite said, "I’m afraid I’ll fail!"
The big kite nodded: "Ah well, goodbye;
I’m off," and he rose toward the tranquil sky.
Then the little kite’s paper stirred at the sight,
And trembling he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite looking down could see
The little one rising steadily.
Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving round.
They rested high in the quiet air,
And only the birds and the clouds were there.
"Oh, how happy I am!" the little kite cried,
"And all because I was brave, and tried."

Answer Key

1. a. trembling  b. rose  c. stirred  d. brave  e. tranquil
2. a. cried: pride, tried, side  b. goodbye: sky, try, fly
3. a. The little kite thought that he could never fly because he was afraid of falling.
   b. “Others” refers to other kites.
   c. The big kite feared that the little kite will never learn to fly because the little kite was not ready to even try.
   d. The little kite jumped up in the air to experience the thrill of flying.
   e. The little kite could see the ground and the boys.

2. a. I think the big kite helped the little kite by inspiring him and telling him that if he won’t try he would never know whether he is capable of flying or not.
   b. Open ended question
ENRICHMENT

The rules of etiquette and good manners for dealing with people with disabilities are called disability etiquette. They are generally the same as the rules for good etiquette in society.

Read essential disability etiquette in the given below.

1. When talking to a person with a disability, speak directly to that person rather than through a companion or interpreter.

2. When speaking to a person who uses a wheelchair or crutches, place yourself at eye level in front of the person to facilitate the conversation.

3. Do not hang or lean on someone’s wheelchair.

4. Ask if it’s okay before helping.

5. Identify who you are talking to when talking in a group.

Imagine you are playing with your friends in a park. You notice a visually impaired boy sitting alone on a bench. How will you interact with him? Discuss in the class.

Project Work

Skills in focus

Collaboration: Organising and gathering team materials, Suggesting/accepting new ideas, Asking questions to the group and the teacher

Activity 9: We Are All Able!

Distribute the class into 5 groups. Assign each group a differently abled friend they need to talk to and do things with. For example, someone who is visually impaired, hearing impaired, someone who needs to use a wheelchair to move around, an aged person, and a non-verbal person. Ask each group to make notes in points on how to converse or be friends with the differently abled or aged person and what they could do to be inclusive in their approach. The different groups could then present their ideas on how to be inclusive and empathetic without showing sympathy for the differently abled.

Teaching Trail

- Read the essential disability etiquette aloud in class
- Discuss the question given on page 81 and allow the students in the same groups to come up with their suggestions.

Great Minds, Great Achievements

Ask students to research about any one renowned disabled person in the fields of the performing arts, literature, science, etc. On an A4 size sheet of paper, ask them to print out and paste a photograph of the person and write a brief summary of his or her life in the form of a biography beneath the photograph. They could then display these in class.
Activity 1: Phonics and Spellings
1. earth thumb teeth cloth father feather mother leather

2. 

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<td>author</td>
<td>another</td>
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<td>faith</td>
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3. a. ceiling b. friend c. priest d. deceit e. fierce f. receipt

Activity 2: Understanding
1. a. False b. false c. True d. True

2. a. The name of Helen’s first book was ‘The Story of My Life’
   b. Helen used braille to read books.
   c. Helen received Presidential Medal of Freedom Award.
   d. Helen entered Radcliffe College at the age of 20.

3. a. ii b. iii c. ii d. 1

4. a. The first word that Helen learnt and understood was water. Anne took Helen to a water pump and let cold water run over her hand. Then she wrote the letters W-A-T-E-R on her palm again and again. This way she learned her first word.
   b. When Helen was almost 2 years old, she contracted an illness and got sick and had a high fever for many days. She became deaf and blind due to an unknown illness.
   c. i. Helen could read and write despite of being blind and deaf.
      ii. Helen graduated at the age of 24.
      iii. Helen won the Presidential Medal of Freedom Award.
   d. Anne Sullivan was a determined person as she was able to control and handle Helen. She was also a creative and innovative person as she designed a plan for Helen to learn and live with her disability.

Activity 3: Vocabulary
Target Word – honour
   Meaning- high respect
   Part of Speech- noun
   Synonym – tribute, glory
   Antonym- disgrace
Target Word – unruly
Meaning- cannot be disciplined or controlled
Part of Speech- adjective
Synonym – disorderly, wild
Antonym- disciplined, obedient

Target Word – determination
Meaning- quality of being determined
Part of Speech- noun
Synonym – persistent, resolve
Antonym- weak-mindedness

Activity 4: Grammar
1. a. Yesterday, he was going home by bus. past continuous
b. But he was so tired that he fell asleep and missed his stop. simple past
c. He tried to stay awake but failed. simple past
d. He missed his stop again. simple past
e. He will walk home tomorrow. simple future
f. He is trying to sleep early today. present continuous
g. He does not want to feel sleepy tomorrow. simple present
2. a. She is seeing the doctor at 4 p.m. on Thursday.
b. She was playing with her school team.
c. They are going to the church every Sunday.
d. He was practicing the piano every day.
e. He is working as a dentist in the hospital.
f. I was taking the morning train to go out of station.
3. a. will play b. will help c. will go d. will catch
e. will not catch f. will show g. will help h. will watch
i. will go j. will rest
4. b. The have wrapped the gifts. c. They have ordered the cake.
d. They have made sandwiches. e. They have not baked cookies.
5. b. had lost c. had finished
d. had; eaten

Activity 5: Writing
Open ended

Activity 6: Celebrating Poetry
1. a. The little kite was afraid of flying. b. The big kite asked the little kite to try.
c. The little kite felt thrilled and happy.
d. The encouragement of the big kite made the little kite try to fly.

2. a. The poem is How the Little Kite Learned to Fly. The poet is Katherine Pyle.
   b. He is the little kite.
   c. trembling and frightened

**Activity 7: Comprehension**

1. a. collapsed    b. injuries    c. enemies    d. different
2. a. iii    b. iii    c. ii    d. iii    e. i
3. a. Swapna shoes did not fit her feet because she had 6 toes in each foot. This made her feet different from others.
   b. Heptathlon is a contest that is made up of 7 different events. Two of the events are high jump and long jump.
   c. Swapna’s biggest enemies were not her competitors but her back and knee injuries. This caused constant pain in her back, feet and knees. Apart from this she had also injured her jaw.
   d. Her coach revealed that her body is not built for heptathlons. Her short height and different feet do not make her a natural runner.
LESSON TARGETS

Getting Started and Listening
- Understand what myths and legends are
- Solve the riddle of the Sphinx
- Recall information

Phonic Fun: /s/ and /k/ sounds
- Read a poem and learn how words with c in them can be pronounced as /s/ or /k/
- Identify the different words where the ‘c’ is pronounced differently
- Learn the rules for when ‘c’ is pronounced as /s/ and when it is pronounced as /k/

Language Ladder: Clauses and Phrases
- Understand which part of a sentence is the subject and which is the predicate
- Differentiate between independent and conditional clauses
- Note the differences between the first, second and zero conditional
- Understand phrases and differentiate between noun phrases and adjective phrases

Reading: Icarus and the Great Fall
- Understand the origin and meaning of a particular idiom
- Grasp the meaning of words, phrases and sentences in context
- Read and understand a popular Greek legend presented in comic book form
- Uncover the deeper lesson that the myth/legend teaches us

Understanding
- Recall and answer
- Make inferences based on comprehension of the text

Vocabulary: Phrasal Verbs
- Learn that phrasal verbs are formed by a verb and a preposition
- Understand the meanings of common phrasal verbs
- Use suitable phrasal verbs in sentences
- Rewrite sentences using phrasal verbs

Practising Grammar: Clauses and Phrases
- Recapitulate the use of the first, second and third conditional in exercises
- Use noun and adjective phrases to complete sentences meaningfully

Speaking: Giving Instructions
- Learn how to give step-by-step instructions to complete a piece of art or an activity
- Understand how to use sequence words to give instructions

Writing: Alternate Ending
- Change some of the events in the story and make an outline of an alternate ending
- Write an alternate ending to the story read in class

Plug In: Present Perfect Tense
- Learn that the past participle form of the verb is used in the present perfect tense
- Choose the suitable tense forms to complete the sentences meaningfully
- Rewrite sentences in present perfect tense

Celebrating Poetry: The Blind Man and the Elephant
- Answer comprehension questions about the poem
- Identify words in the poem pronounced as /s/ or /k/

Enrichment
- Learn how to use a dictionary and how to locate words from the entry to the last page
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<td>Home work</td>
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Skills in focus

Communication: Listening actively, using clear and articulate speech

Creativity: Improving upon ideas, Using strategies to narrow the list of ideas

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships

Activity 1: My Favourite Mythological Character

Ask each student to write down the name of his or her favourite mythological character or a legend that they might be familiar with and want to learn more about. Tell them to write any one reason why they like that particular mythological character or legend. Allow the students to exchange notes and discuss their favourite character.

Teaching Trail

• Read the introduction aloud.
• Give the students a couple of examples in which certain myths and legends have taught us important lessons. For example, Ravana, the king of Lanka despite being so learned and devout lost his kingdom and life because he had dared to think he was immortal and could defeat Lord Hanuman and Lord Rama.
• Ask the students to sit in pairs.
• Ask them to put on their thinking caps and try and solve the riddle of the Sphinx.

Listening Text

Once upon a time, the Greeks and the Trojans had been at war for 10 years. The Greeks wanted to capture the city of Trojans called Troy. No one knew how to end the war. One day, Odysseus, a Greek general, hatched a plan to end the war. He told the Greeks to stop fighting and build a giant wooden horse. They left the wooden horse at the gates of the city of Troy and went away to hide. The Trojans thought the Greeks had surrendered and left the horse as a gift for them. They brought the horse inside and spent the night celebrating their victory. When they all fell asleep, the belly of the wooden horse opened and the Greek soldiers came out of it. They silently opened the city gates and let every Greek soldier inside. This how Greeks defeated Trojans and captured the city.

Answer Key

night and day
Icarus and the Great Fall

Listening

1. Choose the correct option.
   a. The Trojans and the Greeks had been at war for ________
      i) five years   ii) five months   iii) ten months   iv) ten years
   b. The city of the Trojans was called ____________ .
      i) Trojan city   ii) The Republic of Trojans
      iii) Troy   iv) Troy
   c. To drive away means ________ .
      i) to invite someone   ii) to go for a drive with someone
      iii) to make someone go away   iv) to look for a way out
   d. The Greeks built a giant ________.
      i) statue   ii) tank   iii) horse   iv) bull
   e. To hatch a plan means the same as ________
      i) to come up with an idea   ii) cheat
      iii) to copy someone else's idea   iv) think

Phonics Fun Aq /s/ and /k/ Sounds

Read the poem aloud and pay attention to the sound of the highlighted words.

Cynthia rides her cycle round and round
In the city centre and playground.
She sees candies, cakes and cookies sellers on her way,
But she never buys any sweets
For she is afraid of having cavities.

The letter ‘c’ has two sounds, /s/ sound in words such as city and /k/ sound in word such as cake.

When c comes before the letters e, i and y, it has the /s/ sound. In other cases, it has the /k/ sound.

Reading Café

Sound: /s/

Pronunciation: To produce the /s/ sound, clench your teeth together lightly and put your tongue just behind them restricting airflow to a narrow channel over the tongue and through the teeth. Then push air through the channel and through the teeth.

Sound: /k/

Pronunciation: To produce the /k/ sound, push the tongue forward so the middle curls up and touches the top of your mouth and blocks air flow, at the same time create some air pressure by gently trying to breathe out. The sound is made when you release the pressure by dropping the tongue down.

Differentiated Learning

Level 1: Identifies the difference between ‘c’ words pronounced as /s/ and /k/.
Level 2: Pronounces all the different words correctly.
Level 3: Gives more words with ‘c’ pronounced as /s/ and /k/.

Answer Key

a. iv. ten years
b. iv. Troy
c. iii. to make someone go away
d. iii. Horse
e. i. to come up with an idea

Skills in Focus

Communication: Speaking confidently, providing expression and enthusiasm

Teaching Trail

• Read the brief poem aloud clearly emphasising the words where the ‘c’ is pronounced differently.
• Read the rules for them to learn when to pronounce ‘c’ as /s/ and when to pronounce ‘c’ as /k/.
• Ask students to think of more different sounding ‘c’ words.
• Write a few words that the students come up with on the board.
• Ask the class to read the words aloud and check their pronunciation to see if they have understood the difference.
• Ask them to make sentences with at least four such words in their notebooks: two using words where ‘c’ has the /s/ sound and two using words where ‘c’ has the /k/ sound.
Divide the class into groups of 4 and ask them to create a silly poem of their own using as many 'c' words which are pronounced as /s/ and /k/. This will be a fun activity and allow them to practice these different sounds.

Activity 2: A Silly Poem

Variation

Write down as many words with 'c' pronounced as /s/ and /k/ and ask the students to separate them into two columns with the words pronounced as /s/ in one column and as /k/ in another column. They could note down these words in their notebooks.

Answer Key

1. /s/: cell, face, twice, silence, office, cement, celebrate
/k/: cut, card, cone, uncle, catch
2. circus, ice, cat, dance, coin, circle, carrot, comb

Critical Thinking: Making predictions, judgments and inferences
Creativity: Generating original ideas
Communication (Written): Expressing thoughts with words and images, showing reflection of growth through word choice

Teaching Trail

- Read aloud and explain that a sentence contains a subject and a predicate.
- Explain that independent clauses are standalone sentences.
- Explain the concept of the first, second and zero conditional in conditional clauses as per the explanation given on page 85.
- Tell the students that phrases are a group of words that can never stand alone as a sentence.
- Explain that noun phrases always contain a noun with a determiner or an adjective.
- Explain how adjective phrases always contain an adjective.
Activity 3: Let’s Do This!

Give the students a short paragraph preferably an extract from a myth or a legend and ask them to pick out an example of each: a subject and a predicate, an independent clause, conditional clauses with the first conditional, second conditional and a zero conditional, as well as one example each of a noun and adjective phrase. Allow the students to carry out this activity in pairs. For example: Hercules was a strong Greek demigod. He could perform many impossible feats. If he was given a task, he carried it out. If he could have become the strongest and most powerful of gods, he might have. But, if someone thwarted him, he would get enraged. He once stole precious golden apples which had been a gift to Zeus, his father.

2. Adjective Phrase

Phrases that work like an adjective are called adjective phrases. Adjective Phrases always contain an adjective.

The wall that the Trojans built was very tall.
The Trojans wore dark brown uniforms.

Pre-Reading

What is your idea of freedom? Many of us want to live a life without any restrictions. But, anything without limit is dangerous.

Have you heard the idiom ‘Don’t fly too close to the sun’? What does it mean? Is it related to the idea of freedom and responsibility? Why do you think so? Discuss in the class.

Reading

Narration: On the island of Crete during the age of King Minos, there lived a man named Daedalus and his young son Icarus. Daedalus had a special talent for inventing strange and wonderful mechanical creations.

One day King Minos summoned Daedalus.

I want you to invent a labyrinth to hold the Minotaur, a half-man and half-bull monster destroying my city.

summoned – relating to machines and tools
labyrinth – a maze

Skills in focus

Critical Thinking: Reflection, making judgements and inferences
Communication: Listening actively, providing expression and enthusiasm

Teaching Trail

• Discuss the introduction on page 86.
• Ask students to if they understand the meaning of freedom and how to use it responsibly.
• Ask them about how they think some people misuse their freedom in the world of today.
• Discuss what the possible outcomes of using freedom irresponsibly could entail.

Critical Thinking: Reflecting, evaluating and concluding
Creativity: Generating original ideas
Communication: Listening Actively – Answering questions

Comprehension Questions

• What talent did Daedalus have?
• What did the king want him to invent and why?
Comprehension Questions

- What did the king tell Daedalus after he had invented the labyrinth?
- Why was Icarus unhappy?
- What did Daedalus ask as a favor from the king?
- Why did the king refuse his wish?

Comprehension Questions

- Who did Icarus envy and why?
- What did Daedalus begin working on?
- What warning did Daedalus give his son, Icarus?

Comprehension Questions

- What happened when Icarus took flight?
- When did Icarus realise his mistake?
- What did Daedalus find in the water in place of his son?
Integrated Learning

There are many characters in Greek, Roman and Indian mythology who have made mistakes which they couldn't undo. Can you think of any such powerful demigods and heroes?

Critical Thinking:
- Reflecting, evaluating and concluding
- Making decisions and determining relationships
- Making predictions, judgments and inferences

Communication (Oral):
- Asking questions
- Speaking confidently
- Using clear and articulate speech

Communication (Written):
- Using personal voice in writing
- Expressing thoughts with words and images

Skills in focus

Activity 4: When Does Freedom Become Frightening?

Ask the students to write very briefly about any one incident in their life when they felt sorry for doing something, or how they had misused their freedom at any point in their lives and had to pay a heavy price for it. Allow them to share these incidents with the class.

Activity 5: Fatal Flaws

Divide the class into 3 groups. Ask each group to come up with the reasons why each character in his own way lost out because of the choices he made. Daedalus, Icarus and even the king were not evil beings, but they all suffered from what is known as “hamartia” or a fatal flaw which caused the choices they made prove to be their undoing. Let students brainstorm this important aspect of mythological tales and share their thoughts on the same.

Differentiated Learning:
- Level 1: Comes up with the very obvious traits of the characters
- Level 2: Somewhat links the choices the characters make to the outcome
- Level 3: Cleverly interweaves personality traits with choice and the outcomes to come up with interesting theories
Skills in focus

Communication: Articulating: oral and written, Showing reflection and growth through word choice

Teaching Trail

- Explain how phrasal verbs are formed and how they often mean something different from the individual words used in the phrase.
- Read out the sample sentences to show how each phrasal verb works in the context of the sentence.
- Ask the students to complete the exercise on page 91 in pairs after discussion.

Activity 6: Who's Up for a Game?

Write down at least 8 phrasal verbs on the board. For example, ask around, call on, catch up, cut back on, cut off, drop out, get round to, look out for, look up to etc. Ask the students in groups of 4 to write the meanings of all these phrasal verbs and to make a sentence with each. The group that gets the most correct answers (meanings) and sentences correct in context wins.

Answer Key

1. a. count on b. hang in c. hand in d. put on
2. a. My friend will come over tomorrow.
   b. I trust my dog to scare off thieves.
   c. This new song will catch on very soon.
   d. They spelled out a mistake in my plans.

Teaching Trail

- Recapitulate the rules and usage of conditional clauses and phrases.
- Read the questions and explain what is to be done.
- Give the students time to independently complete the exercise.
Answer Key

1. a. will play; get  b. work; will fly  c. will get; fly  d. will be; follow e. fly; will be
2. a. melts; if  b. if  c. would  d. If; would  e. know
3. a. The tower I live in is not comfortable.
   b. I wonder how many men the king has imprisoned.
   c. My father is my only close friend here.
   d. I have been here for ten years.
   e. I think father will think of an invention to get out of this lonely place.
4. a. clear; sky  b. terribly; tower  c. dirty; wall  d. very;  e. surprisingly; wings

d. Father ______ (be) happy if I ______ (follow) his instructions.
e. But if I ______ (fly) like my father tells me to it ______ (be) no fun.

2. Fill in the blanks to complete the sentences correctly.
   a. Wax ____ (melt) ____ you heat it. (Zero Conditional)
   b. Birds fall ____ their wings get hurt. (Zero Conditional)
   c. If I were a King, I ____ not imprison people. (Second Conditional)
   d. ___ I had a boat, I ____ get out of here. (Second Conditional)
   e. I would talk to the King if I ____ (know) him. (Second Conditional)

3. Underline the noun phrase in these sentences.
   a. The tower I live in is not comfortable.
   b. I wonder how many men the King has imprisoned.
   c. My father is my only close friend here.
   d. I have been here for ten years.
   e. I think father will think of an invention to get us out of this lonely place.

4. Use the given words to complete the adjective phrases in the following sentences. Also underline the nouns they describe.
   surprisingly  very  terribly  clear  dirty
   a. Looking at the ________ blue sky makes me want to fly out of the tower.
   b. Life in the tower is ________ boring.
   c. I would love it if someone painted the ________ grey wall of this tower.
   d. It gets ________ cold here during the nights.
   e. The wings that father made are quite big but they are ________ light.

Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Creativity: Generating Original Ideas
Collaboration: Suggesting/accepting new ideas, encouraging group members

Teaching Trail

- Read the pointers aloud on how to effectively give instructions using the present tense and action verbs
- Ensure the students understand the importance of being precise and to the point when giving a set of instructions.
- Reiterate that instructions must start from the beginning to the end and follow the correct sequence for which sequence words like first, next, then, after that and finally could also be used.
- After the activity, ask the groups of students to present their set of instructions to make the different kinds of things listed in the activity.

Activity 7: Let’s Make Something

Divide the class into five groups. Assign each group a fairly simple craft task that they need to write instructions on how to make. For example, paper lanterns, a bookmark, a poster on environmental awareness, an ice cream puppet, a sock puppet, a paper flower etc.
Critical Thinking: Reflecting, evaluating and concluding
Communication (written): Using appropriate tone and vocabulary for the intended audience

Teaching Trail
- Read out the text on how to go about creating an alternate ending to the story.
- Ask students to reflect on the character traits and the choices they made in the story they just read and think if some things had been different.
- Tell them to organise their thoughts carefully in an outline and only then attempt to write an alternate ending.

Activity 8: Time to Share
Allow students to briefly share their alternate endings with each other after they have completed their writing tasks. This activity would pave the way for an exchange of ideas and to note how the imagination and creative thinking skills of students differ. A few of the most interesting alternate endings could be read out by some students in class.

Critical Thinking: Analysis, Reasoning, and inferring, Solving problems

Teaching Trail
- Explain that the past participle form of the verb is always used in present perfect.
- Recapitulate the rules of when to use present perfect tense as shown on page 94.
- Write a few examples of present perfect sentences on the board to corroborate their learning and understanding of this concept.
- Allow students to individually complete the exercise using brackets in the correct places and write the sentences in Question 2 in their notebooks.

Here are some pointers to help you out:
- First identify the things needed to make a mask.
- Begin your instruction by listing the things needed to make the mask.
- Use action verbs and the present tense in your instructions.
- Make sure your instructions are in the correct order.
- Make sure the instructions are clear and easy to follow.
- You can use words such as: then, after that and next in the beginning of a new step.

Writing Alternate Ending
How did you like the story of Icarus? What did you think about the way it ended? The end of the story was not much fun. Well now you have the chance to change it to your liking. Use your imagination and write an alternate ending for the story.

First we need to list the events that happened near the end.
1. Daedalus warned Icarus.
2. Icarus didn’t listen and flew too high.
3. The wax holding his wings together melted and he fell into the sea.
4. Daedalus could not help him, he landed on the beach and named it Icaria.

You can change these events in any way you like. Make an outline of the ending and write your own version of the events below.
1. 
2. 
3. 
4. 

Now use the outline to write your own alternate ending. The story is told in the simple past tense, make sure you use the same tense throughout your ending.
Daedalus and Icarus jumped off the tower. Their wings caught the wind and they soared above the seas. Daedalus warned his son, “Careful Icarus not too high, the sun will melt the wax.”

Think of a new name for the story based on the ending you wrote.

Plug-In Present Perfect Tense
Read the sentences:
Look son, I have worked out a way of making wings for us. I have used wax to attach the feathers.
Take note of the verbs used in these sentences. The past participle form of the verb (make – made, use – used) is used after the word have.

This tense is used to talk about completed actions or things that happened in the immediate past.
We use this structure (has/have + past participle form) in the present perfect tense.

Some more examples:
The king has told me to build a labyrinth.
This is because the Minotaur has damaged the city.
I have begun work on the design.

1. Daedalus is explaining to his son how he made the wings. The sentences are in present perfect tense. Fill in the blanks to complete them.

Son, I _______ (has/have) finally _______ (complete) the wings. I think no one _______ (has/have) ever _______ (try) it before. To give shape to the wings I _______ (has/have) _______ (use) light metal tubes. The tubes _______ (has/have) _______ (work) really well. _______ (has/have) you _______ (see) these straps? They _______ (has/have) been _______ (design) for a special purpose. They will keep the wings securely tied to our backs and help us steer. Does the design seem familiar to you? It _______ (has/have) been _______ (take) from bird wings.

2. Rewrite these sentences in present perfect tense.
a. I designed and built a labyrinth.
b. The order came from the King himself.
c. The King will keep the Minotaur inside the labyrinth.
d. He put me and my son in a tower.
e. We were kept in the tower for many years.
f. I finally escaped using my invention.
Answer Key

1. have; completed; has; done; have; used; have; worked; Have; seen; have; designed; has; taken
2. a. I have designed and built a labyrinth.
   b. The order has come from the king himself.
   c. The king has kept the Minotaur inside the labyrinth.
   d. He has put me and my son in a tower.
   e. We have been kept in the tower for many years.
   f. I have finally escaped using my invention.

The Blind Men and The Elephant

It was six men of Indostan, to learning much inclined, who went to see the elephant (Though all of them were blind), that each by observation, might satisfy his mind.

The first approached the elephant, and happening to fall, against his broad and sturdy side, at once began to bark: 'God bless me but the elephant, is nothing but a wall!'

The second feeling of the tusk, cried: 'Ho! what have we here, so very round and smooth and sharp? To me this mighty clear, this wonder of an elephant is very like a spear!'

The third approached the animal and, happening to take, the swelling trunk within his hands, 'I see,' said he, 'the elephant is very like a snake!'

The fourth reached out his eager hand, and felt about the knee: 'What most this wondrous beast is like, is mighty plain,' said he: 'Tis clear enough the elephant is very like a tree.'

The fifth, who chanced to touch the ear, said: 'E'en the blindest man can tell what this resembles most: Deny the fact who can, This marvel of an elephant, is very like a fan!'

The sixth no sooner had begun, about the beast to grope, than, seizing on the swinging tail, that fell within his scope, 'I see,' said he, 'the elephant is very like a rope!'

And so these men of Indostan, disputed loud and long, each in his own opinion, exceeding stiff and strong.

Reading

- Read the poem aloud with expression and replace the archaic words with modern usage as you read.
- What did the blind men hope to achieve?
- What made each blind mind sure of what the animal looked like?
- How was each man right in his own way?
- How were collectively wrong in their assumptions?
- What does the poet convey in the last stanza of the poem?
Answer Key

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

2. a. The six men went to see the elephant. No, they only felt it.
   b. The first man could only feel the side of the elephant and thought it to be a wall. He was wrong.
   c. The third man felt the trunk of the elephant and thought it to be a snake.
   d. The forth man thought the elephant was like a tree. He observed the knee of the elephant.
   e. The words mean that in their own space all the six men were right as they said what they observed individually. But none of them could rightly guess that what they were felling is an elephant.

3. a. Open ended.
   b. The poem teaches us that the individual experiences and observations can only tell us the partial truth and not take us to the actual, real truth.

4. /s/: once, chanced, exceeding  /k/: inclined, cried, clear

Collaboration: Organising and gathering team materials, Suggesting/accepting new ideas, Asking questions to the group and the teacher

Teaching Trail

- Explain the process of how to look up the meanings of words in the dictionary as per the information and procedure provided on page 97.
- Give each pair of students words that have more than one meaning.
- Allow them to look up the meanings and note how they are placed with the primary meaning on top followed by other meanings of the same word.
- Discuss the question given on page 97 and allow the students in pairs to fill in the table with regard to each given word.
- You could give them a few more words for dictionary practice from the words used in the story and poem. For example, wretched, opinion, observation etc.

Enrichment

We use a dictionary to learn the meaning of a new word. But how do we use a dictionary?

Let's find out.

The words in a dictionary are called entry words. The entries are arranged in alphabetical order. At the top of a page are two guide words. They tell us about the first and last entry of a page. We use them to find the page with the word we are looking for.

Guide words

- **Closet**
  - noun 1 a wardrobe or a cupboard. 2. a small room.
  - closure noun 1 the closing of something. 2 a device that closes
  - clot noun 1 a roundish lump. 2 a foolish person

- **Clubhouse**
  - clown noun 1 a silly person. 2 a performer who does silly things to make people laugh
  - clubhouse noun a place where members of a group can eat and relax

If you’re looking for the word ‘clown’ you would begin looking in the ‘c’ section. Look at the tops of the pages until you come to the page with the guide words ‘closet and clubhouse’. This tells you that all the words between closet and clubhouse are on this page. Since ‘clown’ starts with ‘c’-i-e’ it will be in this section.

Look up these words in a dictionary and complete the information about them.

1. **annoyed**
   - guide words: _____
   - meaning: _____
   - function (part of speech): _____
   - the number of meanings: _____

2. **dread**
   - guide words: _____
   - meaning: _____
   - function (part of speech): _____
   - the number of meanings: _____

3. **grumpy**
   - guide words: _____
   - meaning: _____
   - function (part of speech): _____
   - the number of meanings: _____
Divide the class into pairs and give them a list of about 5 words which they need to look up as per the instructions given on page 97. The words can be of their own choosing. It would be amusing to note which words the students are keen to learn more about. Ensure they go about consulting the dictionary in the proper manner and are not just randomly flipping pages.

**Mythology Unleashed**

Ask students to research and write about any one mythological character that interest them, their personality traits, the choices they made, how it led to their downfall, whether they were able to redeem themselves and how they managed to regain their position or power if they were able to at all. They can write these incidents in brief on A4 size sheets of paper, add pictures and display these in class.

**Workbook Answer Key**

**Activity 1: Phonics and Spellings**

1. carpet apricot raincoat helicopter face ice pencil cell
2. /s/ city, cymbals, prince, mace, thrice, face
   /k/ cake, vacuum, America, caterpillar, consider
3. a. k   b. c   c. c   d. k   e. c   f. k

**Activity 2: Understanding**

1. a. False   b. True   c. True   d. False
2. a. i. Icarus said this to Daedalus. ii. The speaker wants to be free like birds.
   b. i. King Minos said this to Daedalus. ii. The speaker is talking about Icarus.
   c. i. Daedalus said this. ii. The speaker is talking about being in the tower forever.
3. a. Minotaur   b. Daedalus   c. Minos   d. tower
4. a. Kind Minos imprisoned the two because he was pleased with their work and he wanted them to work for him for their entire life.
   b. Minos did not free Icarus because he thought after Daedalus Icarus will take his work forward.
   c. Icarus fell from the sky because he went very close to the sun and burnt the wax holding the feathers.
5. Open ended.

**Activity 3: Vocabulary**

1. hang in: stay positive   count on: to depend on
   point out: to call attention to something   put out: to extinguish a fire
   work out: to solve something   catch on: to become popular
   hand in: to submit   call on: to visit
   drop in: to come without appointment
2. a. The song that was playing will surely catch on.
   b. I hope the train is not late, I'm completely counting on it to reach the conference on time.
   c. He told me, “Don't worry about the weather, just hang in and try to find the solution.”
   d. My uncle dropped in to my home to surprise my mother.

**Activity 4: Grammar**

1. a. The lights went out when we arrived in the class.
   b. I missed the bus because I got up late in the morning.
   c. If we work together, we can win this.
   d. When it was his turn to speak, he forgot his lines.

2. a. 0 b. 2 c. 1 d. 0 e. 2 f. 1

3. a. would go to play b. would know the answer c. will become unhealthy
d. you heat it e. will not go to school f. is on time

5. a. Almost everyone was every tired after the programme.
   b. This museum’s exhibits surely are quite old and worn out.
   c. Some trees of this forest are tremendously tall.
   d. The train is pretty fast.
   e. The car in front of us is definitely costly and new.

**Activity 5: Writing**

Answers may vary.

**Activity 6: Celebrating Poetry**

1. a. The second blind man observed the elephant’s tusk and thought it to be a spear.
   b. The first man observed the elephant’s side.

2. a. argued
   b. The poet is John Godfrey Saxe.
   c. There was a dispute because each man observed different parts of the animal.
   d. The poet wrote this to tell that that in their own space all the six men were right as they inferred what they observed individually. But none of them could rightly guess that what they were feeling is an elephant.

**Activity 7: Comprehension**

1. a. believe  b. creature  c. not so enthusiastic  d. many

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

3. a. It is a creature which is considered to be a myth.
   b. Mark Timothy considered bigfoot to be real because he claimed to have seen it and lifted off the ground by it. He has pictures and videos of it.
   The words mean that in their own space all the six men were right as they said what they observed individually. But none of them could rightly guess that what they were feeling is an elephant.
   c. Most scientists consider bigfoot to be a myth because they have not gotten any solid proof of any such creature.
   d. Tenzing said “We get so many people who think they have found evidence to prove the existence of the Yeti. One time a young mountaineer bought us a strand of hair, saying it belonged to the Yeti. We analysed it found that it belonged to a bear. I think he does not believe in the existence of Yeti.
LESSON TARGETS

Getting Started and Listening
• Understand stereotypes in stories with animals, like in fables and some folktales
• Identify the animals inevitably linked to certain qualities
• Recall information

Phonics Fun: /z/ and /З/ sounds
• Read a poem and learn how words make the different /z/ and /З/ sounds
• Learn the correct pronunciation of these words
• Identify and separate these two different sounding words

Language Ladder: Modal Verbs
• Understand that there are different modal verbs that express possibility, permission, ability, obligation and advice
• Identify when these different types of modal verbs are used

Reading: It's Not Fair
• Delve between the lines to see how sometimes things could have been less unjust
• Grasp the meaning of words, phrases and sentences in context
• Appreciate a popular fable retold in the form of a play
• Read and understand the moral lesson an animal story teaches us

Understanding
• Recall and answer
• Make inferences based on comprehension of the text
• Understand the different emotions the characters felt at different times in the story

Vocabulary: Compound Words
• Understand that compound words are formed by putting two words together
• Identify compound words and form compound words using the given words

Practising Grammar: Modal Verbs
• Use appropriate modal verbs of different types to complete the sentences meaningfully

Speaking: Asking Questions and Answering Them
• Identify the ‘wh’ words to ask questions: who, what, when, where, why
• Understand how a question is at times preceded by a statement
• Learn the phrases to be used at the beginning if we are unsure of an answer

Writing: Formal Letter
• Learn the format to be followed while writing a formal letter
• Understand how precise and detailed language is to be used in formal letters

Plug In: Appositives
• Learn that an appositive comes before or after a noun and provides additional information
• Understand that a noun or noun phrase can be used as an appositive
• Differentiate between non-restrictive and restrictive appositives
• Complete the sentences meaningfully using restrictive and non-restrictive appositives

Celebrating Poetry: Weed or Bloom
• Understand the message and answer comprehension questions about the poem and
• Identify words in the poem pronounced as /z/

Enrichment
• Learn what information needs to be included in a flyer to make it effective and appealing
Have you ever asked a question and thought, "This is not fit? Read the situation that made the Think on decline. I will help.

Wong Ford

- Think about ways you think the situation was handled.
- Suggest how it could have been handled more effectively.

Reading

Scene 1: Chinaman 1: Walking through a hut in the stone, suddenly he sees 2 strange animals.

Rex: I was out harvest. All of a sudden, I see strange animals. I think I should check it out.

Rex: The animals in the field were not good. They might have spread disease in the village.

Tiger: Where is the field? I see some strange animals. I think they might be friendly.

Eyes: They are friendly. They might be good for the crops.

Rex: I know what you mean, but I think it's best to be cautious.

Tiger: They are friendly. They might be good for the crops.

Eyes: I agree. I think it's best to be cautious.

Rex: I think it's best to be cautious. They might be dangerous.

Eyes: They are friendly. They might be good for the crops.

Tiger: I think it's best to be cautious. They might be dangerous.

Eyes: They are friendly. They might be good for the crops.

Tiger: I think it's best to be cautious. They might be dangerous.

Eyes: They are friendly. They might be good for the crops.

Tiger: I think it's best to be cautious. They might be dangerous.

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Eyes: They are friendly. They might be good for the crops.

Tiger: I think it's best to be cautious. They might be dangerous.
<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 | • Activity 1: My Spirit Animal  
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| 2   | Listening: Listen to a Passage | • Listening for Details  
• Exercise (Page 99) | | 1 |
| 3   | Phonics Fun: /z/ and /ʒ/ Sounds | • Reading and pronunciation  
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• Activity 2: Wordy Battles | Activity 1 (Page 67) | 1 |
| 4   | Grammar: Modal Verbs | • Learn about the different kinds of modal verbs (of possibility, permissions, ability, obligation and advice and when they are to be used)  
• Activity 3: Modal Models | | 1 |
| 5   | Pre-reading Reading | • Activity 4: Being Clever Is Not such a Bad Thing!  
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| 9   | Speaking: Asking Questions and Answering Them | • Activity 7: Say You, Say Me | | 1 |
| 10  | Writing: Formal Lette | • Write a rough draft using the given format  
• Activity 8: What Do I Say? | Activity 5 (Page 73) | 1 |
| 11  | Plug-in: Appositives | • Learn the difference between non-restrictive and restrictive appositives  
• Exercise (Page 109) | | 1 |
| 12  | Celebrating Poetry: Weed or Bloom | • Recite and understand  
• Exercise (Page 110) | Activity 6 (Page 74) | 2 |
| 13  | Enrichment | • Learn how to design and make flyers visually attractive and appealing | | 2 |
| 14  | Project Work | • Research and write a brief summary of a fable or folktale that has a message to give to its readers | Home Work | |
**Creativity:** Improving upon ideas, Using strategies to narrow the list of ideas

**Critical Thinking:** Reflecting, evaluating and concluding, Making decisions and determining relationships

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### Teaching Trail

- Ask the students in what kind of stories do animals assume human qualities.
- Ask them if these stories usually have a moral or a lesson for us to learn?
- Ask students about famous fables and folktales they might have read that teach us important lessons.

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### Activity 1: My Spirit Animal

Ask each student to write down the name of his or her favourite animal or bird and write one or two qualities usually associated with it. The students can share their views on the same. For example, dog: loyalty, companionship; cat: intelligence, stealth; tiger: fearlessness; wolf: leadership etc. Ask them to also recall any animal fables from which they learned a valuable lesson. Allow the students to share in class.

---

### Teaching Trail

- Read the introduction aloud.
- Explain the meaning of stereotypes and why these have been used over the years, especially in animal stories and fables like The Thirsty Crow and The Hare and the Tortoise.
- Ask the students to solve the puzzle on page linking animals to their virtues or characteristics on page 98.

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### Answer Key

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Across</td>
<td>Down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. monkey</td>
<td>1. elephant</td>
<td>2. owl</td>
<td></td>
</tr>
<tr>
<td>6. dog</td>
<td>4. crocodile</td>
<td>5. fox</td>
<td></td>
</tr>
</tbody>
</table>

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### Getting Started

Solve this crossword by writing the virtues linked with these animals.

- **Across**
  - 3. monkey
  - 6. dog
- **Down**
  - 1. elephant
  - 2. owl
  - 4. crocodile
  - 5. fox

### Helping Hand

- loyal
- mischievous
- clever
- cruel

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### In this Unit:
- Phonics: /s/ and /z/ Sounds
- Grammar: Modal Verbs
- Reading: It’s Not Fair (Play)
- Writing: Formal Letter
- Vocabulary: Compound Words
- Poetry: Weed or Bloom
It's Not Fair

1. Listen to a story about a Brahman and fill in the blanks with the correct option.
   a. The story is about a ________.
      i) farmer  ii) trader  iii) soldier  iv) Brahman
   b. He had a jar full of ________.
      i) honey  ii) wheat  iii) milk  iv) barley
   c. He wanted to sell the jar for ________.
      i) a dog  ii) a hundred rupees  iii) fifty rupees  iv) gold
   d. He would buy ________ after selling the jar.
      i) cows  ii) horses  iii) dogs  iv) goats
   e. His strong boy would kick the ________ hard.
      i) jar  ii) mare  iii) ball  iv) pot

Phonics Fun /z/ and /ʒ/ Sounds

Read the poem aloud and take note of the highlighted words.

I saw with my own eyes
When I heard a noise
Out in the blizzard,
A flying lizard.
It was an unusual sight,
In casual flight
A lizard finding pleasure
Spending time in leisure.

Learning Link
When we make the plural of a word that ends in a voiced letter, the letter s has the /ʒ/ sound.

Words highlighted in blue have the /z/ sound. The words in orange have the /ʒ/ sound.

1. Circle the words that have the /z/ sound.
   was  chefs  packs  rubs  gets  dreams  case  bugs
   sleeps  cliffs  sees  months  eats  kings  tease  second

Listening Text

A Brahman got a jar full of milk. He kept the jar near his bed and started thinking, “I will sell this milk for 100 rupees. With that money I will buy two goats. Those goats will give birth to lambs. I will sell them and their milk, and buy cows. I will sell their calves and milk, and become rich. Then I will buy a huge house. Then I will get married and raise a son. My son will be a strong man he would kick the ball so hard. And bam!” The Brahman was so lost in his thoughts that he kicked the jar of milk. The jar fell on him and turned him white all over.

Answer Key

a. iv. Brahman
b. iii. milk
c. ii. a hundred rupees
d. iv. goats
e. iii. ball

Skills in focus

Communication: Speaking confidently, providing expression and enthusiasm

Reading Café

Leisure, pleasure, occasion, precision, vision: These are words that are pronounced with the /ʒ/ sound while puzzle, poison, cheesecake, cousin, flowers, sunrise etc. are pronounced with the /z/ sound. Can you think of more words pronounced in these two different ways?

Sound: /z/ sound, Voiced alveolar

Pronunciation: To produce the /z/ sound, clench your teeth together lightly and put your tongue just behind them restricting airflow to a narrow channel over the tongue and through the teeth. Then push air though the channel and through the teeth, whilst voicing out.

Sound: /ʒ/ sound, Voiced palato-alveolar

Pronunciation: To produce the /ʒ/ sound, clench your teeth together lightly and pull your tongue away from them. Then push air though them, whilst voicing out.
2. Write the following words in the right columns.

<table>
<thead>
<tr>
<th>/z/ sound words</th>
<th>/ʒ/ sound words</th>
</tr>
</thead>
<tbody>
<tr>
<td>poise, zone, pleasure, choose, lazy, luxury, music</td>
<td>television, exposure, gloves, measure, please, prestige, dogs</td>
</tr>
</tbody>
</table>

Teaching Trail

- Read the brief poem aloud clearly emphasising the words with /z/ or /ʒ/ sounds.
- Ask students to think of more words in both categories.
- Write a few words that the students come up with on the board.
- Ask the class to read the words aloud and check their pronunciation to see if they have understood the difference.
- Allow the students to sit in pairs and attempt the exercise on pages 99 and 100.

Activity 2: Wordy Battles

Divide the class into 6 groups. Ask each group to come up with 10 words with /z/ sound and 10 words with /ʒ/ sound. The group that completes the list correctly is the winner.

Variation

Write out a poem on the board and ask the students to separate the words into two columns with the /z/ and /ʒ/ sounds. For example:

Look at the girls zipping by
Under the azure sky
So full of simple pleasure
Every plant in their garden a treasure
Listen to the words in their songs
Full of zest and zeal, they do a zillion things
They never measure the time go by

Differentiated Learning

Level 1: Identifies the difference between the words with letters pronounced as /z/ and /ʒ/
Level 2: Pronounces all the different words correctly
Level 3: Comes up with more words in which one or two letters are pronounced as /z/ and /ʒ/.

Answer Key

1. was, rubs, dreams, ease, bugs, sees, kings, tease
2. /z/ sound words /ʒ/ Sound words
   - poise / pleasure
   - zone / luxury
   - choose / television
   - music / exposure
   - lazy / measure
   - gloves / prestige
   - dogs
   - please
Divide the class into 5 groups and ask each group to make at least 5 sentences using all different types of modals according to the functions they serve. Instruct the students that the sentences must differ from those already in the coursebook. Give them situations on the board that they could use to frame their sentences.

For example, asking for permission to do something, asking for directions, stating something that you are capable of doing, rules you have to obey, things that we need to try for, etc.
Comprehension Questions

1. How did Tiger address Brahman?
2. Why did Tiger use such big words when talking to Brahman?
3. What was Tiger hoping Brahman would do for him?
4. What does Brahman’s answer to the Tiger tell you about him?

Page 103

Comprehension Questions

1. What was Tree’s response to Brahman’s question?
2. What did Buffalo tell him about his own life?
3. What was the main message that both Tree and Buffalo gave Brahman?

Critical Thinking: Reflection, making judgements and inferences
Communication: Speaking confidently, providing expression and enthusiasm

Skills in focus

Teaching Trail

- Discuss the introduction on page 101.
- Ask students to share any such incidents in their life when they felt they had been treated unfairly or if the whole situation itself had been unfair.
- Ask them about how they think the situation could have been rectified.

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences
Creativity: Generating original ideas
Communication: Listening Actively – Answering questions

Page 101

Comprehension Questions

- How did Tiger address Brahman?
- Why did Tiger use such big words when talking to Brahman?
- What was Tiger hoping Brahman would do for him?
- What does Brahman’s answer to the Tiger tell you about him?

Page 102

Comprehension Questions

- What did Tiger promise to do once Brahman freed him?
- Why did Brahman feel Tiger was not being fair?
- What was Brahman’s last request to Tiger?
- Why did Tiger confidently let Brahman go?
**Comprehension Questions**

- What plan did Jackal make to help Brahman?
- Why was Tiger getting angry with Jackal?
- What happened at the end?

**Activity 4: Being Clever is Not Such a Bad Thing!**

Ask the students to write a paragraph about any incident in their lives when they realised someone was trying to fool them and how they cleverly managed to pay the person back in his/her own coin to teach him or her a lesson using only their wit and intelligence, not by arguing or fighting. Let the students exchange some anecdotes to make this an interesting and amusing activity in class.

Tiger: I was right, you are a man of intelligence, a man of wisdom. I'm sure you are not a bit like those savage and illiterate men who put me in this cage. Would you please let me out of this cage?

Brahman: You bet I am. I value reason and learning, I am not like those lesser men who use violence. But I am no fool, you will eat me one day I let you out.

Tiger: No sir, not me. I will serve you forever. I promise. You will not need to walk anywhere, I will take you wherever you want. You will lead a life in luxury. Consider that! You will ride a tiger instead of a horse. You have my word.

Brahman: Hmmm. That sounds good. Since you promise to serve me, I'll let you out. (Brahman opens the cage and lets the tiger out.)

Tiger: (grabbing Brahman by his throat) Aha! I will finally get a good meal.

Brahman: (scared) But... but you promised!

Tiger: (laughing) You think I will let you go for a promise? What a fool!

**Integrated Learning**

Do you know what Aesop’s Fables, the Jataka and the Panchatantra Tales all have in common? The animal characters depicting human values and traits and the lessons each story has to teach us! How many of these have you read?

**Critical Thinking:**
Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences

**Communication (Oral):**
Asking questions to clarify unknown topics, Speaking confidently, Using clear and articulate speech

**Communication (Written):**
Using personal voice in writing, Expressing thoughts with words and images

**Differentiated Learning**

**Level 1:** Comes up with the very obvious traits of the characters.

**Level 2:** Gives suitable textual evidence for each character trait.

**Level 3:** Reads deeper between the lines and comes up with character traits that are not so explicit but implicit between the lines of the text.

---

**Understanding**

1. Write true or false for the following statements:
   a. Brahman was proud of his learning. ____
   b. Tiger was kind and generous. ____
   c. Tree helped to save Brahman. ____
   d. Buffalo thought tree was right in eating Brahman. ____
   e. Jackal tricked Tiger and trapped him in a cage. ____

2. Answer the following questions:
   a. Where did Brahman find Tiger? What did the Tiger say to Brahman?
   b. Why did Brahman agree to free Tiger?
   c. What was Brahman’s last wish?
   d. What did Tree and Buffalo tell Brahman?
   e. How did Jackal help Brahman?

3. Think and answer:
   a. If you were Brahman, would you return to Tiger even after he broke his promise? Why or why not?
   b. What lesson did you learn from the play?
1. a. True    b. False    c. False    d. True    e. True
2. a. Brahman found the tiger while walking through a trail in the forest and heard an animal crying in pain. Tiger begged Brahman to free him from his cage.
   b. Brahman agreed to free Tiger because Tiger promised to serve him well and carry him around.
   c. Brahman’s last wish was to ask someone if he indeed deserved to be eaten by Tiger.
   d. Tree and Buffalo both told Brahman that nothing is fair in this world. According to them, Tiger should eat him right away.
   e. Jackal helped Brahman by pretending not to understand how Tiger was in the cage. Tiger got irritated and demonstrated it to them, after which Jackal locked the cage with the Tiger inside.

2. Answers may vary. Sample answers:
   a. No, if I were Brahman I would run far away from the forest because I am intelligent enough to know that tigers and humans can’t be friends. If Tiger had broken his promise once, he could surely do it again.
   b. I learned the lesson that to have knowledge without wisdom and common sense is quite useless.

4. Brahman felt pity, fear, pride, curiosity, relief and success when he decided to free Tiger out of pity. He felt pride when he claimed he was knowledgeable. He feared when Tiger wanted to eat him. He was curious to know the answers to his question and finally relief and success when Jackal defeated Tiger for him.
Tiger felt eagerness, greed, hunger because he wanted to eat Brahman and anger when he was tricked out of a tasty Brahman meal.
Jackal was curious to know how Brahman had got into such a difficult situation, and when he outsmarted Tiger he felt a sense of success and triumph.

Skills in focus
Communication: Articulating: oral and written, Showing reflection and growth through word choice

Teaching Trail
- Explain what compound words are and how they are formed.
- Read and explain the samples given on page 106.
- Tell: Some words that sound like compound words but they are not. That is because the meaning of the word has nothing to do with the two words that make it up. For example: carpet, season etc. are not compound words.

Vocabulary

<table>
<thead>
<tr>
<th>Compound Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you remember reading the word leftovers in the play?</td>
</tr>
<tr>
<td>It’s a compound word formed by joining two words: left + over. It means, food that has not been eaten.</td>
</tr>
<tr>
<td>A compound word is formed by bringing together two words to form a word with a new meaning.</td>
</tr>
<tr>
<td>Some more compound words used in the play:</td>
</tr>
<tr>
<td>cannot: can + not – unable to do something</td>
</tr>
<tr>
<td>inside: in + side – within</td>
</tr>
<tr>
<td>knucklehead: knuckle + head – a foolish person</td>
</tr>
<tr>
<td>indeed: in + deed – in reality</td>
</tr>
</tbody>
</table>

1. Recognise and underline the compound words:
- working daydream kitten tablet
- afternoon daylight carpet cowboy
- folklore fairness submit homework
- barrage backup acorn notice
- eyebrow grownup forever railroad

2. Combine the words from column A to column B to form as many compound words as you can. Write them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>light</td>
</tr>
<tr>
<td>night</td>
<td>time</td>
</tr>
<tr>
<td>day</td>
<td>thing</td>
</tr>
<tr>
<td>no</td>
<td>side</td>
</tr>
<tr>
<td>some</td>
<td>day</td>
</tr>
<tr>
<td>down</td>
<td>body</td>
</tr>
<tr>
<td>any</td>
<td>one</td>
</tr>
<tr>
<td>every</td>
<td>stairs</td>
</tr>
</tbody>
</table>
Activity 6: Let’s Pair Up!

Write down the two halves of a compound word on two slips of paper. Use different compound words: one for each pair of students in the class. Shake all the halves of the compound words in a large bowl or tray and give each student a cut out of one half of a compound word. Every student then needs to find the student who has the other half of the compound word. This activity can be quite noisy so try doing it in batches of 10 students at a time. The students who pair up the fastest with their compound words are the winners.

Answer Key

1. afternoon, folklore, eyebrow, daydream, daylight, backup, grownup, forever, cowboy, homwork, railroad
2. upstairs, nightlight, daytime, nobody, someone, downstairs, anything, downside, everyone, everyday, daylight etc.

Critical Thinking: Analysis, reasoning

Teaching Trail

- Recapitulate the rules and usage of the different types of modal verbs.
- Read the questions and explain what is to be done.
- Give the students time to complete the exercises independently.

Answer Key

1. may may
   can must
   may should
   could can
   could must
   can
2. a. should have
   b. cannot
   c. should
   d. must
   e. might
Teaching Trail

- Explain how certain questions barring those that start with wh words need to have a statement preceding the question, otherwise it would make no sense.
- Explain the kind of phrases we can use to begin an answer in case we are unsure of our response or confused about whether we are giving the right answer or not.
- Allow the students to get into pairs and ask each other questions that preceded by statements. For example, You are coming to the park today. Aren’t you? etc.

Critical Thinking: Reflecting, evaluating and concluding

Communication (written): Using appropriate tone and vocabulary for the intended audience

Teaching Trail

- Read out the introduction about formal letters and explain the format, the kind of language used and the tone of the letter
- Read out the letter emphasizing the color coded sentences to ensure the students grasp the finer nuances of formal letter writing.
- Tell them to organise their thoughts carefully in an outline and then attempt to write an alternate ending.

Activity 7: Say You, Say Me!

Divide the class into pairs. Write some situations on the board like first day in a new class, a picnic plan, a school function, a field trip, a birthday party, a family occasion etc. Allow the students to pick a topic of their choice and frame questions in pairs that have statements preceding the questions. They can frame one question for each other and the partner then answers the question. Ask the students to carry out this activity in writing.

Activity 8: What do I Say?

Write down some school-related situations on the board: school buses not arriving on time, too much homework being given over weekends, fewer number of P.E classes in a week, lunch breaks being too short, library books not in a good condition, late slips being issued too often even in situations when it’s not the students fault, no facility for summer sports camps in school etc. In groups of 4, ask students to draft a letter to the principal requesting her to look into these matters to find a solution to the same. The students could then share their letters in class. Allot different situations or complaints to different groups so that a variety of letters can be read out in class.
As Brahmans, write a formal letter to the Governor of Capital City informing him about the tiger menace near the trail, and requesting him to relocate all the tigers of the area to a dense forest away from the trail.

**Plug-In Appositives**

**Buffalo:** My master, a stingy man, gives me trash and leftovers to eat.

An appositive comes after or before a noun. It provides additional information and further describes the noun. A noun or a noun phrase can be used as an appositive.

The words inside the commas form an appositive. Appositives are of two types: restrictive and non-restrictive.

A **non-restrictive appositive** only gives extra information about the noun. The sentence means the same even without it. It is always separated by using commas.

Tiger, a wild beast, was helpless in the cage.

A **restrictive appositive** is important for the meaning of a sentence. It is not separated by commas.

We read the play _It’s Not Fair._

1. **Underline the appositives in these sentences.**
   a. Brahmans pupil, Ganesan, wants to write a story about the tiger.
   b. Brahma was going through the Madhu woods, a small forest in India.
   c. He met Buffalo, a domestic animal, who did not like leftovers.
   d. He thought Tree, a generous being, would surely help him.
   e. It was Jackal, a small but clever animal, who finally helped Brahma.

2. **Fill in the blanks with suitable appositives and write whether they are restrictive or non-restrictive against the sentences.**

   [a man] [a European country] [the play] [an English author] [a collection of stories]

   a. It’s Not Fair, ________, is set in a forest.
   b. How could Brahma, ________, fight a tiger?
   c. The tale is found in the Panchatantra, ________, and many other texts.
   d. The tale was also told in Spain, ________.
   e. Mary Frere, ________, translated the story in English.

**Answer Key**

1. a. Brahmans pupil  b. a small forest in India  c. a domestic animal
d. a generous being  e. a small but clever animal

2. a. the play  b. a man  c. a collection of stories
d. a European country  e. an English author
Critical Thinking: Analysis, reasoning, and inferences
Communicating: Articulating
Creativity: Generating original ideas

Teaching Trail

- Ask students what they understand by good and bad habits and why the former take longer to inculcate and follow than the latter.
- Read the poem aloud with expression and pause when needed in between to emphasise an important thought or message.
- Ask them what message the poet is conveying to his readers or listeners.
- Discuss the answers to the questions in the exercise in class.

Reading

Read the poem aloud with expression.
- Why is a habit been called ‘a sticky thing’ by the poet?
- What is a vice-like grasp?
- Why have habits been compared to plants?
- What do good habits do for us?
- What do bad habits bring us?

Weed or Bloom

A habit is a sticky thing:
Much good or evil it can bring:
It binds a victim, holds him fast,
And keeps him in a vice-like grasp
Bad habits grow with extra speed,
Much like a healthy, growing weed.
The roots grow deep, the stem grows stout:
How difficult it is to pull out!
Good habits are a little slow;
They need a lot of care to grow.
If tended well, they grow more fair
Than any bloom a plant can bear.
Good habits help us all through life;
Bad habits bring us pain and strife.
Our habits, whether right or wrong,
Each day will grow more firm and strong.

~Anonymous

Answer Key

1. a. care  b. weeds; blooms/flowers  c. firm; strong
2. a. Habits can be good or bad depending on whether they make us blossom like flowers or choke us like weeds.
   b. He means that like a sticky substance, we too get stuck with certain habits.
   c. Bad habits bring pain and strife, sorrow and suffering and everything negative with them that don’t allow us to progress well in our lives.
3. a. I would like my habit of being punctual and eating healthy foods along with having a sharing and caring nature stay with me as these make me feel good about life and myself. I would like to change my bad habit of losing my temper too quickly or getting anxious about little things because these don’t help me and they only hinder my progress.
   b. If good habits stick like glue, it is a very good thing. However, habits sticking like glue become a bad thing if we allow ourselves to stick to our bad habits like being angry or irritable or rude as those will not help us grow as individuals.

Binds, holds, grows
**Collaboration:** Organising and gathering team materials, Suggesting/accepting new ideas, Asking questions to the group and the teacher

**ENRICHMENT**

Flyers are paper advertisements that are handed out to people at public places. They are a great way to get the word out: whether you want to find your lost dog, promote your school play, or advertise an event.

To make a flyer:
- keep the information brief and simple
- think of a catchy headline
- paste or draw colourful pictures related to the event
- add a subheading or subtitle to provide more details about the headline
- include other details that answer questions such as what, when and where

Make a flyer to be distributed in your school inviting students to watch the play: It’s Not Fair. Write a catchy heading and include other details in the space provided.

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**Teaching Trail**

- Explain what flyers are and how they are used to reach a larger audience.
- Read out the essential features that go into the making of a visually appealing and effective flyer as explained on page 111.
- Divide the class into pairs and allow each pair to work on a rough draft as to what all they will put into their flyer for the upcoming event as mentioned in the content book.
- If there is time, let the students complete making the flyer inviting students to watch the play It’s Not Fair.
- They could use A-4 size sheets to complete this collaborative work in class.
**PROJECT WORK**

**Research of Tails and Tales**

Ask students to research and write a brief summary of any fable or folktale that had something to convey to its readers. They could add a picture of the same or make an illustration along with a brief write up and put these up in class so that other students could read the fables/folktales and stories they would like to read.

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**Workbook Answer Key**

**Activity 1: Phonics and Spellings**

1. lizard  eyes  fingers  scissors  Puzzle  newspaper  treasure  tape  measure
2. /z/ sound: lazy, music, cheesecake, shoes, applause
   / 3/ sound: casual, usual, usually, visual, massage, garage, exposure
3. a. reign  b. rein  c. foreign  d. eight  e. weight  f. freight

**Activity 2: Understanding**

1. a. true  b. false  c. false  d. true
2. a. Tiger to Brahman  b. Brahman to Tiger  c. Tree to Brahman  d. Jackal to Tiger
3. a. Brahman  b. hungry  c. Jackal  d. Tree
4. a. Jackal pretended to be a simpleton who did not know how Tiger was in a cage. He actually managed to irritate Tiger enough for him to demonstrate how he was in a cage. As soon as Tiger got in, Jackal closed the cage and trapped him again.
   b. Buffalo said this to Brahman because she was recalling her own life story. As long as she was giving milk, she was fed with choicest of food. Now that she was old and could no longer give milk, the farmer fed her only trash and leftovers.
   c. Brahman’s last wish was to seek a fair opinion as to whether Tiger should eat him or not. He wanted to seek different opinions to check what they thought of Tiger going back on his promise of not eating Brahman once he was free.
   d. No, Brahman had only knowledge of the scriptures but he was not worldly wise. In fact, he had no common sense or basic intelligence to gauge a situation before making any decision.
5. a. ii. no one treated him fairly
   b. i. he believed he was right and every animal would agree with him
   c. iii. he thought Tiger would be grateful to him and would serve him

**Activity 3: Vocabulary**

1. a. ii. one  b. ii. town  c. iii. where  d. i. night  e. iii. boy
2. daylight, someday, downside, upstairs, lifelong, worldwide, forever

**Activity 4: Grammar**

1. a. can  b. could  c. may  d. could  e. can; might
2. a. might; P     b. can; A  c. may; PE  d. can; A  e. Can; A  f. May; PE

3. b. You must wear seatbelts while driving.
   c. You should not honk unnecessarily.
   d. You should drive below the speed limit.
   e. You should slow down before turns.
   f. You must have a driver's license.
   g. You must not drive if feeling unwell.

**Activity 6: Celebrating Poetry**

1. a. Habits can be both good and bad, according to the poem.
   b. Habits are things we pick up and once these become a habit, we are not easily rid of them, hence they are called sticky.
   c. Weeds are our bad habits that are harmful for us and hamper our progress while blooms are our good habits which help us to grow and become better human beings.
   d. Good habits, if nurtured can help us grow even better than literal blooms or flowers can.
   b. Bad habits are easier to pick up and quicker to become a part of our personalities. However, good habits take a long time to inculcate and become a part of who we are and how we behave.
   c. Bad habits are like weeds. They choke the plants and the flowers then cannot bloom well. Similarly, bad habits overshadow our good habits and begin to take over our personalities gradually reducing the good within us and instead of becoming better human beings we become worse.

**Activity 7: Comprehension**

1. a. organise   b. collect   c. accept
2. a. iii. encourage people to participate in the community drive
   b. i. Anand Niketan Community Club
   c. ii. call Mr. Ravi
3. a. It is going to be held on 25 April.
   b. People with heavy items need to call Mr. Ravi by 22 April to arrange for assistance.
   c. Residents and non-residents of Anand Niketan are encouraged to participate in the charity drive.
   d. Toys, books, clothes, electronic appliances etc. will be accepted while cash donations will not be accepted in the charity drive.
LESSON TARGETS

Getting Started and Listening
• Understand what makes adventure stories fascinating for readers
• Learn the names of different parts of a ship
• Recall information

Pronunciation: Phonics fun: /əʊ/ and /ʊə/ sounds
• Read a poem and learn how letters in words make the different əʊ/ and /ʊə/ sounds
• Learn the correct pronunciation of these words
• Identify and separate these two different sounding words

Language Ladder: Adjectives
• Understand that adjectives add information and modify nouns in a sentence
• Differentiate between demonstrative adjectives, adjectives of quantity, quality, number and possessive adjectives
• Learn the order in which different adjectives are used in a sentence

Reading: Robinson Crusoe
• Read and understand a story within a story in the form of journal entries about the famous literary character Robinson Crusoe based on a real life hero
• Analyse how effective the story is written in the format of journal entries

Understanding
• Make inferences based on comprehension of the text
• Identify different adjectives to describe the things mentioned in the story
• Understand the various emotions the character felt at different times in the story

Vocabulary: Nouns as Adjectives
• Understand that nouns describing other nouns are called adjuncts
• Identify single words or more than one word which are nouns used to describe other nouns

Practising Grammar: Adjectives
• Identify the types of adjectives used in different sentences
• Place adjectives in the correct order in sentences

Speaking: Speaking about Someone’s Qualities
• Learn to use a variety of adjectives to describe a person’s qualities

Writing: Diary Entry
• Learn the format of a diary entry, details to be included and the kind of language used
• Write a diary entry based on the given situation using the given guidelines

Plug In: Past Perfect Tense
• Understand the rules of how and when to use the past perfect tense
• Understand that the past participle form of the verb is always used in the past perfect tense
• Complete the sentences meaningfully using the past perfect tense which is had + the past participle form of the verb

Celebrating Poetry: Land of the Storybooks
• Understand the message and answer comprehension questions about the poem
• Identify words in the poem pronounced as /əʊ/

Enrichment
• Learn what one needs to keep in an emergency kit with reference to the story of Robinson Crusoe
<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               | • Activity 1: Adventurous Spirit  
• Exercise (Page 112)                                                  |                       | 1                |
| 2   | Listening: Listen to a Passage| • Listening for Details  
• Exercise (Page 113)                                                   |                       |                  |
| 3   | Phonics Fun: /ʊə/ and /əʊ/ Sounds | • Reading and pronunciation  
• Exercise (Page 113)  
• Activity 2: Wordy Battles                                               | Activity 1 (Page 77)  | 1                |
| 4   | Grammar: Adjectives           | • Learn about the different kinds of adjectives: demonstrative adjectives, adjectives of quantity, adjectives of number, possessive adjectives and adjectives of quality  
• Activity 3: Dual Description                                           |                       | 1                |
| 5   | Pre-reading Reading           | • Exercise (Page 115)  
• Activity 4: Survival Kit  
• In-Text Comprehension Practice                                         |                       | 4                |
| 6   | Understanding                 | • Activity 5: There’s Good and Bad in Everything  
• Exercise (Page 119, 120)                                              | Activity 2 (Page 78, 79) | 1                |
| 7   | Vocabulary: Nouns as Adjectives | • Activity 6: Who’s My Adjunct?  
• Exercise (Pages 120, 121)                                              | Activity 3 (Page 80)   | 1                |
| 8   | Practising Grammar: Adjectives | • Exercise (Page 121, 122)                                           |                       | 2                |
| 9   | Speaking: Speaking about Someone’s Qualities | • Activity 7: What Am I Like?                                       |                       | 1                |
| 10  | Writing: Diary Entry           | • Read and understand how to write a diary entry  
• Activity 8: Oh Dear Diary!  
• Exercise (Page 123)                                                   | Activity 5 (Page 83)   | 1                |
| 11  | Poem Appreciation: Land of the Storybooks | • Recite and understand  
• Exercise (Page 125)                                                   | Activity 6 (Page 84)   | 2                |
| 12  | Plug-in: Past Perfect Tense   | • Learn how the past perfect tense is formed using had + the past participle form of a verb  
• Exercise (Page 126)                                                   |                       | 1                |
| 13  | Enrichment                    | • Activity 9: Brainstorming!  
• Identify things needed in any kind of emergency and prepare an emergency kit  
• Exercise (Page 127)                                                  | Activity 7 (Pages 85, 86) | 2                |
| 14  | Project Work                  | • Research and write a paragraph on a real life tale of survival     |                       | Home Work        |
Grandpa always said that the things inside the trunk were extremely precious. I had always wondered what Grandpa kept inside his rusty old trunk. One fine day, Grandpa called me and said, “You always wanted to know what’s inside my trunk. Let’s open it today.” He opened the trunk with a heavy iron key. I was expecting to see a small treasure but it had an old diary, a camera and photographs of my father when he was a child. “The diary,” he said, “was written by him when he was young and new in the city.” He told me that I could read his diary and other books. This was no less than a small treasure for me.
Robinson Crusoe

Listen to the passage about a child describing his grandfather's old trunk. Now, complete these sentences.
1. Grandpa always said that the things inside the trunk were ___________________.
2. Grandpa opened the trunk with a heavy ___________________.
3. The child expected to ___________________ in the trunk.
4. The child found ___________________ in the trunk.
5. The diary in the trunk was written when the grandfather was _________________.

Phonics Fun AA /əʊ/ and /ʊə/ sounds

Read the following poem aloud and take note of the highlighted words.

A European sailor was sure,
There was nothing that he couldn’t cure.
He went on a long tour,
Away from the meadows and moor.
He searched the seas till he got old
In his search for statues of gold.
On his ship he roamed and roamed
And at last forgot the way to home.

The words in orange have the /əʊ/ sound and the words in blue have the /ʊə/ sound.

1. Underline the words that have the /əʊ/ sound.
   - our
   - our
   - pure
   - over
   - pure
   - moreover
   - endure

2. Circle the words that make the /ʊə/ sound.
   - sure
   - sure
   - goon
   - goon
   - slow
   - slow
   - endure
   - endure

3. List three words that have the /əʊ/ sound and three words that have the /ʊə/ sound.
   - /əʊ/: __________, __________, __________
   - /ʊə/: __________, __________, __________

Answer Key
1. extremely precious
2. iron key
3. see a small treasure
4. an old diary, a camera and photographs of his father when he was a child
5. young and new in the city

Communication: Speaking confidently, providing expression and enthusiasm

Reading Café

Sound: /əʊ/ sound
Diphthong: combination of /ʊ/ and /ə/

Pronunciation: As we say the /əʊ/ sound, the mouth starts on the position of the /ʊ/ sound and finishes on the position of the /ə/ sound.

Sound: /ʊə/ sound
Diphthong: combination of /ə/ and /ʊ/

Pronunciation: As we say the /ʊə/ sound, the mouth starts on the position of the /ə/ sound and then closes a little and becomes more rounded as you finish on the position of the /ʊ/ sound.

Teaching Trail

- Ensure, mature, obscure, endure: These are words that are pronounced with the /ʊə/ sound and words like shadow, comb, roamed, toned etc. are pronounced with the /əʊ/ sound.
- Read the brief poem aloud clearly emphasising the words as per which the letter/s are pronounced as /ʊə/ and /əʊ/.
- Ask students to think of more words with both the sounds.
- Write a few words that the students come up with on the board.
- Ask the class to read the words aloud and check their pronunciation to see if they have understood the difference.
- Allow the students to sit in pairs and attempt the exercise on page 113.
Activity 2: Wordy Battles

Divide the class into 6 groups. Ask each group to come up with 10 words of each sound. The group that completes the list correctly is the winner.

Variation

Write out a list of 20 words on the board and ask the students to separate the words into two columns, one with words pronounced as /ʊə/ and the second with words pronounced as /əʊ/. They can separate these words and write them down in two columns in their notebooks.

Answer Key

1. pure, fury, sure, endure
2. over, mould, loan, soul
3. obscure, premature, visual; episode, joke, phone

Teaching Trail

- Read aloud and explain the purpose adjectives serve in a sentence to add more information about a noun.
- Explain the different types of adjectives and give examples as given on page 114.
- Tell the students about the order in which adjectives appear in a sentence as per the information given on page 115.

Activity 3: Dual Description

In pairs ask the students to make a list of things in the classroom and use one or more adjectives to describe each. For example, large, rectangular black blackboard, thick, heavy books, etc. List the adjectives on the board once the students are done with the activity.

Critical Thinking: Making predictions, judgments and inferences

Communication (Written): Showing reflection of growth through word choice

Skills in focus

Language Ladder

Adjectives

Adjectives modify nouns in a sentence. They describe nouns, by telling us about their quality, their number, who they belong to and many other details.

Captain Cook undertook many dangerous adventures.

This sentence has two adjectives: many and dangerous. Both of them describe the noun ‘adventures’.

There are different kinds of adjectives that provide different types of information about a noun.

Demonstrative adjectives: These adjectives point out which noun we are talking about. They answer the question ‘Which?’

That ship is a replica of Captain Cook’s ship.

That, these, that and those are demonstrative adjectives.

Adjectives of quantity: These adjectives tell us about the quantity of nouns. They answer the question ‘How much?’

Captain Cook had little time to rest during his voyages.

We did not have much knowledge about Australia and New Zealand before Captain Cook’s voyages.

Adjectives of number: These adjectives tell us about the number of nouns. They answer the question ‘How many?’.

Captain Cook undertook three voyages.

These adjectives are used for countable nouns.

Possessive adjectives: These adjectives tell us to whom or what a noun belongs to. They answer the question ‘Whose?’.

His ship was named HM Bark Endeavour.

His, her, its, our, their, your and my are possessive adjectives.

Adjectives of quality: These adjectives indicate size, colour, shape, age and many other things about nouns.

HM Bark Endeavour had white sails.

The ship completed a long journey from England to Australia.

Skills in focus

• Read aloud and explain the purpose adjectives serve in a sentence to add more information about a noun.
• Explain the different types of adjectives and give examples as given on page 114.
• Tell the students about the order in which adjectives appear in a sentence as per the information given on page 115.
Critical Thinking: Reflection, making judgements and inferences
Communication: Speaking confidently, providing expression and enthusiasm

Teaching Trail

- Discuss what a person marooned on an island would do to keep himself safe from wild animals, make a shelter for himself and not go hungry.
- In pairs, ask students to fill up the part of the column on page 115 before reading the story of Robinson Crusoe.

Order of adjectives

Adjectives of quality describe many aspects of a noun. When more than one of them is used to talk about a noun, we put them in the given order.

Opinion or general description: good, ugly, costly, light
Size: big, small, large, tiny
Age: old, ancient, new, young
Shape: round, sharp, rectangular, square
Colour: red, yellow, black, white
Origin: Indian, Australian, Chinese, African

We usually do not use more than three adjectives for a noun. Read the set of three adjectives for each of the given nouns.

<table>
<thead>
<tr>
<th>opinion</th>
<th>size</th>
<th>age</th>
<th>shape</th>
<th>colour</th>
<th>origin</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>new</td>
<td>new</td>
<td>triangular</td>
<td>white</td>
<td>European</td>
<td>ship</td>
</tr>
<tr>
<td>large</td>
<td>triangular</td>
<td>white</td>
<td>sail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td>tiny</td>
<td>round</td>
<td>island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>old</td>
<td>brown</td>
<td>Pacific</td>
<td>tree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-Reading

Robinson, a sailor, was washed up onto a strange shore after a sea storm. What do you think he did to meet his basic needs? Fill the first column before you read the story, and the second column after reading it.

<table>
<thead>
<tr>
<th>Necessities</th>
<th>What could he do?</th>
<th>What he actually did?</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>protection from wild animals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key

What could he do:
food: pluck fruit from the trees, fish from the ocean
shelter: use wood to make a hut
protection from wild animals: keep a fire lit at night
Comprehension Questions

- What did the old diary contain?
- What did Crusoe call the island he had been shipwrecked upon and why?
- What did Crusoe fear would happen to him?
- Where did Crusoe sleep that first night?

Comprehension Questions

- What did Crusoe find in the morning?
- What did he feel sad about?
- What did he hope to recover from the ship?
- What eventually happened to the ship?
- How did Crusoe spend his days?
- What strange things did Crusoe find on the island?

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences

Creativity: Generating original ideas

Communication: Listening Actively – Answering questions

Teaching Trail

- Let the students read one or two paragraphs turn by turn. Stop each student and let the next student in the row start from there to ensure they are all engaged in the reading aloud and answering of questions sporadically asked during the reading.
- As the text is read:
  » pronounce and explain difficult words
  » take breaks and ask comprehension questions given beside the text
- Ask the students to complete the column on page 115 after the story has been read out in class.

Page 116

Comprehension Questions

- What did Crusoe find in the morning?
- What did he feel sad about?
- What did he hope to recover from the ship?
- What eventually happened to the ship?
- How did Crusoe spend his days?
- What strange things did Crusoe find on the island?

Page 117

Comprehension Questions

- What did Crusoe find in the morning?
- What did he feel sad about?
- What did he hope to recover from the ship?
- What eventually happened to the ship?
- How did Crusoe spend his days?
- What strange things did Crusoe find on the island?

September 30, 1659. - 1, poor miserable Robinson Crusoe, being shipwrecked during a dreadful storm in the offing, came on shore on this dismal, unfortunate island, which I call "The Island of Despair"; all the rest of the ship's company being drowned, and myself almost dead.

I spent the rest of the day in fear and apprehension dismayed by the state of things I found myself in. I had neither food, house, clothes, weapon, nor place to fly to; and in despair of any relief, saw nothing but death before me - either that I should be devoured by wild beasts, murdered by savages, or starved to death for want of food. At the approach of night I slept on a tree, for fear of wild creatures. Though it rained all night, I slept soundly.
Comprehension Questions

• How did Crusoe express his views on his situation?
• Which place did Crusoe decide to make a dwelling in?
• How did Crusoe expand his living space?
• What suddenly happened to his cave or vault that made Crusoe afraid?
• How did Crusoe fix the damage to his “home”?

October 1, 1659: In the morning I saw, to my great surprise, the ship had floated with the high tide, and was driven near the island. The night was some comfort on one hand, for seeing her sit upright, I hoped to get on board, and get some food and necessaries out of her for my relief. On the other hand, it renewed my grief at the loss of my comrades. I thought we could have saved the ship if we had all stayed on board. We might have built us a boat out of the ruins of the ship, and sailed to some other part of the world. I spent great part of this day thinking about these things; but at length, I went upon the sand as near as I could, and then swam on board.

October 2–25, 1659: From the 1st of October to the 25th, I made several voyages to get all I could out of the ship. It raised all night and all day on the 25th, with some gusts of wind, during which time the ship broke into pieces. I spent this day in covering and securing the goods which I had saved, that rain might not spoil them.

The voyages proved to be a great success. I managed to rescue a great quantity of tools and other necessities from the ship. I now have a drill, a dozen hatchets, a grind-stone, crowbars, a large bag of nails and rivets, sails, ropes, pikes, two barrels of gunpowder, musket balls, seven muskets, a hammock, a mattress, blankets and coals.

October 27–November 22, 1669: I followed a particular schedule to order my times of work, of going out with my gun, time of sleep, and time of diversion. Every morning I walked out with my gun for two or three hours, then employed myself to work till about eleven o’clock; then eat what I had to live on; and from twelve to two I lay down to sleep; and then, in the evening, to work again. The working part of my days was usually spent in carrying the things I had rescued to my encampment. The morning part was the most exciting as I got to see beings that I had never seen before. On many days I caught fish, using insects to lure them, once I even killed a wild cat. I killed a large bird that was good to eat, but I knew not what to call it. I also saw some strange-looking flowers.

Activity 4: Survival Kit!

In groups of 4, ask students to make a list of things they would need to find and do to help them to survive and stay safe on a marooned island. Tell them they need to think of things and measured beyond what Crusoe found and did. Allow the students to share their lists with the class.

Integrated Learning

There are many stories that have been written about people stranded on islands who have finally managed to rescue themselves. Did you know that these are not just stories but were inspired by real life stories of survival—the Robertson’s was one such family! Find out more about these real life tales of survival of people who have been castaway and marooned on remote islands, in jungles or even at sea.
Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences
Communication (Written): Using personal voice in writing, Expressing thoughts with words and images

Answer Key

1. a. iron tree: hard
   b. island: desolate
   c. voyages: several
   d. cave: spacious
   e. ship: abandoned

2. a. Crusoe was afraid and miserable about the situation he had found himself in on his first day on the island.
   b. He was sad because he knew that all the crew members of the ship had died but happy because he could get necessities like food, tools and weapons from the ship.
   c. He slept in a tree for fear of being eaten by wild animals in the middle of the night.
   d. A large amount of earth fell into the cave and might have buried Crusoe alive had he been sitting on that spot.
   e. On any average day, Crusoe would go for a morning walk for a couple of hours exploring the island. Then he would work on anything he needed to make or build till about 11 am. After that, he would eat what he had to live on, then sleep from 12 to 2 pm. After that, he would again begin to work in the evening.

3. a. Yes, Crusoe would still have survived, he could have had fruits and hunt for animals for food. He would still have managed to find shelter and used sticks as tools.
   b. Crusoe decided to dig a cave on the island because he wanted to have a proper shelter that he could call his home to live and sleep in.

4. Answers may vary. Sample answer:

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>The owner informed me that his dog was a little ill-tempered and might bite as he specifically didn’t like children, only adults!</td>
<td>I wasn’t allowed to pet the beautiful dog which had moved in with its owners next door.</td>
</tr>
</tbody>
</table>
Teaching Trail

- Explain that adjuncts are nouns which are also used as descriptive words to describe other nouns.
- Tell the students adjuncts can be a single word or even two or three words.
- Read and explain the samples given on page 120.

3. Think and answer.
   a. Would Crusoe have survived on the island if he had not found and saved necessities from the abandoned ship? Why?
   b. Why did Crusoe decide to dig a cave on the island?

4. Robinson makes a list of good and bad things to comfort himself, to help him see the positive side of things. When he finishes his list he sees that for everything bad in his life there is something good too. Make a similar list of your own. On one side, write two bad things that happened to you and, on the other, a good thing that happened because of them.

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Nouns as Adjectives

We know that adjectives are used to describe nouns.

Sometimes even nouns can describe other nouns. These nouns are also called noun adjuncts.

For example: sea floor

Here, the noun 'sea' describes the noun 'floor'. It tells us which floor is being talked about. So, it works like an adjective.

Here are some more examples.

- tennis ball
- horse race
- engine oil
- history book
- school debate club
- science teacher
- government forest research centre

We can even use more than one noun to describe another noun.

- England cricket team coach
- school debate club

1. Underline the nouns that are used as adjectives in these sentences.
   a. Robinson travelled by a known sea route in the story.
   b. He found goats on the island and even used goat milk to make goat milk cheese.

Activity 5: Who’s My Adjunct?

Write down an adjunct on one slip and a noun that describes it on another.

Write different adjunct-noun pairs: one for each pair of students in the class.

Shake all the slips in a large bowl or tray and give each student a slip. Every student then needs to find the student who has matching noun or adjunct that go together. This activity can be quite noisy so try doing it in batches of 10 students at a time. The students who pair up the fastest with their adjunct-noun pairs are the winners.

Answer Key

1. a. sea route
   b. goat milk; goat milk cheese
   c. corn husks
   d. ship hold
   e. sea food
   f. afternoon sun
   g. sea breeze
   h. afternoon sun
   i. animal meat
   j. metal tools

2. a. emergency number; emergency situation
   b. English teacher; English dictionary
   c. computer skills; computer keys
   d. fire drill; fire engine
   e. school uniform; school bus
   f. water tank; water hose
Teaching Trail

- Recapitulate the rules and usage of the different types of adjectives.
- Reiterate that when more than one adjective is used to describe something: it comes in the order of opinion, size, age, shape, colour and origin.
- Give the students time to independently complete the exercise.

Communication: Articulating: oral and written, Showing reflection and growth through word choice

c. He was surprised to find barley growing where he had thrown some corn husks.
d. Crusoe found two barrels of gunpowder in the ship hold of his ruined ship.
e. He ate sea food caught fresh from the sea.
f. Crusoe would sleep in the afternoon to hide from the afternoon sun.
g. He would work in the morning and evenings when the sea breeze was blowing.
h. He made a tent from the sailcloth rescued from the destroyed ship to take shelter from the afternoon sun.
i. On the island, Crusoe had enough grains and animal meat to stay healthy.
j. He smartly used the small amount of metal tools he had to make his life easier.

2. Use the following nouns as adjectives to describe two nouns each.
   a. emergency  b. English  c. computer
d. fire  e. school  f. water

Practising Grammar Adjectives

Adjectives describe nouns, by telling us about their quality, their number, whom they belong to and several other details.
We write the adjectives in the following order: opinion, size, age, shape, colour and origin.

1. The following passage has an adjective in each line. Underline and write the kind of adjective is used

HMS Bark Endeavour was a British ship commanded by _______.
Captain James Cook. It had a flat bottom, which was built _______ to allow it to sail in shallow waters. The ship was fitted _______ with three masts. The masts were designed to hold _______.
many sails. The ship had cabins and rooms that could _______ hold the crew, equipment and lots of gunpowder. _______.
These cabins were added to the ship after it was built. _______.
Her hull was also treated to protect it from shipworm. _______.
This treatment was done before Cook commanded it _______.
to its voyage to Australia. _______.

Answer Key

1. British: Adjective of origin
   shallow: Adjective of Quality
   many: Adjective of Quantity
   These: Demonstrative adjective
   This: Demonstrative adjective

2. a. experienced, forty-year old, British
   c. big, triangular, white
   e. old, cylindrical, red
   g. small, narrow, Pacific

   flat: Adjective of Quality
   three: Adjective of Number
   lots: Adjective of Quantity
   Her: Possessive adjective
   its: Possessive adjective
   b. tough, French
   d. amazing, big, brown
   f. swift, round, grey
   h. smart, blue
Explain how we get to know about Robinson Crusoe’s nature by the way he reacts and acts in given situations as given on page 122.

Explain that we can use a variety of adjectives to describe people and things. For example, pristine, tall, white, snow-capped Himalayan mountains etc.

Allow the students to get into pairs and carry out the fun activity described below.

Divide the class into pairs. Ask them to use adjectives to describe their partners. They can use the adjectives from the given list or some other adjectives. Tell them to exchange their notes. Remind the students that they are not to add any rude adjectives at all. Tell them they could write about one or two instances in brief where a particular quality of their partner came into play.
Critical Thinking: Reflecting, evaluating and concluding
Communication (written): Using appropriate tone and vocabulary for the intended audience

Teaching Trail

• Read out the introduction about diary entries and explain that the language needs to be informal and the tone personal
• Read out the diary entry and ask the students to note how the author has described the events of his day in a detailed and personal manner
• Tell them to organise their thoughts carefully in an outline and then attempt to write a diary pretending to be Robinson Crusoe

Writing

Diary Entry

A diary entry can help you record, reorganise and remember the important events of your day. You can also record your emotions and reactions to those events along with your hopes and plans for the future.

Read the diary entry given below. It is a record of Crusoe’s day, the event he saw, its effect on him, his hopes for the future and his actions.

October 1, 1659: In the morning I saw, to my great surprise, the ship had floated with the high tide, and was driven near the island. The sight was some comfort on one hand, for seeing her sit upright, I hoped to get on board, and get some food and necessities out of her for my relief. On the other hand, it renewed my grief at the loss of my comrades. I thought we could have saved the ship if we had all stayed on board. We might have built us a boat out of the ruins of the ship, and sailed to some other part of the world. I spent the great part of this day thinking about these things; but at length, I went upon the sand as near as I could, and then swam on board.

1. Imagine you are Robinson Crusoe. It is 28th December, 1659, you are still lost on the island. The following events happened during the day:
   • You found some wild animals on the island.
   • You tried to hunt them but only managed to injure one goat.
   • The goat followed you to your cave.

Write a diary entry recording these events, your reactions to these events and what you intend to do with the injured goat and the wild goats. Write the date in the first line and then begin your entry.

Activity 7: Oh Dear Diary!

Ask the students to get into pairs and exchange notes on what they would do in Robinson Crusoe’s place using the situation given on page 123. After exchanging their ideas and thoughts with each other, they could then get down to writing their individual entries.
**Critical Thinking:** Analysis, reasoning, and inferences  
**Communicating:** Articulating  
**Creativity:** Generating original ideas

---

**Land of the Storybooks**

At evening when the lamp is lit,  
Around the fire my parents sit:  
They sit at home and talk and sing,  
And do not play at anything.  
Now, with my little gun, I crawl  
All in the dark along the wall,  
And follow round the forest track  
Away behind the sofa back.  
There, in the night, where none can spy  
All in my hunter’s camp I lie,  
And play at books that I have read  
Till it is time to go to bed.  
These are the hills, these are the woods,  
These are my starry solitudes  
And there the river by whose brink  
The roaring lions come to drink.  
I see the others far away  
As if in fire lit camp they lay,  
And I, like an Indian scout,  
Around their party prowled about.  
So, when my nurse comes in for me,  
Home I return across the sea,  
And go to bed with backward looks  
At my dear land of Story-books.  

- Robert Louis Stevenson

---

**Teaching Trail**

- Ask students what they think the land of storybooks is like?  
- What do they think the poet is referring to?  
- Ask the students the recall the time they were children. Which were their favourite games involving pretend play?

**Reading**

Read the poem aloud with expression.  
- How does the boy feel when his parents don’t play at anything?  
- Where does the boy go in his imaginary land?  
- Who is the boy in his imaginary land?  
- Which animal does the boy see in his imaginary world?

---

**Answer Key**

1. a. false  
2. a. They sit around the fire and talk and sing in the evening.  
   b. The pretend forest track is all along the space behind the sofa.  
   c. The narrator reads his storybooks and makes an imaginary world where he is sometimes a hunter in the forest as part of his pretend play.  
   d. He describes his camp as a fire lit secret place hidden away from where he can see the hills, the woods, and a river at which lions come to drink, all beneath a starry sky.  
   e. These words mean that no one can see him or the camp he is in because it is hidden away from people.  
3. The narrator gets his ideas of adventures, hunting, forests and Indians from storybooks about Indian jungles and adventures that British officers used to have in times gone by.  
4. /əʊ/ sound words: home, follow, go
Critical Thinking: Analysis, Reasoning, and inferring, Solving problems

**Skills in focus**

- Explain when and how the past perfect is used as per the explanation given on page 126.
- Give the students some more examples of sentences that differentiate between the past perfect tense and past continuous tense. For example, I was disposing off the letters which I had read.
- Allow students to individually complete the exercise.

**Teaching Trail**

**Plug-In Past Perfect Tense**

Read the sentences. They are in past perfect tense.

The ship had floated to the shore. I was securing the goods which I had saved.

**Past Perfect Tense** is used to talk about an action or event that had been completed in the past. We use this tense when we are talking about some point in the past and want to talk about an event that was completed earlier than that point. Let’s use the above examples to understand.

When Robinson writes, “The ship had floated to the shore.” He is talking about the time he saw the ship, this happened in the past. When he says that the ship had floated, he means that the act of the ship floating to the shore was complete before he saw the ship.

In the second sentence:

I was securing the goods which I had saved.

| Past continuous: happening in the past | Past perfect: happened earlier in the past |

This tense is formed by using had and the past participle form of the verb.

1. **Read the following sentences below and underline the events which happened earlier in each sentence.**
   - a. The ship had been abandoned when Crusoe found it near the shore.
   - b. A part of the ceiling collapsed when Crusoe had almost finished digging up the cave.
   - c. Robinson was on the island because he had abandoned the ship during a storm.
   - d. Crusoe had never done woodwork before he got stuck on the island.
   - e. It had rained on the island before the weather got better.

2. **Fill in the blanks using had and the past participle form of the verb to form the past perfect tense.**
   - a. Crusoe _____ (learn) a lot of things on the island.
   - b. Crusoe _____ (work) for days to build a cave on the island.
   - c. The rains _____ (make) the island cool.
   - d. The ship _____ (float) near the coast of the island.
   - e. Robinson brought all his things inside the cave after he _____ (secure) the roof.

**Answer Key**

1. a. The ship had been abandoned
   b. Crusoe had almost finished digging up the cave
   c. He had abandoned the ship during a storm
   d. Crusoe had never done woodwork
   e. It had rained on the island
2. a. had learned
   b. had worked
   c. had made
   d. had floated
   e. had secured
Collaboration: Organising and gathering team materials, Suggesting/ accepting new ideas, Asking questions to the group and the teacher

ENRICHMENT

When Robinson Crusoe was swept on the island, he had nothing that could help him survive. Fortunately, he found his ship and rescued the things he would need later. It always helps to be prepared; that is why we keep emergency kits. An emergency kit is a package of basic supplies and tools that can help us survive emergency situations. Make a list of the items you would need in an emergency kit for a camping trip. You can ask your parents and use the Internet for help.

<table>
<thead>
<tr>
<th>Find out what items you need to keep in your first aid box.</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find out what food items you can store for emergency situations.</td>
<td>Water</td>
</tr>
<tr>
<td>Find out what items you need to keep in a first aid box.</td>
<td>First aid box</td>
</tr>
<tr>
<td>These tools can be used to contact others, make a fire, navigate and so on. List at least four such tools.</td>
<td>Survival tools</td>
</tr>
</tbody>
</table>

Teaching Trail

- The students need to have do their research to carry out this task in groups and come up with good ideas.
- Read the introduction aloud and explain the importance of always keeping an emergency kit handy at home.
- Divide the class into groups and ask them to brainstorm on what are the most essential things they need to have in case of any emergency.
- Allow the students to complete this exercise in groups. As they exchange ideas and individually, they fill in the table in their coursebooks.

Activity 8: Brainstorming!

Divide the class into groups of four to brainstorm on what they need to store in terms of canned food with a long shelf life, bottled water, first-aid box and tools needed to complete their survival kit. The students can then individually fill in the table in their coursebooks.
Real Life Survival Tales

Ask the students to research on real life stories of survival on the net and read about how many people managed to survive despite being marooned on islands or lost in forests and deserts. Ask them to prepare a small write-up on any one of these heroic tales. Along with a picture of the person, they can write a paragraph about their ordeal on an A4 size sheet of paper and display these in class.

Workbook Answer Key

Activity 1: Phonics and Spellings

1. home; open, bowl; snow, flower, hourglass; tower, towel
2. /əʊ/ sound: ago, old, window, most, hold, program
   /ʊə/ sound: power, coward, thrower, hour, gourd, pure
3. a. sign   b. find   c. wild   d. bolt   e. fold   f. pill

Activity 2: Understanding

1. a. false   b. true   c. false   d. true
2. a. ii. The roof of the cave collapsed.
   b. ii. He went to hunt with his gun.
   c. i. He got them from the ship.
   d. i. He slept in a tree.
3. a. He was there on the island because he had been shipwrecked during a dreadful storm.
   b. He called it “The Island of Despair”.
   c. He saw the abandoned ship and felt sad because he wished he and his mates had stayed on board and tried to get to safety together.
   d. He managed to get some tools like a drill, nails and rivets along with a mattress, blankets and coats.
4. a. By these words, Crusoe means if he had been sitting in that part of the cave, the roof made of mud would have caved in on his head and he would have surely died of suffocation.
   b. By this, Crusoe means that he realised he was stuck in a difficult situation but he did not want to continue feeling miserable about it. So, he decided to make a list of the positives and negatives in life at that point of time. He did this in order to remind himself that the positives far outweighed the negatves.
   c. Robinson Crusoe means that in order to make a proper cave behind his tent, he decided to make tools out of the wood. But, this task took him a lot of time because he was quite a poor craftsman and had never made things out of wood before.
   d. Crusoe means that after many days of hard work, his cave was ready, and he finally felt like he had something that he could call his home on an island where he was all alone.
Activity 3: Vocabulary
1. noun used as adjective the noun it describes
   a. flower garden
   b. living room
   c. wall clock
   d. dining table
   e. bottle cap
2. paper towel; mango juice; peanut butter; diamond ring; water colour; science project
3. mango tree; history book; movie tickets; house cat; book store; basket ball

Activity 4: Grammar
a. those b. this c. That d. this
2. a. your b. his c. my d. his e. their f. her g. our h. its
3. a. What
   b. What is the title of this song?
   c. Whose idea was it to play in the living room?
   d. some
   e. a few
   f. enough
4.
<table>
<thead>
<tr>
<th>opinion</th>
<th>size</th>
<th>age</th>
<th>shape</th>
<th>colour</th>
<th>origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ugly</td>
<td>huge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. fat</td>
<td>old</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. lovely</td>
<td>huge</td>
<td></td>
<td></td>
<td></td>
<td>Indian</td>
</tr>
<tr>
<td>d. pretty</td>
<td>huge</td>
<td></td>
<td>round</td>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>e. great</td>
<td>new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. unusual</td>
<td>old</td>
<td></td>
<td></td>
<td>yellow</td>
<td></td>
</tr>
</tbody>
</table>

a. Ugly, huge bag
b. Fat, old cow
c. Lovely, huge, Indian temples
d. Pretty, round, brown marble
e. Great, new book
f. Unusual, old, yellow book

Activity 6 Celebrating Poetry
1. a. i. sit by the fire b. iii. create imaginary worlds
   c. i. books he reads d. iii. hills, woods and rivers
2. a. The poet is the narrator or little boy in the poem.
   b. The “others” are the lions.
   c. “I” scouts around checking to see if everything is okay in his camp and around as it should be in jungles.
   d. “I” is the narrator or the poet.
Activity 7: Comprehension

1. a. needed   b. sick   c. steep   d. worried

2. a. i. raining heavily
    b. iii. his dog
    c. ii. knew
    d. iii. at the edge of a steep cliff

3. a. Ravi decided to go into the woods because he really wanted to pick the herb that was needed to cure his sick dog.
    b. Ravi wanted to collect the herb before it started to snow because the cold weather would make his dog sicker.
    c. Ravi was worried because it had been raining for hours the path leading to the herbs would be slippery. There were chances to lose balance and slide all the way down the hill.
    d. Ravi stood at the edge of the cliff and cut a vine using his knife. He made a loop at the end of the vine. He used it like a rope and threw it over the edge of the cliff and collected the herb.
Getting Started and Listening
• Understand the importance of wit and humour in our lives
• Identify the endings of some witty puns and jokes
• Recall information

Phonics Fun: /ɔɪ/ and /aʊ/ sounds
• Read a poem and learn how letters in words make the different /ɔɪ/ and /aʊ/ sounds
• Learn the correct pronunciation of these words
• Identify and separate these two different sounding words

Language Ladder: Reported Speech
• Learn how to convert direct into indirect speech
• Learn about the different reporting verbs that are used in indirect speech
• Learn about the changes in tense, words that talk about time and place, personal pronouns and while changing exclamatory and interrogative sentences to declarative sentences

Reading: Ebony Black and The Seven Splendid Mimes
• Read and understand a humorous parody on the classic children’s fairy tale of Snow White
• Make a note of five differences between the parody and the original story

Understanding
• Make inferences based on comprehension of the text
• Identify different adjectives to describe the things mentioned in the story

Vocabulary: Synonyms and Antonyms
• Understand that synonyms are similar meaning words and antonyms are opposite meaning words
• Learn the synonyms and antonyms of some words used in the chapter
• Use a thesaurus to find synonyms and antonyms of some given words

Practising Grammar: Reported Speech
• Use the correct pronouns and words that show time and place in sentences in indirect speech
• Convert direct to indirect speech according to the rules learned before

Speaking: Reciting
• Research on and recite a funny poem in class

Writing: Thank You Note
• Learn the format of a thank you note, details to be included and the kind of language used
• Write a thank you note based on the given situation

Plug In: Simple Future and Future Continuous
• Understand that the simple future tense is expressed using will/shall + the base form of the verb
• Learn that the future continuous tense is expressed by using will be + the present participle form of the verb
• Complete the exercise using these two verb tense forms

Celebrating Poetry: Father William
• Understand the humour and answer comprehension questions about the poem
• Use reported speech to write what Father William said in the last two lines

Enrichment
• Read the limericks, note the rhyming pattern and try and write a limerick using your imagination
## SUGGESTED TEACHING PLAN

<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>• Activity 1: What a Laugh! • Exercise (Page 128)</td>
<td></td>
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<tr>
<td>2</td>
<td>Listening: Listen to a Passage</td>
<td>• Listening for Details • Exercise (Page 129)</td>
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<td>3</td>
<td>Phonics Fun: /ɔɪ/ and /au/ Sounds</td>
<td>• Reading and pronunciation • Exercise (Pages 129 &amp; 130) • Activity 2: How’s the Ploy?</td>
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<td>Grammar: Reported Speech</td>
<td>• Learn the rules of converting direct to indirect speech • Activity 3: Who’s Reporting?</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Learn what parodies are and how they are amusing distortions of classic tales • Activity 4: The Funniest Twists • In-Text Comprehension Practice</td>
<td>Activity 2 (Pages 88, 89)</td>
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<td>• Activity 5: Determined Descriptors • Exercise (Page 135, 136)</td>
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<td>Activity 3 (Page 90)</td>
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<td>8</td>
<td>Practising Grammar: Reported Speech</td>
<td>• Recapitulate the rules for changing tenses, personal pronouns and words denoting time and place in indirect speech • Exercise (Page 138, 139)</td>
<td>Activity 4 (Page 91, 92)</td>
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<td>Teaching Periods</td>
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<td>9</td>
<td>Speaking: Reciting</td>
<td>• Activity 7: Poem Recitation</td>
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<td>10</td>
<td>Writing: Thank You Note</td>
<td>• Read and understand how to write a thank you note&lt;br&gt;• Activity 8: Thank You!&lt;br&gt;• Exercise (Page 140)</td>
<td>Activity 5 (Page 93)</td>
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<td>11</td>
<td>Plug-in: Simple Future and Future Continuous</td>
<td>• Learn how the past perfect tense is formed using had + the past participle form of a verb&lt;br&gt;• Exercise (Page 141)</td>
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<td>12</td>
<td>Celebrating Poetry: Father William</td>
<td>• Recite and understand</td>
<td>Activity 6 (page 94)</td>
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<td>13</td>
<td>Poem Appreciation</td>
<td>• Exercise (Page 143)</td>
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<td>14</td>
<td>Enrichment</td>
<td>• Activity 9: Limerick Fun!&lt;br&gt;• Read limericks and learn how to create one of your own&lt;br&gt;• Exercise (Page 144)</td>
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<tr>
<td>15</td>
<td>Project Work</td>
<td>Research on parodies of famous classics and share the titles with the class, and write a couple of limericks by famous writers to put up in class for everyone to read</td>
<td></td>
<td>Home work</td>
</tr>
</tbody>
</table>
Skills in focus

- Communication: Listening actively, using clear and articulate speech
- Creativity: Improving upon ideas, Using strategies to narrow the list of ideas
- Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Gathering information to solve a problem, Proposing multiple solutions to a problem, Testing out solutions

Activity 1: What a Laugh!

Ask the students to write down the title of their favourite humorous stories or series like Akbar and Birbal stories or Tenali Raman and what they found amusing about these. Was it the story itself, the characters or the events that contributed most to the humour?

Teaching Trail

- Read the introduction aloud.
- Ask the students to attempt the exercise in pairs.

Answer Key

Why is it windy in a sports arena?
because of all the fans

Why was the computer cold?
because it left the window open

What does a cloud wear under its raincoat?
thunderwear

Why was 6 afraid of 7?
because 7, 8 (ate), 9

Why did the melon jump in the river?
because it wanted to be a watermelon

Listening Text

Many years ago, there lived a man by the name of Nasruddin Hodja. He had a well near his house. One night, he went to the well to draw water. He saw the reflection of the moon in the well. He exclaimed, “The moon has fallen into the well, I must pull it out.” He brought a rope and a hook to pull out the moon. He tied the rope to the hook and threw it into the well. The hook got stuck against a stone. Hodja, thinking the hook had got stuck on the moon, started pulling the rope with all his might. He pulled the rope so hard that it snapped. He fell upon his back and he saw the moon in the sky. He exclaimed cheerfully, “O praise and glory, I have suffered much pain, but the moon has got to its place again.”
Nasruddin Hodja had a well near his house.
One night he saw the reflection of the moon in the well.
He brought a rope and a hook to pull the moon out of the well.
The hook got stuck against a stone.
He pulled so hard that the rope snapped and he fell upon his back.
He suffered much pain but the moon has got back to its place again.

Skills in focus

Communication: Speaking confidently, providing expression and enthusiasm

Teaching Trail

Write the words: Alloy, annoy, boil, toil, recoil:
Tell students that these are words that are pronounced with the /ɔɪ/ sound.
Now write the words: owl, clown, round, bound, account, cloud, bounce. Explain that they are pronounced with the /aʊ/ sound.
Read the brief poem aloud clearly emphasising the words as per which the letter/s are pronounced as /ɔɪ/ and /aʊ/.
Ask students to think of more words with each sound.
Write a few words that the students come up with on the board.
Ask the class to read the words aloud and check their pronunciation to see if they have understood the difference.
Ask the students to individually attempt the exercise on page 130.
Variation

Write out a list of 20 words on the board and ask the students to separate the words into two columns, one with words pronounced as /ɔɪ/ and the second with words pronounced as /au/. They can write these words down in two columns in their notebooks.

Answer Key

1. crown, flower, mouse, cloud, mountain, clown, towel, house
2. /ɔɪ/ sound words: join, oil, loyal, coin, boy, joy
   /au/ sound words: fowl, mouth, town, brown, profound, shower

Critical Thinking: Gathering information to solve a problem, Testing out solutions, Making predictions, judgments and inferences

Communication (Written): Showing reflection of growth through word choice

Teaching Trail

• Explain the difference between direct and indirect speech.
• Read out the list of reporting words used in reported speech.
• Explain how the tense, personal pronouns, and words referring to time and place change while converting direct to indirect speech given on Page 131.
• Read out the tables that describe the changes made when converting direct into indirect speech.

Activity 3: Who’s Reporting?

Write 5 sentences of different kinds including exclamatory and interrogative sentences. Now ask the students in pairs to brainstorm and change them to reported speech. The pair of students that completes the task first with no errors in the conversion is the winner.
• Discuss in brief what the original classic fairytale Snow White was about.

• Explain that a parody is a humorous distortion of a story and differs greatly from the original. The characters and events are deliberately made funny to make it a hilarious, light piece of reading.

Teaching Trail

• Let the students read one or two paragraphs turn by turn. Stop each student and let the next student in the row start from there to ensure they are all engaged in the reading aloud and answering of questions sporadically asked during the reading.

• As the text is read:
  » pronounce and explain difficult words
  » take breaks and ask comprehension questions given beside the text

Comprehension Questions

• Who was eligible to win the contest in Whiskerville?
• What would the winner become?
• How did Mouldy Locks change as a person after she became queen?
• What did Mouldy have done to people she didn’t like?
• What did Mouldy ask her magic mirror every day?
Comprehension Questions

• What did the magic mirror tell Mouldy one day?
• What did Mouldy ask her knight Sir Baldy Spot to do?
• How did Ebony Black stop Sir Baldy Spot from cutting off her hair?
• What did Sir Baldy Spot do to save Ebony Black?
• Where did she go to hide from the evil queen?

Comprehension Questions

• What job did Ebony Black take up?
• What was unusual about the seven mimes?
• What did the seven mimes do to help Ebony Black?
• How did Ebony Black repay their kindness?
• Who paid Ebony Black a visit and why?
• Why did Ebony Black faint?

Comprehension Questions

• How did the mimes try to revive Ebony Black?
• Why had Kingston come to the home of the mimes and Ebony Black?
• How did Ebony Black finally wake up from her dead faint?
• What happened to the evil queen?
• How did everything turn out well for Ebony Black in the end?

Activity 4: The Funniest Twists

In groups of 4, ask students to make a list of 5 things they found hilarious about the story and another list of 5 things in which there is clearly a difference between this parody and the original story of Snow White. Allow the students to then compare notes.

Integrated Learning

The most famous writers of fairytales were Hand Christian Anderson and the Brothers Grimm. Did you know that some fairytales were not really happy stories at all? Stories like The Red Dancing Shoes and The Little Match Girl were actually terribly sad. So, not all fairy tales had a happy ending. Most of them did however begin with “Once upon a time ...” and ended with “And they lived happily ever after”.
Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences

Communication (Oral): Asking questions to clarify unknown topics, Speaking confidently, Using clear and articulate speech

Communication (Written): Using personal voice in writing, Expressing thoughts with words and images

Activity 5: Determined Descriptors

In groups of four, ask the students to make a list of 5 descriptive adjectives for the queen, the seven mimes, Ebony Black and Sir Baldy Spot. Allow the students to share their lists with the class.

Answer Key

1. a. a monster truck, a cruise ship, a lifetime supply of shampoo, half a lifetime's supply of conditioner, a magic hair brush

   b. Sir Baldy Spot; Ebony Black

   c. black; white

   d. peddler; hairspray

   e. shampoo commercial

2. silky; long; unruly; thick; curly

   My pet dog Cuddles has such silky fur!

   The queen's hair was so long, it reached right down to her ankles! The principal ordered the boy with unruly locks to get a proper haircut.

3. a. The winner of the beauty contest would win a monster truck, a cruise ship, a lifetime supply of shampoo, half a lifetime's supply of conditioner, a magic hair brush and become the queen of Whiskerville.

   b. They feared the queen because she was mean and not nice to people at all. She would have the hair of anyone she didn't like completely shaved off so many people ended up bald in Whiskerville.

   c. Sir Baldy Spot helped Ebony Black because she complimented him on his gorgeous beard and he felt very flattered. He also realised that Ebony Black was a kind and good person, not like the mean queen.
d. The hairspray that the queen dressed as a poor peddler sold Ebony Black was actually meant to make a person bald and sprout a green beard. So, when Ebony Black didn’t know how to use it and accidently pressed the nozzle, it was pointing at the queen and the spray did its scary work on the queen.
e. Ebony Black woke up when Kingston kissed her, because his whiskers tickled her and made her sneeze and finally wake up.

4. a. and b. are open ended questions.

3. Answer the following questions.
   a. What did the winner of the Whiskerville beauty contest win?
   b. Why did the people of Whiskerville fear the Queen?
   c. Why did Sir Baldy Spot help Ebony Black?
   d. How did the Queen get bald and grow a beard?
   e. How did Ebony White wake up?

4. Think and answer.
   a. Did you find the story funny? What, according to you, was the funniest part of the story?
   b. What did you not like in the story? What changes would you suggest for the story to make it better?

Vocabulary Synonyms and Antonyms

A synonym is a word that means the same as another word. An antonym is a word that means the opposite of another word. A word can have many antonyms and synonyms.

Using synonyms and antonyms makes our writing more interesting to read. We can use our knowledge of synonyms and antonyms to replace dull and boring words with lively ones. We can find the antonyms and synonyms of words in a thesaurus.

Let’s learn the antonyms and synonyms of some words used in the chapter.

<table>
<thead>
<tr>
<th>Antonym</th>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>many</td>
<td>several</td>
</tr>
<tr>
<td>cruel</td>
<td>kind</td>
<td>gentle</td>
</tr>
<tr>
<td>loser</td>
<td>winner</td>
<td>victor</td>
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<td>pretty</td>
<td>beautiful</td>
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<td>dull</td>
<td>shiny</td>
<td>glossy</td>
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<td>hide</td>
<td>conceal</td>
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<td>bald</td>
<td>bare</td>
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<tr>
<td>disobey</td>
<td>obey</td>
<td>follow</td>
</tr>
<tr>
<td>whisper</td>
<td>squeal</td>
<td>scream</td>
</tr>
<tr>
<td>demand</td>
<td>plead</td>
<td>beg</td>
</tr>
</tbody>
</table>

Answer Key

1. a. few    b. harsh    c. screech    d. loved    e. florid
   f. admired  g. horrified  h. pleaded  i. huge    j. disobey
2. a. insufficient  b. unkind  c. failure  d. horrid  e. dismal  f. minute
Practising Grammar

1. Use the correct pronouns and words of time and place to fill in the blanks.
   a. Direct speech: “Bring me Ebony,” ordered the Queen.
      Reported speech: The Queen ordered to bring _______ (her) Ebony.
   b. Direct speech: The Queen declared, “I will win today.”
      Reported speech: The Queen declared that _______ (I) would win _______ (today).
   c. Direct speech: The mimes said, “We are the seven splendid mimes.”
      Reported speech: The mimes said that _______ (we) were the seven splendid mimes.
   d. Direct speech: The mimes said, “You (Ebony) can teach us how to paint.”
      Reported speech: The mimes said that _______ (you) could teach _______ (us) how to paint.
   e. Direct speech: “We will go fishing tomorrow,” informed the mimes.
      Reported speech: The mimes said the _______ (we) would go fishing _______ (tomorrow).

2. Use the correct tense to fill in the blanks.
   a. Direct speech: Sir Bobby Spout said, “I have come looking for Ebony Black.”
      Reported speech: Sir Bobby Spout said that he _______ (have come) looking for Ebony Black.
   b. Direct speech: “We only wear black and white,” said the mimes.
      Reported speech: The mimes said that they only _______ (wear) black and white.
   c. Direct speech: We love colours,” said the mimes later.

Critical Thinking: Testing out solutions, Analysis, reasoning

• Recapitulate the rules of converting direct to indirect speech.
• Reiterate that the tenses, personal pronouns, and words referring to time and place change when converting direct to indirect speech.
• Give the students time to independently complete the exercise.

Answer Key
1. a. her   b. she; that day
   c. they   d. she; them
   e. that they; the next day
2. a. had come   b. wore
   c. loved   d. was preparing
   e. would
3. a. The magic brush asked the queen what that smoke was.
   b. The queen said that she was boiling snails and worms to make a magic hairspray.
   c. The magic brush asked the queen if she had decided to get rid of Ebony.
   d. The queen said that she had decided that a long time ago.
   e. The queen exclaimed that she would never let Ebony win the beauty contest.

Teaching Trail

• The students should have come to class with print outs of their poems to recite in class.
• The students would have been told earlier to pick only one brief poem so that everybody gets a chance to recite in class.
• Explain that while reciting humorous poems, it is important to use corresponding facial expressions and gestures to make the poem sound even funnier.

Activity 7: Poem Recitation

Allow the students to recite the poem in the class one by one. Give points for memorisation, recitation with expression, gestures, and the actual content of the poem.
**Teaching Trail**

- Explain the introduction about thank you notes, tell the students when it is important to write thank you notes and the kind of information to be included in a thank you note.
- Read out the thank you note in class specifying that it must contain the name of the recipient, the body conveying thanks, a suitable closing statement and a signing off with the sender’s name.
- Tell them to organise their thoughts carefully in an outline and then attempt to write a thank you note as Ebony Black to Sir Baldy Spot for sparing her life and warning her about the intentions of the mean queen.

**Activity 8: Thank You!**

Ask the students to get into pairs and exchange notes on how they would thank Sir Baldy Spot and what they would like to include in their thank you note. After exchanging their ideas and thoughts with each other they could then get down to writing their individual thank you notes on behalf of Ebony Black.

**Answer Key**

1. a. predict the future  
   b. talk about a decision for the future  
   c. talk about a decision for the future  
   d. talk about a decision for the future  
   e. predict the future  
2. a. will live  
   b. will help  
   c. will be looking  
   d. will be living  
   e. will cook

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

**Communication (written):** Using appropriate tone and vocabulary for the intended audience

**Skills in focus**

- Critical Thinking: Reflecting, evaluating and concluding
- Communication (written): Using appropriate tone and vocabulary for the intended audience

---

**Writing**

**Thank You Note**

A thank you note is one of the best ways to appreciate someone. You can write a thank you note for receiving a gift from someone. You can write such notes to your friends, family and teachers. Usually, thank you notes are written on cards or in personal letters.

The seven mimes from the story forgot to thank Ebony Black for teaching them about colours. They send her a thank you note. Read the note.

```
Dear Ebony Black,

It was such a delight living with you. Thank you so much for teaching us so much about colours. It is because of you that our clothes are not black and white. We have even finished painting our house. We greatly appreciate your help and efforts. We hope you will get the time to visit us again someday.

With love

The Seven Splendid Mimes
```

As Ebony Black, write a thank you note to Sir Baldy Spot for telling you the truth about the Queen and saving your hair.

**Plug-In**

**Simple Future and Future Continuous**

The Queen here is talking about the future. Hence, she uses the future tense.

The simple future tense is used to guess or predict what will happen in the future. We use the will/shall + base form in this tense.

<table>
<thead>
<tr>
<th>Simple Future</th>
<th>Future Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ebony ________ [live] live with us from now on. (Simple Future)</td>
<td>a. Meanwhile Ebony ________ (look) for her in the woods. (Future Continuous)</td>
</tr>
<tr>
<td>b. She ________ [help] us clean the house. (Simple Future)</td>
<td>b. She ________ [use] her magic to help us. (Future Continuous)</td>
</tr>
<tr>
<td>c. The Queen ________ [look] for her in the kingdom. (Future Continuous)</td>
<td>c. The Queen ________ [look] for her in the kingdom. (Future Continuous)</td>
</tr>
<tr>
<td>e. We ________ [cook] to help her out. (Simple Future)</td>
<td>e. We ________ [cook] to help her out. (Simple Future)</td>
</tr>
</tbody>
</table>

**Critical Thinking:** Analysis, Reasoning, and inferring, Solving problems

**Skills in focus**

- Critical Thinking: Reflecting, evaluating and concluding
- Communication (written): Using appropriate tone and vocabulary for the intended audience

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**Teaching Trail**

- Explain when and how simple future tense and future continuous tense is used as per the rules given on page 141.
- Give the students some more examples of sentences that differentiate between the simple future and future continuous tense. For example, *I will watch a movie in the evening today:* simple future. *I will be watching a movie in the evening today:* future continuous
- Allow students to individually complete the exercise.
Father William

"You are old, Father William," the young man said,
And your hair has become very white;
And yet you incessantly stand on your head.
Do you think, at your age, it is right?
"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But now that I'm perfectly sure I have none,
Why, I do it again and again.
"You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the beak
Pray, how did you manage to do it?"
"In my youth," said his father,
"I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw
Has lasted the rest of my life."
"You are old," said the youth, "one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose.

Answer Key

1. a. false   b. false   c. false   d. true   e. true
2. a. The young man worries that standing on his head is not a proper thing for a man of Father William’s age to do.
   b. Father William was afraid of injuring his brain in his youth but realizes that his brain never received any injury as a result of standing on his head.
   c. He got strong jaws because of arguing so much with his wife.
   d. In the fifth stanza, the youth asks Father William what it was that made him so clever.
   e. The youth is Father William’s son.
3. a. Father William stands on his head for long hours, eats a goose along with the bones and the beak, and balances an eel on the tip of his nose.
   b. The funniest part in the poem is the last part when the old man gets angry and threatens to kick his son down the stairs because the son has been asking fairly sensible questions.
4. Father William asked his son if he thought he had all day to listen to such stuff and told him to be off or he would kick him downstairs.

Critical Thinking: Analysis, reasoning, and inferences

Communicating: Articulating

Creativity: Generating original ideas

Teaching Trail

• Ask students what kind of poem this is: humorous or serious, one with a message or completely nonsensical in content?
• Explain how a poem sometimes needs to be just plain silly and describe impossible things and feats to make an incident sound humorous.
• Ask the students what they think is the most funny thing about this poem.

Reading

• Read the poem aloud with expression.
• What is Father William doing which isn’t at all proper for a man of his age?
• How did Father William manage to eat the goose, bones and beak and all?
• What three questions did his son have for Father William?
• Why did Father William finally get irritated?
Collaboration: Organising and gathering team materials, suggesting/accepting new ideas, asking questions to the group and the teacher

Teaching Trail
- Explain what limericks are and how they are formed and the end words in which lines need to rhyme.
- Read out the limericks in class.
- Ask the students to sit in pairs and brainstorm and write a nonsensical limerick on their own.
- Ask them to ensure that the limerick is five lines long and that the last word of the first, second and fifth line rhymes, as well as the third and fourth line end in words that rhyme with each other.

Research Humorous Stories and Limericks Galore
Ask the students to research on some other parodies that are in bookstores these days. They can share the titles of parodies made on some classic children’s literature. Also, they can research some really famous and funny limericks, write a couple of them down on an A4 size sheet of paper and display these in class.

PROJECT WORK

Allow the students to exchange notes in pairs and come up with a funny limerick of their own. They could then present the limericks in class.

For example,
There was a man who looked for honey
Even though he had absolutely no money
He tried for a day and night
Got bored of his sorry plight
And said this venture was not at all funny

Activity 9: Limerick Fun!

Limericks are funny poems with five lines. They come from a town in Ireland called Limerick. Limericks are often nonsensical with the last line containing a joke and a funny twist. The rhyming pattern of every limerick is same: The last words of the first, second and the fifth line rhyme with each other. And the words at the end of the third and fourth line rhyme with each other.

Read the limericks and note the rhyming pattern

There is a young lady, whose nose,
Continually prospers and grows;
When it grew out of sight,
She exclaimed in a fright,
"Oh! Farewell to the end of my nose!"

- Edward Lear

A cheerful old bear at the zoo,
Could always find something to do.
When it bored him you know
To walk to and fro
He reversed and walked fro and to.

- Anonymous

Now, try writing a limerick of your own. Think of a nonsense story and write it such that it rhymes in the pattern you read above. Make sure the poem is no more than five sentences long.
Activity 1: Phonics and Spellings

1. coin toy boy soil owl
   clown eyebrow cow

2. /ɔɪ/ sound: poison, choice, enjoy, toilet, destroy, annoy, point
   /au/ sound: sound, drown, ground, hound, pounce

3. a. clue b. due c. live
   d. nerve e. glue f. relative

Activity 2: Understanding

1. a. false b. true c. false d. true

2. a. The judges declared this to the audience in unison
   b. Mouldy Locks, the queen said this to Sir Baldy Spot
   c. Ebony Black said this to the queen Mouldy Locks who was dressed as a peddler.
   d. Sir Baldy Spot said this to Ebony Black.

3. a. shave the head b. Sir Baldy Spot c. paint d. she was bald

4. a. Mouldy Locks received a monster truck, a cruise ship, a lifetime supply of shampoo, half a lifetime's supply of conditioner, a magic hair brush and become the queen of Whiskerville.
   b. The magic mirror told the queen about Ebony Black. Before that the queen thought she was the one who had the most beautiful hair in Whiskerville.
   c. Sir Baldy Spot was awestruck by the Ebony Black's beautiful hair. She complimented him on his beard in return after which he simply couldn't carry out the cruel deed and disobeyed the queen.
   d. The mimes sang songs, played loud music and even told jokes to try and wake her up but they couldn't. Finally Kingston woke her up by giving her a kiss. His whiskers tickled her nose and she sneezed loudly and woke up.

5. a. Sir Baldy Spot dropped the axe while talking to Ebony Black because he simply couldn't think of carrying out the queen's cruel orders. She had paid him a compliment on his beard and he dropped the axe in amazement as no one had complimented him before.
   b. Kingston's whiskers tickled Ebony Black's nose when he kissed her. So, she sneezed loudly and woke up.
   c. Ebony Black went to hide in a cave because she wanted to escape before she was caught by the queen's guards.
   d. The hairspray which was supposed to make Ebony Black bald and sprout a green beard was accidently sprayed by her onto the queen making Mouldy Locks bald instead.
Activity 3: Vocabulary

1. | **Word** | **Antonym** | **Synonym** |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Shiny</td>
<td>dull</td>
<td>glossy</td>
</tr>
<tr>
<td>Buy</td>
<td>sell</td>
<td>purchase</td>
</tr>
<tr>
<td>Shocked</td>
<td>bored</td>
<td>surprised</td>
</tr>
<tr>
<td>Order</td>
<td>request</td>
<td>command</td>
</tr>
<tr>
<td>Glee</td>
<td>sadness</td>
<td>happiness</td>
</tr>
<tr>
<td>Tiny</td>
<td>giant</td>
<td>small</td>
</tr>
<tr>
<td>Join</td>
<td>separate</td>
<td>combine</td>
</tr>
<tr>
<td>Whisper</td>
<td>shout</td>
<td>murmur</td>
</tr>
<tr>
<td>Few</td>
<td>many</td>
<td>some</td>
</tr>
<tr>
<td>Show</td>
<td>hide</td>
<td>display</td>
</tr>
</tbody>
</table>

2. a. spacious  b. ancient  c. dry  d. wild  e. weak  f. worn out

Activity 4: Grammar

1. a. would write  b. had been  c. had sent  d. looked

2. today: that day  now: then  here: there
   ago: before  yesterday: the day before
   this: that  tomorrow: the next day
   next week: the following week

3. a. she  b. they  c. he  d. them

4. a. had found the watch she was looking for
   b. the salesman was still looking for it
   c. Ria how long she had been waiting
   d. it had been fifteen minutes; if he would help her look for it
   e. they had to hurry as he needed to be at home by 5
   f. she had seen it

Activity 5: Writing - Open ended question

Activity 6: Celebrating Poetry

1. a. Father William is sure that he doesn’t have an injury in his brain.
   b. Father William stands on his head again and again.
   c. Father William is old.
   d. This is a shorter version or an adaptation of a poem written by Lewis Carroll.

2. a. Yes, Father William had strong jaws. He had made them strong because of arguing with his wife for many years.
   b. Father William balanced a slippery eel on the end of his nose. No, he doesn’t say how he managed to do this trick.
   c. The poem ends on a funny note with Father William threatening to kick his son downstairs if he didn’t stop asking such foolish questions and wasting his time.
**Activity 7: Comprehension**

1. a. dismal  
   b. merry  
   c. suddenly

2. a. ii. sad and dissatisfied  
   b. i. cheered up  
   c. ii. Timothy clicked a picture  
   d. ii. The gardener was laughing uncontrollably.

3. a. The words grumbled, dismal and grey tell us that everyone in the poem was bored in the beginning  
   b. The sight of Father who had fallen into the pond and trying to crawl out of the duckweed made everyone’s face grow merry and bright.  
   c. He is Timothy’s father.  
   d. The ducks all quacked as if they had gone crazy and even the old drake sounded like had a good laugh.
LESSON TARGETS

Getting Started and Listening
• Understand that the world contains a huge number of animals and creatures that vary in size
• Learn about different animal sounds
• Recall information

Phonics fun: /wr/ and /wh/ sounds
• Read a poem and learn the sounds of the letters /wr/ and /wh/ in a word
• Learn the correct pronunciation of these letters
• Identify the given words

Language Ladder: Adverbs
• Learn that adverbs provide more information about a verb, an adjective or another adverb
• Differentiate between adverbs of degree, time and frequency

Reading: How the Tiger Got his Stripes
• Read and understand a Brazilian folktale about how the tiger got his stripes
• Make a note of how different animals in the story behave

Understanding
• Make inferences based on comprehension of the text
• Describe the behavior of different animals

Vocabulary: Animal Idioms and Phrases
• Learn about the variety of animal idioms and phrases used in the English language
• Use animal idioms and phrases to complete the sentences meaningfully

Practising Grammar: Adverbs
• Recapitulate what the different types of adverbs describe
• Identify and use the three different types of adverbs in the given exercise

Speaking: Telling a Story
• Learn about how to tell a story using the given pointers

Writing: An Informative Paragraph
• Learn about what all an informative paragraph must contain: topic sentence, details and facts, reasons or explanations and statistics
• Write an informative paragraph about any one animal in the story

Plug In: Dictionary Skills: Words with Many Meanings
• Learn that a word can have many meanings
• Use a dictionary to find the meanings of words in context

Celebrating Poetry: The Puppy
• Understand the humour and answer comprehension questions about the poem
• Use reported speech to write what Father William said in the last two lines

Enrichment
• Make a poster about rules to be followed in a zoo to ensure the safety of the animals and visitors
## 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 | • Activity 1: Quick Lists  
• Exercise (Page 145) | | 1 |
| 2   | Listening: Listen to a Passage | • Listening for Details  
• Exercise (Page 146) | | |
| 3   | Phonics Fun: /wr/ and /wh/ Sounds | • Reading and pronunciation  
• Exercise (Pages 146 & 147)  
• Activity 2: Wordy Words | Activity 1 (Page 97) | 1 |
| 4   | Grammar: Adverbs | • Differentiate between adverbs of frequency, adverbs of degree and adverbs of time  
• Activity 3: Where to Use what? | | 1 |
| 5   | Pre-reading Reading | • Read and understand an animal folktale from Brazil  
• Activity 4: Personalities and Personas  
• In-Text Comprehension Practice | Activity 2 (Pages 98, 99) | 4 |
| 6   | Understanding | • Exercise (Page 152, 153) | | 1 |
| 7   | Vocabulary: Animal Idioms and Phrases | • Activity 5: Animal Idioms  
• Exercise (Page 153, 154) | Activity 3 (Page 100) | 1 |
| 8   | Practising Grammar: Adverbs | • Recapitulate how adverbs of degree, time and frequency modify an adjective, verb or another adverb  
• Activity 6: Adverb Fun  
• Exercise (Page 154, 155) | Activity 4 (Pages 101, 102) | 2 |
| 9   | Speaking: Telling a Story | • Activity 7: What a Tale! | | 1 |
| 10  | Writing: An Informative Paragraph | • Learn important points to be included in an informative paragraph including a topic sentence, facts, statistics and reasons  
• Activity 8: Informative Information  
• Exercise (Page 156) | Activity 5 (Page 103) | 1 |
| 11  | Plug-in: Dictionary Skills: Words with Many Meanings | • Learn how to use a dictionary to find different meanings of a word and the meaning of a word within the context of a sentence  
• Exercise (Page 157) | | 1 |
| 12  | Celebrating Poetry: The Puppy | • Recite and understand  
• Exercise (Page 159) | Activity 6 (Page 104) | 2 |
| 13  | Enrichment | • Activity 9: Poster Pairing  
• Discuss and decide upon rules for visitors to zoos and animal safaris to follow  
• Exercise (Page 144) | | 2 |
| 14  | Project Work | • Research on a favourite wild animal and write an informative paragraph on it | Home Work | |
**Skills in focus**

**Communication:** Listening actively, using clear and articulate speech

**Creativity:** Improving upon ideas, Using strategies to narrow the list of ideas

**Critical Thinking:** Reflecting, evaluating and concluding, Making decisions and determining relationships, Gathering information to solve a problem, Proposing multiple solutions to a problem, Testing out solutions

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**Teaching Trail**

- Ask the students about famous animal folktales and fables they may have read.
- Ask them if they can make a connect between human qualities and those of certain animals?
- Tell the students that thought might not talk, animals have unique ways of communicating with each other without the use of language.

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**Activity 1: Quick Lists**

Give each student a slip of paper. Ask the students to write down the names of ten different animals starting from the smallest to the largest in as little time as they can. Start the timer to see who’s the fastest thinker to compile a list. The student who makes a comprehensive list of 10 different animals in increasing order of size is the winner of this game.

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**Answer Key**

<table>
<thead>
<tr>
<th></th>
<th>a. coo</th>
<th>b. hiss</th>
<th>c. hoot</th>
<th>d. buzz</th>
<th>e. cluck</th>
</tr>
</thead>
</table>

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**Listening Text**

Ever wondered what it’s like to live like a farmer? Then come down to Grazing Cows Ranch. You will have the opportunity to interact with sheep, horses, cows, goats, ducks and geese. Feed hay and grass to cows and goats. Milk the cows and the goats. You can also have a go at sheep shearing. The milk you draw and the wool that you shear can be purchased at the shop of the ranch. Play a part in harvesting crops like barley and maize. The price for a farm stay is only Rs 2000 for adults and Rs 1500 for children per night. Families of two adults and two children get Rs 500 off the total cost. So lose no time and register for your farm stay at Grazing Cows Ranch.
Teaching Trail

- Read the brief poem aloud clearly emphasising the words as per which the pair of letters make the /r/ or /w/ sound.
- Ask students to think of more words in both categories.
- Write a few words that the students come up with on the board.
- Ask the class to read the words aloud and check their pronunciation to see if they have understood the difference.
- Ask the students to individually attempt the exercise on page 146 and 147.

Activity 2: Wordy Words

Divide the class into 6 groups. Ask each group to come up with 5 /wr/ and 5 /wh/ words other than those already discussed in class. The group that completes the list correctly first is the winner.

Answer Key

a. The visitors will get to feed the cows and the goats.

b. This was an advertisement for Grazing Cows Ranch.

c. Milk and wool can be purchased at the souvenir shop of the ranch.

d. The visitors can help in harvesting barley and maize crops.

e. Families of two adults and two children will get a discount.
Explain that adverbs of degree describe the intensity of an action. For example, She ran slowly, adverbs of time describe when an action takes place. For example, She is running now, and adverbs of frequency explain how often an action takes place. For example, She runs regularly.

Explain how the intensity of adverbs of degree differs from low to high intensity adverbs.

Read out the examples and explain the usage of different adverbs of time and frequency as shown on page 148.

Teaching Trail

Critical Thinking:
Gathering information to solve a problem, Testing out solutions, Making predictions, judgments and inferences

Communication
(Written): Showing reflection of growth through word choice

Skills in focus

Variation
Ask students to flip through the stories in the content book and underline as many /wr/ and /wh/ words they can locate in 10 minutes time. The students who locate the maximum words the quickest are the winners.

Answer Key
write, white, whisk, wren whistle, wreck, whale, wrap wrench, wheel, wrong, whip

Teaching Trail

• Explain that adverbs of degree describe the intensity of an action. For example, She ran slowly, adverbs of time describe when an action takes place. For example, She is running now, and adverbs of frequency explain how often an action takes place. For example, She runs regularly.
• Explain how the intensity of adverbs of degree differs from low to high intensity adverbs.
• Read out the examples and explain the usage of different adverbs of time and frequency as shown on page 148.

Activity 3: Where to Use What?

Make a list of about 10 adverbs of the three different kinds. Ask the students in groups of four to work collectively to exchange ideas and make sentences with these. They must also mention which type of adverb each is and make a note of the sentences in their notebooks.

Language Ladder

Adverbs

An adverb describes or gives more information about a verb, an adjective or another adverb.

Read the sentences to learn about the different types of adverbs.

Cheeta can run extremely fast. adverb of degree
They are mostly found in Africa now. adverb of time
They are sometimes confused with leopards because of their spots. adverb of frequency

In the first sentence, the adverb extremely indicates the intensity of the adverb fast. It is an adverb of degree.

In the second sentence, the adverb now tells us about the time. It is an adverb of time.

And in the last sentence, the adverb sometimes, conveys how often something happens. It is an adverb of frequency.

Let’s look at all three of them in detail.

Adverb of Degree

The adverb of degree indicates how strong an action, or quality is.

It is used before a verb, an adjective and another adverb. It answers the question “How?”
Discuss how some animals have distinctive markings. These markings make them stand out and look different from the others especially in the cat family.

Ask the students to individually think of three animals with distinctive markings.

**Critical Thinking:** Reflecting, making judgements and inferences

**Communication:** Speaking confidently, providing expression and enthusiasm

**Teaching Trail**

- Discuss how some animals have distinctive markings. These markings make them stand out and look different from the others especially in the cat family.

Critical Thinking: Reflection, making judgements and inferences

Communication: Speaking confidently, providing expression and enthusiasm

**Answer Key**

Zebra, giraffe, jaguar

**Reading**

Once upon a time, so long ago that the tiger had no stripes and the rabbit still had his tail, there was a tiger that had a farm and wanted to grow wheat on it. His farm was overgrown with underbrush and the tiger sought a workman to clear the farm for him.

The tiger called all the beasts together and said, “I need a good workman at once to clear my farm of the underbrush. I will offer an ox in payment to whoever will do this work.”

The monkey stepped forward for the position. The tiger tried him for a little while but he was not a good workman at all. He would jump around and have a merry time teasing other animals. He wasted his time and accomplished nothing. The tiger dismissed the monkey very soon without paying him.

Then the tiger hired the goat to do the work. The goat worked faithfully enough but he did not have the skill to do the work well. He would chew a part of the farm and go away and work on another part of it. He never finished anything neatly. The tiger did not pay him and sent him away packing.

**Comprehension Questions**

- Why did the farming tiger need a workman?
- What did he offer in payment to the animal that completed the task?
- Why did the tiger dismiss the monkey?
- Why was the goat fired from the job as well?
Comprehension Questions

• What was the problem with the armadillo despite the fact that he was a good worker?
• Why did the tiger laugh when the rabbit came forward for the job?
• Where did the tiger go and why?
• Why did the tiger tell him to kill the ox in a place where there were no flies or mosquitoes?
• What did the sneaky tiger do after the rabbit had killed the ox?
• How had the rabbit been wronged by the tiger?

One day not long after, the rabbit went to a place near the tiger’s house and began cutting down big staves of wood. The tiger saw him and asked the rabbit what he was doing.

“I’m getting ready to build a stockade around myself,” replied the rabbit. “Haven’t you heard the orders?” The tiger said that he hadn’t heard any orders.

“That is very strange,” said the rabbit. “The order has gone forth that every beast shall build a stockade around himself. Everyone is doing it.”

The tiger became white with fear. “Oh, dear! O, dear! What shall I do,” he cried. “I don’t know how to build a stockade. I never could do it in the world. O, good rabbit! O, kind rabbit! You are such, a very good friend of mine. Couldn’t you build a stockade for me before you built one around yourself?”

The rabbit said that would put his life in danger and declined. But after the tiger pleaded, he agreed to help him.

The rabbit cut down great quantities of long sharp sticks. He set them firmly in the ground around the tiger. He fastened them securely over the top until the tiger was completely shut in by strong bars. Then he went away and left the tiger.

The tiger waited and waited for something to happen to show him the need of the stockade. Nothing happened at all.

He started feeling thirsty. After a while the monkey passed that way.

The tiger called out, “O, monkey, has the danger passed?”

The monkey did not know what danger the tiger meant, but he replied, “Yes.”

Then the tiger said, “O, monkey, O, good, kind monkey, will you not please be so kind as to help me out of my stockade?”

“Let the one who got you in there help you out,” replied the monkey and he left the tiger alone.

After the goat, the tiger hired the armadillo. The armadillo knew how to do his job, he worked very well. The trouble with him was that he had an enormous appetite. He could never resist a tender juicy ant. And as luck would have it, the farm had thousands and thousands of ants roaming on the floor. It was much time all day long with him. The tiger sent him away too without paying him.

At last the rabbit applied for the position. The tiger laughed at him and said, “Why, little rabbit, you are too small to do the work. The monkey, the goat, and the armadillo have all failed at the job. Of course a little beast like you will fail too.” Saying this, he sent the rabbit home.

When no other animal turned up for the job, the tiger called the rabbit. He told him that he would try him for a little while.

The rabbit worked sincerely and well. Soon he had cleared a large portion of the ground. The next day he worked just as well. The tiger thought that he had been very lucky to hire the rabbit as the rabbit seemed to know just how to do the work without orders, the tiger decided to go away on a hunting trip. He left his son to watch the rabbit.

When the tiger returned, he saw that the rabbit had cleared the entire farm. He gave the rabbit the ox as he had promised.

You must kill this ox,” he said to the rabbit, “in a place where there are neither flies nor mosquitoes.”

The rabbit went away with the ox and stopped on top of a windy hill. “There are no mosquitoes here,” he said to himself. “This place is so far away from farms and towns, there are no flies, either.” He decided to kill the ox. Just as he was ready to eat the ox, along came the tiger. “O rabbit, you have been such a good friend of mine,” said the tiger, “and now I am so very, very hungry that all my ribs show, as you yourself can see. Will you not be a good kind rabbit and give me a piece of your ox?”

The rabbit gave the tiger a piece of the ox. The tiger wrapped his claws around it and gobbled it. Then he looked down upon the rabbit and said, “Is that all you are going to give me to eat?”

The tiger looked so big and savage that the rabbit did not dare refuse him. “The tiger ate and ate and ate until he had devoured that entire ox. The rabbit got only a tiny bite of it. He felt very angry and thought the tiger had wronged him.

Comprehension Questions

• What did the tiger see rabbit doing one day not long after?
• What order did the rabbit tell the tiger had been given to all the animals?
• Why was the rabbit actually building a stockade for the tiger?
• How was the tiger feeling after being trapped in the stockade for quite a while?
• How did the monkey respond to the tiger’s plea for help?

Comprehension Questions

• How did the armadillo and the goat react to the tiger’s plea for help?
• What were the tiger’s thoughts about while he was trapped in the stockade?
• How did he manage to finally break free?
• According to this folktales how did the tiger get his stripes?
In the same manner, the armadillo and the goat went past the tiger. They said the danger had passed but did not help him. The tiger felt more thirsty and hungrier than ever. He tried to wriggle out of the stockade but failed. He pushed and jumped with all his force, but he could not break through the stockade. He rested for a little while and thought. He thought how bright the sun was shining outside. He thought how good hunting there was in the jungle. He thought how cool the water was at the spring, and how wretched the stockade was. Once more he jumped and pushed with all his might against the walls of the stockade. At last he broke out. In doing so he got bad cuts on both his sides from the sharp edges of the staves. And until this day, the tiger has stripes on both his sides.

A Brazilian Folk Tale

Activity 4: Personalities and Personas

Divide the class into 6 groups. Ask each group to come up with 5 /wr/ and 5 /wh/ words other than those already discussed in class. The group that completes the list correctly first is the winner.

Integrated Learning

There are a number of famous animal characters in world literature. For example, Anancy the spider is a trickster in African folktales. Black Beauty is the famous horse in a children’s classic of the same name and Sher Khan is the famous evil tiger in Jungle Book. Can you think of any more famous animal characters?

In the same manner, the armadillo and the goat went past the tiger. They said the danger had passed but did not help him. The tiger felt more thirsty and hungrier than ever. He tried to wriggle out of the stockade but failed. He pushed and jumped with all his force, but he could not break through the stockade. He rested for a little while and thought. He thought how bright the sun was shining outside. He thought how good hunting there was in the jungle. He thought how cool the water was at the spring, and how wretched the stockade was. Once more he jumped and pushed with all his might against the walls of the stockade. At last he broke out. In doing so he got bad cuts on both his sides from the sharp edges of the staves. And until this day, the tiger has stripes on both his sides.

A Brazilian Folk Tale

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A Brazilian Folk Tale

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships

Communication (Oral): Asking questions to clarify unknown topics, Speaking confidently

Communication (Written): Using personal voice in writing

Answer Key

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

2. a. The goat was careless and didn’t do his work skillfully.
b. The armadillo was a fast worker but he had an enormous appetite
c. The monkey was so mischievous that he couldn’t take his work seriously at all.

3. a. The tiger needed a worker to clear the underbrush because he wanted to grow wheat on his farm.
b. The tiger dismissed the armadillo because although he was a decent worker, he ended up spending more time eating so much so that the entire day became his lunch hour.
c. Yes, the rabbit was a very good workman. Although he was given an ox as payment, the tiger ended up eating the whole ox and the rabbit got only one tiny piece of meat.
d. The tiger got trapped in a stockade because the rabbit cleverly built a stockade around the tiger saying that every animal had been given orders to build one to stay safe. The rabbit tricked the tiger and trapped him.
e. The tiger got his stripes when he wriggled free of the stockade, as a result of which the sharp edges of the staves cut him badly.

4. a. The other animals did not bother to help the tiger because although they had worked briefly for the tiger, he hadn’t paid any of them at least a token amount and had dismissed them rudely for not being good enough at their work.

b. The tiger thought how wonderful the hunting grounds in the jungle were and how cool and refreshing the water at the spring was. Being extremely thirsty and hungry, he managed to use all his might to break free out of the stockade.

3. Answer the questions given below.
   a. Why did the tiger need a workman?
   b. Why did the tiger dismiss the armadillo?
   c. Was the rabbit a good workman? Did he really get paid for his work?
   d. How did the tiger get trapped in a stockade?
   e. How did the tiger get his stripes?

4. Think and answer.
   a. Why do you think any animal did not bother to help the tiger? Did they do the right thing by not helping him?
   b. How did the tiger get the strength to break out of the stockade?

Vocabulary
Animal Idioms and Phrases
Animal names do not only talk about animals, they are used in a range of idioms and phrases to express a variety of things. Let’s see how.

- lion’s share – When someone gets the lion’s share, he gets the most of something. Example: Ria was happy, she got the lion’s share of the cake.
- as the crow flies – It means in a straight line. Example: My schools is 20 minutes from here as the crow flies, but it usually takes 40 minutes because of the traffic.
- weasel words – When someone uses weasel words, he uses misleading language. Example: His press conference was all weasel words.
- the elephant in the room – We call something the elephant in the room when it is known by everyone but no one wants to talk about it. Example: We sat their quietly, no one wanting to talk about the elephant in the room about Ravi’s suspension from school.

Activity 5: Animal Idioms
Divide the class into groups of four. Write down ten idioms and phrases on the board which are not already there in the content book and ask the students to guess the meanings of the idioms. The group that gets the correct meanings of all the idioms the fastest is the winner. For example, something that really gets my goat; to weasel out of something; to let sleeping dogs lie, to go the dogs; to go on a wild-goose chase; to watch something like a hawk; to feel like a fish out of water; to have ants in your pants; someone who wouldn’t hurt a fly.

1. Fill in the blanks using the animal idioms and phrases given in the box.
   night owl hold your horses dark horse as the crow flies crocodile tears
   a. ___________ , you need to warm up before you perform.

   b. The library is only a mile from here ___________.

   a. Hold your horses  b. as the crow flies
c. crocodile tears  d. Night owl
e. a dark horse

2. Accept all relevant answers.
   a. My sister took the lion’s share of the jelly and I only got a tiny bowl!
b. My neighbour always uses weasel words and I never know when to believe him.

c. My brother has a habit of bursting into crocodile tears every time he is asked to switch off the television and study.

d. The family sat in the living room; no one wanted to bring up the elephant in the room about Rahul’s poor result.

e. A lot of people are saying that she could be the dark horse for winning a medal in the championships.

2. Form one sentence each for the following idioms and phrases. Don’t use the sentences given above.
   a. lions’ share: __________________________
   b. weasel words: __________________________
   c. crocodile tears: __________________________
   d. the elephant in the room: __________________________
   e. dark horse: __________________________

Practising Grammar

Let’s Catch Up

Adverbs modify nouns, adjectives and other adverbs. Adverbs of degree talk about intensity by answering the question “How?” Adverbs of time answer the “When?” Adverbs of frequency answer the question “How often?”

1. Read the sentences and underline the adverbs. Write their kind of adverbs in the blanks.
   a. Elephants are very heavy animals. __________
   b. They are social animals, hence they usually live in groups. __________
   c. They are known to be rather peaceful beings. __________
   d. But sometimes they attack humans. __________
   e. They are known to never forget a place. __________

2. Fill in the blanks with the correct adverbs of time and frequency.
   a. I went to see my friend’s pet snake __________ (now/yesterday).
   b. I found it strange as I had __________ (always/never) seen one so close.

Critical Thinking: Testing out solutions, Analysis, reasoning

Teaching Trail

- Recapitulate the rules of using the different kinds of adverbs.
- Explain what the different types of adverbs describe: verbs, adjective or other adverbs.
- Give the students time to independently complete the exercise.

<table>
<thead>
<tr>
<th>Answer Key</th>
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<tbody>
<tr>
<td>1. a. very: adverb of degree</td>
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<td>b. usually: adverb of frequency</td>
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<tr>
<td>c. rather: adverb of degree</td>
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<tr>
<td>d. sometimes: adverb of frequency</td>
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<td>e. never: adverb of frequency</td>
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<td>2. a. yesterday  b. never</td>
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<tr>
<td>c. now  d. tomorrow</td>
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<tr>
<td>e. often  f. always</td>
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<tr>
<td>3. a. extremely  b. very</td>
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<tr>
<td>c. too  d. quite</td>
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<tr>
<td>e. fairly</td>
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Activity 6: Adverb Fun

Write at least 6 adverbs of all three kinds (2 of each kind): adverbs of degree, adverbs of time and adverbs of frequency. In pairs ask the students to make 6 sentences using these adverbs and the animals mentioned in the story. For example: frequently, slowly, extremely, positively, occasionally, yesterday and today. The pair of students who completes making sentences using appropriate adverbs to describe the animals first is the winner.

For example: The tiger frequently employed and fired the animals.
The poor armadillo would end up working slowly because he’d be busy eating lunch all day!
Allow the students to narrate a short story in class one by one. Give points for delivery, speaking with dramatic expression, gestures, and the actual content of the story.

**Activity 7: What a Tale!**

- Explain that an informative paragraph must contain details, facts, reasons and explanations.
- Tell the students that the first step involved is collecting and organizing the information in order to write a good informative paragraph.
- Read out the informative paragraph aloud in class explaining the structure of what comes first, next and last.

**Activity 8: Animal Talk**

Divide the class into groups of four or five. Ask each group to choose an animal. Each student in the group collects information about the animal individually and makes a note of information gathered. They can search the Internet, animal encyclopedia or any other books on wildlife. Note all information in points. Give them a day to make notes. The next day, ask them to sit in their respective groups and exchange notes. Each student individually writes an information note using relevant information gathered by all the group members.
Dictionary Skills—Words with Many Meanings

A word can be used in many different ways and can have several meanings. Let’s see the meanings of the word ‘clear’ in a dictionary entry.

**Clear** adjective 1 easy to understand: clear rules/instructions. I need clear instructions. We need to form clear rules for the tournament. 2 obvious: clear warning/ clear advantage. It was a clear case of fraud. He won by clear majority. 3 having no confusion: I am clear about the arrangements. My memory is not clear on that point. 4 thinking logically: Keep a clear head when you write your test. She is a clear thinker. 5 easy to hear or see: The video was quite clear. His speech was clear and strong. 6 something you can see through: Water is a clear colourless liquid. Bring me a clear glass of water. 7 without clouds: I see a clear blue sky. You can see the peak on a clear day. 8 clear of something), free from something that is covering something or blocking the way: The path was clear of trash. The roads are clear of snow. 9 not touching or near: Park your bike clear of the entrance. The plane flew clear of the clouds. 10 free from something bad: They were clear of all diseases. We are clear of suspicion.

What does the word clear mean in the given sentence? Use the dictionary extract above to find out.

The tiger wanted to clear his farm of the underbrush. Meaning: ____________

1. **Find out the exact meaning of the highlighted words as used in the following sentences using a dictionary. Also write at least two more uses or meanings of these words.**
   a. The tiger needed a **good** workman.
   b. The goat worked **faithfully**.
   c. The armadillo worked very **well**.
   d. The armadillo loved **tender**, juicy ants.
   e. The tiger looked big and **savage**.
   f. The rabbit **dare** not refuse the tiger.
   g. The tiger broke **through** the stockade.

**Answer Key**

1. a. **good**: excellent; pleasant, well-behaved, noble
   b. **faithfully**: loyally; truthfully, accurately, dependably
   c. **well**: expertly; justly, thoroughly, healthy
   d. **tender**: juicy; loving, compassionate, painful
   e. **savage**: violent; undomesticated, attack, destroy
   f. **dare**: challenge; venture, defy, provoke
   g. **through**: across; during, around, throughout

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**Teaching Trail**

- Explain how one word can have many dictionary meanings and can be used in different ways in sentences.
- Read aloud the different meanings and samples of the word clear as shown on page 157.
- Allow students to individually complete the exercise.
Teaching Trail

- Explain that the poem describes how sweet a little puppy is as compared to a large, unruly dog.
- Ask them why the poet seems to prefer puppies to larger dogs.
- Ask the students if they agree with the poet’s ideas in the poem and if they don’t why not?

Reading

- Read the poem aloud with expression.
- Why does the puppy walk in a zigzag manner?
- What does the puppy look out for all day long?
- What does the naughty puppy do in the flower beds?
- Who is the gardener likely to blame for the damage and why?
- Which game does the puppy like to play the most?
- Even if a puppy is ugly, what is it the poet finds good about him?

Answer Key

1. a. The puppy cannot wag his tail very well or catch it when he chases his own tail.
   b. The puppy walks in a strange zigzag pattern because he is still quite clumsy and when he tries to wag his tail, he ends up walking zigzag.
   c. He looks around for whatever catches his fancy but ends up chewing things that he shouldn’t.
   d. The gardener blames the poet who is a little boy or his mamma for walking in the tulip beds.
   e. The puppy loves to chase his own tail round and round.

2. a. The puppy can neither mew nor talk; he is a strange little clumsy creature forever up to silly tricks and getting into trouble for chewing things that he shouldn’t. He chases his tail round and round and has a loveable heart.
   b. i. He is the young one of a dog.
      ii. He’s alert all day on the lookout for something to play with.

3. a. ii funny
   b. iii. He chews them.
   c. iv. options ii and iii
   d. iv difficult to wag
   e. iv chase his tail

4. Yes, the poet is quite fond of his puppy because he said that even though he might not be that great looking but he has a loveable heart.
Isn't it fun to learn about strange and beautiful animals from different parts of the world? The best places to see them are National Park or Sanctuaries. But did you know there are some rules we need to follow for our as well as the animals’ safety?

Following these rules will keep you and the animals safe. Find out, what are these rules. Make a colourful poster about the rules of a zoo and spread the word.

**Research**

**The Wondrous World of Animals**

Ask the students to research on any one of their favourite wild animals and attempt to write an informative paragraph about it. They could paste a picture of the animal or bird in the wild and write a brief informative paragraph describing its unique features on an A4 size sheet of paper and display these in class.

**PROJECT WORK**

**Collaboration:** Organising and gathering team materials, Suggesting/ accepting new ideas, Asking questions to the group and the teacher

**Teaching Trail**

- Explain why the best places to see wild animals are in national parks or sanctuaries where they are in their own natural habitat.
- Explain why it is important to follow the rules to ensure the safety of the visitors and animals.
- Ask the students in pairs to brainstorm and think of how to go about making a colourful poster that mentions the important rules people must follow when visiting the zoo, a national park or a sanctuary.

**Activity 9: Poster Pairing**

Allow the students in pairs to make a list of important dos and don'ts for visitors to the zoo to follow. Allow them to make their posters in class on A4 size sheets. Ask them to draw and illustrate the same. These could be then displayed in class.
Workbook Answer Key

Activity 1: Phonics ans Spellings
1. wreath    write    wrong    wrapper    whistle    whale    whiskers    wheel
2. /r/ sound: wrist, wraith, write, wreck, wrinkles, wry
   /w/ sound: whisk, whirl, wharf, whip, white, whisper
3. a. equal    b. quilt    c. quake    d. quack    e. squeak    f. unique

Activity 2: Understanding
1. a. false    b. true    c. true    d. false
2. a. The tiger was looking for a workman to clear the underbrush in his fields as he wanted to
grow wheat there.
   b. He offered an ox to whoever would complete the work.
   c. The rabbit completed the work at the tiger’s farm.
   d. This story is a Brazilian folktale from Brazil.
3. a. The armadillo was not a very good workman even though he was fairly alright in his work.
   He used to spend more of his time eating the thousands of ants on the farm instead of
working.
   b. The rabbit took the ox to the top of a windy hill and killed it there. He did it to eat its
meat far away from the flies that would buzz around a dead ox.
   c. The rabbit tricked the tiger into thinking all the animals had been ordered to build a
stockade around themselves to keep safe. When the tiger couldn’t build it, he asked the
rabbit to do it for him, which the rabbit happily did.
   d. The tiger thought about the cool water of the spring, and the good hunting grounds. Then
he used all his might to break through the stockade.

4. Information from the story | What I know | Inference
--- | --- | ---
The rabbit successfully cleared the tiger’s farm. | No other animal was able to clear the farm. | The rabbit was a skilled worker.
All the animals were dismissed by the tiger. | The other animals like the goat and the monkey were either mischievous, lazy, slow or haphazard. | Only the rabbit sincerely completed his work.
The tiger hired and then dismissed one animal after another and didn’t even compensate them a little bit for the effort they had put in. | None of the animals were willing to help the tiger to get out from the stockade he was trapped in. | The tiger had no real friends.
The rabbit made the tiger believe that he was in danger and needed a stockade to stay safe in. | The rabbit cleverly pretended to be helping the tiger by building the stockade when he was actually trapping him. | The rabbit was as clever as he was skilled.
Activity 3: Vocabulary
1. [Drawings of animals with words: hold your dark night in the room share tears words]

2. c, e, f

Activity 4: Grammar
1. a. extremely (6) b. too (4) c. fairly (1) d. rather (2) e. very (5) f. quite (3)
2. a. today b. presently c. afterwards d. tomorrow e. yesterday f. then
3. a. × sometimes; ✓ always b. × always; ✓ never
c. × seldom; ✓ often d. × always; ✓ sometimes
e. × seldom; ✓ usually

Activity 5: Writing - Open ended question

Activity 6: Celebrating Poetry
1. a. ii. the puppy b. iii. plays c. ii. for letting the puppy in the tulip bed
d. i. Oliver Herford
3. a. While trying to wag his tail, the puppy’s body twists and turns and he ends up walking in a funny zigzag fashion.
b. The puppy seeks things to play with all day as well as to catch his own tail.
c. The puppy enjoys the game of trying to catch his own tail the most.
d. The puppy will into a horrid, noisy full grown dog, according to the poet.

Activity 7: Comprehension
1. a. ii. wool b. iii. her school c. i. stay somewhere for long d. iii. being kind
2. a. Mary was a child because she goes to school. All the children find it amusing that a lamb followed her to school.
b. The sight of a lamb following Mary all the way to school and lingering outside her class made the children laugh.
c. The teacher turned him out of the class, but the lamb patiently stood outside the classroom waiting for Mary to appear once again. When she did come out, he ran up to her and laid his head upon her arm.
d. He stayed close to Mary and showed her that he trusted her to keep him safe. His devotion to Mary is quite obvious in the way he patiently waited for her and showed the love and affection he had for her by putting his head on her arm.