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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...?

**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...?

**Analyze**
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...?

**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...?

**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. Friendship
2. Inspiring People
3. Courage
4. Science
5. Dreams and Fantasy
6. Humour
7. Myths and Legends
8. Wonder and Adventure
9. Travel
10. Care and Concern
LESSON TARGETS

Getting Started and Listening
• Characteristics of a good friend
• Listen for details
• Recall information

Say it Right: Silent Consonants
• Rules of silent consonants
• Pronounce words with silent letters
• Identifying words with silent consonants

Language Ladder: Subject Verb Agreement and Articles
• Understand subject verb agreement
• Identify correct subject verb agreement
• Use subject verb agreement in sentences
• Understand articles
• Identify and use articles in sentences

Reading: Friends Forever
• Grasp meaning of words, phrases and sentences in context
• Infer feelings and character traits; connect text with self and identify main idea
• Chorus reading

Understanding
• Summarize the event described in a diary
• Make inferences based on comprehension of the text
• Discuss and respond to the text

Vocabulary: Friendship Words and Idioms
• Comprehend the meaning of common friendship words and idioms
• Use friendship words and idioms in sentences

Practicing Grammar: Subject Verb Agreement and Articles
• Identify and use subject-verb agreement correctly in sentences
• Identify and use articles correctly in sentences

Speaking: Sharing About Friendship
• Make proper notes to use the presentation
• Present confidently

Writing: Invitation
• Identify the features of an invitation
• Write an invitation

Plug in: Hyphen
• Learn the rules of using a hyphen
• Use hyphen in sentences

Learning About Text Styles: Diary Entry and Quantifiers
• Learn the features of a diary entry.
• Write a diary entry
• Learn the meaning and usage of quantifiers
• Use quantifiers in sentences

Enrichment
• Soft skills
## SUGGESTED TEACHING PLAN

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<td>• Friendship Garland</td>
<td></td>
<td>1</td>
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**Communication:** Articulating Thoughts, Listening Effectively

**Logical thinking:** Analysis

**Activity 1: Friend Zone**

- Provide index cards to students.

   My friend’s name is ____________________________.

   I like him/her because ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

- Ask students to fill the card about their friend.
- Collect the cards and display them in the class.

**Teaching Trail**

- Make a word web on the board.
- In the middle write ‘friendship’.
- Ask students to talk about what comes to their mind when they hear the word friendship.
- Capture students’ responses on the board. Accept all responses.
- Introduce the theme Friendship by reading the text given in the introduction.

**Getting Started**

To have a good friend, we should know how to be a good friend.

List the characteristics that you look for in your friends. List characteristics that make you a good friend to others.

---

**Answer Key**

Accept all reasonable answers.
Monday, 10 July
Dear Jaya,
I am happy to write this first letter to you after my relocation to Delhi. You will be glad to know that I've gained admission to St Mary Convent School. The principal is strict, yet considerate; all the teachers are nice and approachable.
Ragini and Sahil are my new friends here, but I miss you a lot, especially your antics during recess.
I've opted for basketball as my sport activity and guitar as music activity. We are presently preparing for interschool basketball tournament and I'm happy to be a part of the school basketball team.
You'll be happy to know that I'm writing this letter with the pen that you gifted me on my farewell.
Hope to hear from you, soon.
Lots of love
Aashima

Friends Forever

Listening
Listen to Aashima's letter to her friend, Jaya. Then, answer the questions that follow:
1. To which place did Aashima relocate?
2. To which school did Aashima get the admitted?
3. Name Aashima's new friends.
4. What did Aashima opt for as her music activity?
5. What did Jaya give to Aashima as a farewell gift?

Say it Right Silent Consonants
Read aloud the word 'autumn'. Did you pronounce the consonant 'u' in the word?
Many words in English have an unpronounced consonant. Such consonants are called silent consonants. The following table may help us with the silent consonants.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>G</th>
<th>P</th>
<th>L</th>
<th>D</th>
<th>B</th>
<th>B</th>
<th>N</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>silent before</td>
<td>silent after</td>
<td>knee</td>
<td>write</td>
<td>grunt</td>
<td>psychology</td>
<td>doubt</td>
</tr>
<tr>
<td>N</td>
<td>R</td>
<td>S, N</td>
<td>K, M</td>
<td>G</td>
<td>T</td>
<td>M</td>
<td>M</td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

Communication: Listening
Effectively Using Clear and Articulate Speech, Speaking Confidently

Critical Thinking: Making Connections, Making Decisions

Reading Café
There are specific reasons why there are silent letters in a word. It is not only to make the word difficult to spell!
Some reasons:
- It helps to distinguish between two words, such as, whole and hole.
- It helps to change short vowel sounds into long vowel sounds, such as, hat and hate.
- In most cases when h comes in the beginning of a word it is silent.
- It changes the meaning of a word by making the pronunciation different, such as sin and sign.

Answer Key
1. Aashima relocated to Delhi.
2. Aashima got admission to St Mary Convent School.
3. Ragini and Sahil are her new friends.
4. Aashima opted guitar as her music activity.
5. Jaya gave her a pen as a farewell gift.
Teaching Trail

- Write the following words on the board and read them aloud one by one: autumn, knowledge, castle, doubt, honest.
- Ask students how these words are similar.
- Explain that all these words have silent letters.
- Read the text on silent letters on page 8. Explain the table.
- Ask students to pair up and find at least two words with a silent letter from the diary entry on Page 12. Discuss their answers.

Activity 2: Shout Out

Divide students into groups of 4. Tell students that you will shout out a silent letter category and based on that each group must shout out a word with that silent letter. Make sure groups take turns to shout out the word. When groups run out of words change the silent letter. For example, for words with silent k groups can shout out words like knee, knight, knit, knot, knowledge, knock.

Variation

Make this activity into a game and allot marks for each correct word. The group that can’t shout a word gets 0 marks. The group with wrong word gets a negative mark and the group with right word gets a positive mark.

Please note: The word entangle(✗) is a misprint. The correct word here is untangle(✓).

Answer Key

1. we[d]nesday num[b]er scenic cave
   do[ge] sub[t]tle
2. 1. knits signs knight
    2. receipt gnome

1. Find the words with silent consonant and circle the silent consonant.

<table>
<thead>
<tr>
<th>pupil</th>
<th>numb</th>
<th>plug</th>
<th>history</th>
<th>cheap</th>
<th>shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>wall</td>
<td>scenic</td>
<td>cave</td>
<td>happy</td>
<td>bottle</td>
<td>craft</td>
</tr>
<tr>
<td>truth</td>
<td>album</td>
<td>return</td>
<td>drone</td>
<td>dodge</td>
<td>fantastic</td>
</tr>
<tr>
<td>morning</td>
<td>activity</td>
<td>reference</td>
<td>grade</td>
<td>Sunday</td>
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</tr>
<tr>
<td>Wednesday</td>
<td>Monday</td>
<td>Friday</td>
<td>Tuesday</td>
<td>normal</td>
<td></td>
</tr>
</tbody>
</table>

2. Use the clues to complete the crossword.

   Note: All the words have silent consonants.
   1. My mother ___________________________ a sweater for me.
   2. A driver must be able to understand all the traffic ________________________.
   3. I am a warrior of a castle.
   4. I am short and always wear a pointed hat.
   5. I am dangerous. I can explode!
   6. You get a _______________________ when you pay a bill.
   7. You untangle your hair.
Begin by explaining that subject is person, place, thing, or idea that is being spoken about in a sentence. Explain using a few examples.

Write on the board two simple sentences, one with correct subject verb agreement and another with the wrong subject verb agreement. (Neena walks to school everyday. Tarun take the bus to school.)

Ask students which is correct/wrong and why.

Explain that the subject and verb should always agree with each other.

Explain all the rules given on Page 10.

Ask students to pair up and think about more examples for each rule.

Ask each pair to share at least one example to gauge their understanding.

Follow the same steps for articles.

---

### Subject-Verb Accord and Articles

The verb must agree with the subject in person and number. The following rules should be followed for the same.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A singular verb is used for a singular subject and a plural verb is used for a plural subject.</td>
<td>Ritu goes to office by train.</td>
</tr>
<tr>
<td>2. If two or more subjects are joined by a conjunction 'and' they mostly take a verb in the plural form.</td>
<td>Ananya and Aditi go out for a movie.</td>
</tr>
<tr>
<td>3. A singular subject preceded by 'each' or 'every' takes a singular verb.</td>
<td>Every student is expected to be regular.</td>
</tr>
<tr>
<td>4. Two or more singular subjects connected by 'either-or' take a singular verb. The same rule applies for 'neither-nor'.</td>
<td>Either Shama or Rohit is at home. Neither Shama nor Rohit is at home.</td>
</tr>
<tr>
<td>5. If the first subject is singular and second is plural, and they are joined by 'either-or', plural verb is used. The same rule applies for 'neither-nor'.</td>
<td>Either Shyam or his cousins have to leave. Neither Shyam nor his cousins have to leave.</td>
</tr>
<tr>
<td>6. Singular verb is used for collective nouns. It also applies for nouns like 'a pair of scissors'.</td>
<td>A herd of cattle crosses the road.</td>
</tr>
<tr>
<td>7. If a plural noun denotes a quantity or amount considered a whole, it takes a singular verb.</td>
<td>A pair of socks was missing from the cupboard.</td>
</tr>
<tr>
<td>8. A plural subject denoting amount takes a singular verb.</td>
<td>One lakh rupees is a lot of money.</td>
</tr>
</tbody>
</table>

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**Activity 3: Pair with Your Subject**

Divide the class into two groups. To one group give as many verb cards as there are students so that each student gets one card and the other group gets the subject cards. Students need to move around randomly on the start of the music. When the music stops, they should stop and find a partner. A verb and a subject should make a pair. The pair needs to make a sentence using the verb and subject they have.
Critical Thinking:
Making judgments

Communication:
Reflection Word Choice

Teaching Trail

- Talk about the theme of friendship.
- Ask students to complete the sentence ‘I will be a friend by ____’.
- Tell learners that the word FRIENDSHIP is a ‘Kangaroo’ word that has many smaller words hidden inside. Ask them to make smaller words from the letters.
- Ask students to work in pairs to complete the exercise. Can they make any more words? Discuss the answers.

Articles
In a sentence, the subject and the other objects should also agree with the articles.

WHEN WE MENTION ANY OF ITEMS
(it doesn’t matter which one is)

A/AN

a chair, a bird, an egg
(with singular countable nouns)

THE

the girl, the eggs, the egg
(with singular, plural countable or uncountable nouns)

WHEN WE MENTION GENERAL ITEMS(S)
(we make generalisation)

Ø

love, eggs, humans
(with plural countable or uncountable nouns)

Pre-reading
Rearrange the letters of the given word. Make smaller words from it. Follow the given hints:

‘FRIENDSHIP’

1. To sit or make a journey on a horse/motorcycle:
2. A wicked or a cruel person:
3. To have dinner:
4. Antonym for ‘ear’:
5. The collective noun for lions:

Answer Key

1. RIDE   2. FIEND   3. DINE   4. SPEND   5. PRIDE
Critical Thinking: Making predictions and inferences
Logical Thinking: Analysis, Reasoning, Making Connections, Gathering Information to Solve a Problem
Communication: Listening Actively

Teaching Trail

- Discuss the question given beside the text.
- Read aloud the first account with proper expression and intonation by lowering and raising your pitch at the correct places. Ask students to follow along.
- As you read the text:
  » draw students’ attention to the highlighted words
  » explain difficult words
  » take breaks and ask relevant comprehension questions
  » discuss what the text is about and what the key points are

Reading

Monday 27th

Today, the morning was full of action. Mr. Srivastava made us shift all our desks around to make a big U shape around the back of the classroom. So, now we no longer sit in pairs. Daisy now sits on my right and Mayank, on my left!

It’s been a year since Daisy and I became good friends. We share everything—from our fancy pens to all big and trivial secrets, with each other. Many a times we spend hours talking to each other developing a relationship that cannot compare any other friendship.

If I go a year back and recall, things were very different before this amiable bond began to stir between us.

Oh, it is already 10:00 pm, time to go to bed! Don’t worry dear diary, I will come back to you tomorrow and tell you how Daisy and I became friends.

Kalyani

Page 12

- Who is writing the diary?
- How do Kalyani and Daisy share together?
- ‘Daisy now sits on the right…’ Identify the subject and the verb. Do they agree? Which rule is applied here?
- What will Kalyani tell the diary tomorrow?
- In the text find the antonym of unfriendly.
Comprehension Questions

- Does the picture on Page 13 match with the text? How do you know?
- Why was the day crazy?
- Which competition was Daisy participating in?
- Is it correct to judge someone without knowing or talking to them? Why do you think so?
- What did Kalyani think of Daisy?
- Why did Kalyani think of Daisy as manipulative?

---

Comprehension Questions

- What kind of photographs were clicked that day?
- What were Daisy and Kalyani doing in their photographs?
- When do you feel nostalgic?
- How does Kalyani describe her photographs with Daisy? Which lines tell us this.
- How do you think Kalyani felt when she was paired with Daisy? How would have you felt if you were in Daisy's place?
- What activity did Kalyani and Daisy take part in, at the camp?
- What thoughts sailed through Kalyani's mind?

---

Tuesday 28th

Today, the day was really crazy! It began with Mr Srivastava asking us to submit our homework and as usual, most of us had one excuse or the other for not submitting it. Some forgot, others left the notebook at home. He blasted all the students who did not submit their homework except Daisy. She, as usual, didn't get the time to do the homework because of her volleyball practice session for the National Championship. It was extended till late evening, yesterday. Everybody in the class, including Mr Srivastava, knew that with her late evening sports practice, it becomes really hard for Daisy to manage projects and homework. However, my views were different before.

We have been classmates since grade 1, but we hardly talked to each other earlier. We had completely different groups of friends. Everyone in one group was apparently opposite to the people in the other group. My friends and I were more inclined towards our studies, whereas Daisy and her group actively participated in sports and other recreational activities. Daisy was the top athlete of our school, which she still is. I never liked Daisy and found her manipulative. I used to think that she portrayed her participation in sports as a reason for not submitting projects and homework on time. Now, I realise how shallow I was. Just imagine, I judged her without even knowing or talking to her.

With this realisation...I think it's enough for the day.

Catch you tomorrow and will continue from where I left tonight.

Kalyani

---

Wednesday 29th

Today, the school photographers had come to the school. They took photographs of the class as well as of individual students. Some students also had family shots taken with their siblings (like, the photographs I used to take with my brother until he left), and we also got photos clicked with our friends as well. Daisy and I were so excited to get ourselves clicked together.

I remembered those that we took at the summer camp last year; they're really funny. They're not very clear, and quite small at that. In all the pictures, we were either doing something silly or making funny faces. These pictures of ours always bring on pure nostalgia.

Here we go, the story continues from here! On this very adventurous camp, one of the activities was zip lining. We had to slide and cross a valley by hanging ourselves on a zip line. The trainer sent the students in pairs. You won't believe that I was paired with Daisy, whom I disliked the most in the class. She was the star athlete of the school and I was nowhere near to her. She was right after me and I knew that I can't slide faster than her. A continuous thought kept salling in mind that I won't be able to match up with her speed and she would kick me hard from back. The more I thought about it, the more it perturbed me. I was so afraid of being embarrassed in front of all the students. I just couldn't trust her.

What happened next is a major twist in our story of friendship. I will come back to you with the rest of the story tomorrow. Got to sleep now! Bye, good night!

Kalyani
Thursday 30th

It was a great day. There was an inter-school swimming competition and I won it. Everybody was very happy about it. However, I never won anything more than an edar in any such sports competitions! I was an absolutely studious child who thought that students, like Daisy, who are more into sports, just frittered away their time in playing and doing nothing. It was Daisy who actually taught me the importance of sports and sportsman spirit in life.

Let’s take up the story from where we left yesterday. The story will itself reveal that how Daisy encouraged me in participating in sports.

The set up for the zip line was ready. Unfortunately, we were the first pair to cross the valley. I was nervous but all I wanted was to slide with all my power and leave Daisy behind with a good margin. I somehow wanted to prove that whether its academics or sports, I was superior to her in every field. The trainer listened to the safety harness around our waists. We were all ready to slide. I pushed myself forward with all my strength and I began to slide on the line. In order to prove myself better than Daisy, I had put so much extra effort in sliding myself that the safety rope broke off. I felt a sudden jerk and I lost my balance. Daisy was right behind me. She instantly grabbed my safety rope and encouraged me to keep going. I will never forget her words, “Keep going, Kalyani! You have almost reached!” Until I reached the other side, she held the safety rope tightly. Her hands were bleeding. The moment she reached the other side, I hugged her and thanked her. The spontaneity in her actions saved me. I felt so ashamed for having all those malicious thoughts about her. I had been so wrong about the kind of person Daisy was. I had judged her too quickly. She was really helpful and humble. It was no wonder why she was the apple of everyone’s eye. From then on, we became the best of friends. Now, she encourages me whenever I lose my confidence. I too help her with her studies and assignments. Goodnight!

Kalyani

**Activity 4: Annotate**

Ask students to pair up. Tell them to annotate the text after reading each day’s account for:

- How is the character feeling?
- Where is the character?
- When does the incident take place—present or past?
- What is the main idea of each day’s account?

**Comprehension Questions**

- Why was it a great day?
- Why does Kalyani give all the credit for winning to Daisy?
- What does ‘fritter away’ mean? Use it in a sentence of your own.
- Do you think Daisy also disliked Kalyani? How do you know?
- What would you have done if you were in Daisy’s place?
- Why hasn’t Kalyani written about Daisy’s thoughts and feelings?

**Differentiated Learning**

Level 1: Students pick up words or phrases from the text to annotate.
Level 2: Students annotate in their own words.
Level 3: Students relate the text to self while annotating.

**Integrated Learning**

Explain that a valley is a type of a landform. It is a low area between hills or mountains. Often, a river runs through a valley. Ask students what they know about valleys.

Show some pictures of valleys and talk about their shapes. Valleys can be of V shaped or U shaped or sometimes both.

Ask students to find out interesting facts about valleys and details about the valleys in India.
Divide students into groups of 4. Ask them to summarize what happened at the camp. Explain that a summary is a short account of a text, but it must contain all the important points.

**Activities:**

- Critical Thinking: Reflecting solve a problem, evaluating and concluding
- Communication: Speaking confidently, Using clear and articulate speech
- Creativity: trying new things

**Answer Key**

Read questions. Discuss answers with students before they write them in their notebooks.

1. a. pairs  b. Grade/Class 1  
   c. studious, athletic  
   d. inter-school  e. zip line

2. a. i. The author’s friendship with Daisy changed her performance within a year. The author had always been a studious child while Daisy was the best athlete in the school. During the zip line activity, the author developed a strong bond with Daisy. She then understood the importance of sports and sportsman spirit.
   
   ii. The author is talking to her diary.
   
   iii. The author’s performance in sports has improved tremendously and she has even won a swimming competition.

b. i. Kalyani was so thankful that she hugged Daisy.

   ii. The narrator hugged Daisy because she saved her life and helped her reach the other side even though she was injured.

   iii. The “other side” is the other side of the valley.

3. a. The two friends share everything—from their fancy pens to all secrets-big and trivial. They often spend hours talking to each other, developing a relationship that cannot compare to any other friendship. They are the best of friends, always helping each other and sharing everything.

b. Mr. Shrivastava did not say anything to Daisy because he knew she was busy with her volleyball practice session for the National Championship.

c. Kalyani and Daisy belonged to different groups which hardly interacted with each other. Kalyani was studious and Daisy took part in all activities and sports.
d. A year ago, Kalyani thought participating in sports was a waste of time and did not play any sport.

e. The safety rope broke off because Kalyani was trying too hard to push herself in order to defeat Daisy. Fortunately, Daisy was just behind Kalyani and she instantly grabbed the rope. She encouraged Kalyani to go on and held the rope till the end even though her hands were bleeding.

f. Daisy and Kalyani became friends when Daisy saved Kalyani’s life and helped her cross the valley at the summer camp. That is when Kalyani realized how wrong she was about Daisy and they became friends.

4. Accept all correct answers.

\[
\begin{align*}
\text{it’s} &= \text{it is} & \text{didn’t} &= \text{did not} & \text{they’re} &= \text{they are} \\
\text{won’t} &= \text{will not} & \text{can’t} &= \text{can not} & \text{let’s} &= \text{let us}
\end{align*}
\]

5. a. Answers may vary. Accept all appropriate answers.

b. Open ended question. Accept all reasonable answers.

c. Open ended question. Accept all reasonable answers.

---

**Vocabulary**

**Describing Friendship**

Read some words that describe friendship.

- devoted, trustworthy, humble, honest, loving, reliable, loyal, faithful
- caring, cordial, kind, friendly, respectful, understanding, patient, supportive

There are idioms also that describe friendship. Read such idioms with their meanings.

- to get on like a house on fire: people get on like a house on fire when they like each other's company and become friends very quickly
- shoulder to cry on: someone who is always ready to listen to your problems
- fair-weather friend: someone who is your friend only when you are cheerful and successful
- to hit it off with somebody: to quickly become close friends with somebody
- to be thick and thin: to have some good times and difficult times together

1. Now, write a sentence using each of these idioms.

2. Read the following passage about true friendship. Fill in the blanks with the words that describe friendship. You can use the help box.

<table>
<thead>
<tr>
<th>overwhelmed</th>
<th>grandeur</th>
<th>affection</th>
<th>embraced</th>
<th>distress</th>
<th>inseparable</th>
<th>traditional</th>
<th>materialic</th>
<th>bliss</th>
<th>companion</th>
<th>devotion</th>
</tr>
</thead>
</table>

Friendship is a synonym for sacred love, a ________________ ________________ and sacrifice. In today's ________________ world, it is difficult to find a friend and ________________ who would stay by your side through ________________ . The story of Krishna and Sudama is the perfect example of true friendship. The two were throughout their schooling in Vrindavan. Thereafter, they lost touch and were busy in their respective lives. Krishna was the king of Dwarka while Sudama led a life in ________________ . Once, Sudama approached Krishna to ask for some financial help. He was amazed to see the ________________ of Dwarka. While entering Krishna's chamber Sudama felt ________________ , Krishna ran towards Sudama and ________________ him. Sudama was ________________ by the welcome given by Krishna. Then, as a ________________ practice, Krishna washed Sudama's feet as a mark of respect for a Brahmin.
1. • They got on like a house on fire after the annual day event.
• I am grateful you have always been with me whenever I needed a shoulder to cry on.
• When Akshay go into trouble, he realized that all his fair-weather friends were nowhere to be seen.
• Suman and I had similar ideas about the game and so we hit it off instantly.
• She has always been there for me through thick and thin.

2. affection; devotion; materialistic; companion; thick and thin; inseparable; distress; grandeur; bliss; embraced; overwhelmed; traditional

Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

Practising Grammar

Let’s Catch Up

Subject-Verb Accord and Articles

The verb must agree with the subject in person and number. There are some rules that should be followed for the same.

1. Fill in the blanks with the appropriate verb from the bracket.
   a. No news good news. (is, are)
   b. Either Ann or her family to attend the function. (is, are)
   c. A pair of gloves required for gardening. (is, are)
   d. Each and every guest given a return gift. (was, were)
   e. A fleet of ships in the sea. (was, were)

2. Correct the following sentences using the correct form of verb.
   a. One of my books is torn.
   b. Nobody is allowed to carry the books.
   c. Samaira and Kriti are good friends.
   d. The jury has not given its verdict.
   e. A bunch of keys were lying in the park.

3. Study the substitution table and make at least six sentences with proper subject-verb accord.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalyani and Daisy</td>
<td>going for the school picnic.</td>
</tr>
<tr>
<td>Neither Mr Srivastav nor the students</td>
<td>is required to be present for the annual day function</td>
</tr>
<tr>
<td>Father the parents or the child</td>
<td>best friends</td>
</tr>
<tr>
<td>A pair of scissors</td>
<td>are performing at the annual day function</td>
</tr>
<tr>
<td>A troupe of dancers</td>
<td>are being distributed to the poor</td>
</tr>
<tr>
<td>20 kilograms of rice</td>
<td>needed to do this activity</td>
</tr>
</tbody>
</table>

4. Fill in the blanks with suitable articles: the, a, an or x (zero article).
   a. I bought a pair of trousers.
   b. We are staying at a hotel.
   c. I do not like a cricket.
   d. That is the building I mentioned.
   e. The price of fuel keeps rising.
   f. Jia travelled to Spain.
   g. Radhika is seeking admission to a university.

Teaching Trail

• Recapitulate the concept of subject verb agreement and articles.
• Read the questions and explain what is to be done.
• Give time to students to independently complete the exercise.

Answer Key

1. a. is b. has c. is d. was e. was
2. a. One of my books is torn. b. Nobody is allowed to carry the books. c. Samaira and Kriti are good friends. d. The jury has not given its verdict. e. A bunch of keys were lying in the park.
3. • Kalyani and Daisy are best friends.
   • Neither Mr Srivastav nor the students are going for the picnic.
   • Either the parents or the child is performing at the annual day function.
   • A troupe of dancers is required to be present for the annual day function.
   • A pair of scissors is needed to do this activity.
   • 20 kilogram of rice is being distributed to the poor.
4. a. a b. the c. x d. the e. the f. x g. a h. an i. x j. an, The k. an, The l. the
**Skills in focus**

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

**Creativity:** Generating Original Ideas

---

**Teaching Trail**

- Read the words and idioms that describe friendship. Discuss their meanings.
- Tell students to identify any two words or idioms that describe their friendship with their best friend.
- Read the questions. Ask students to attempt the questions independently.

---

**Differentiated Learning**

**Level 1:** Each student talks about their friendship in detail.

**Level 2:** Students find commonalities between their sharing.

**Level 3:** Write a story describing your friendship.

---

**Critical Thinking:** solving problems, Making decisions, evaluating and concluding

**Creativity:** Generating original ideas, listing ideas

---

**Activity 7: Thank You Note**

Tell students that everyone came to their house-warming party. The guests enjoyed themselves, ate the delicious food and brought amazing presents for them. They played party games praised them for having such a wonderful party.

Tell students that they need to write a thank you note to their guests. Discuss what they can include in the note. Let students write the note.

---

**Teaching Trail**

- Ask students to talk about the different kinds of invitation cards.
- Ask students:
  - Who is an invitation card meant for?
  - When do you send an invitation card?
  - Is an invitation card formal or informal?
  - What should you write in an invitation card?
- Write their responses on the board.
- Use the sample on Page 19 to introduce the parts and structure of an invitation card.
- Discuss what they would write on an invitation for a house-warming party. Ask students to plan their invitation card in the class.
- Let students attempt the given question as homework and make an invitation card on a coloured sheet of paper. Encourage them to use colours and pictures to make it attractive.

---

In place of thank you notes, students can write a thank you email or a thank you message.
**Skills in focus**

**Critical Thinking:** Analysing, Reasoning, and inferring

**Communicating:** Articulating

**Collaborating:** Asking and answering questions, Leading a group

---

**Teaching Trail**

- Introduce the hyphen.
- Tell students what a hyphen is using the examples on page 20.
- Ask students to give a few more examples for each use. Write all the examples on the board.

---

**Answer Key**

1. a. thirty-five  
   b. father-in-law, brother-in-law  
   c. state-of-the-art  
   d. two-year-old  
   e. self-raising

2. a. three-year-old  
   b. high-tension  
   c. ninety-nine  
   d. six-pack  
   e. fire-fly  
   f. check-out

---

**Learning About Text Styles**

**Diary Entry**

What is a diary?
A diary is a deep into our timeline, describing events and keeping a record of events that we were part of and to express our feelings and emotions. It is a wonderful reflection of our life. A diary is usually a private document and we do not share it with anyone else.

Some people are habituated in writing a diary, daily, while some write it occasionally. Diary entry can be made either in a diary, a notebook or a computer.

**Format and Styles**

- A diary begins with the date. A diary entry usually tells us who and what the entry is about and where an event took place.
- We usually write diaries in an informal style. We use first person pronouns such as 'I' and 'we'.
- It is as though we having conversation with our diary.

- **Date**: 10th June  
- **Dear Diary**:  
- **It was my first day in the hostel. The idea of new environment, new people and new roommates brought a sense of loneliness and nervousness. Mom and dad had come along with me. We had brought all the things that were needed in the hostel such as a bucket, a mug, a bed sheet and a pillow. After arranging all the things properly in my room, they left for the hometown. I could still feel the warmth of the hug by mom and dad. I am miss them.**

---

**Activity 8: Find the Hyphen**

Divide students into groups of 4. Ask the groups to skim through their book and find as many words with hyphens as they can in 5 minutes. They can divide the book into 4 parts so that each member can look at one part. Warn students when the time is nearly over. Ring a bell after 5 minutes. Ask students to categorise the words under compound numbers, compound nouns and compound adjectives. Discuss the words and categories. How many groups found the same words?

---

**Teaching Trail**

- Ask students to go through Kalyani’s diary entry and list the features of a diary entry.
- Capture their response on the board.
- Read the text on Page 21 and explain the format and style of a diary entry.
We usually write in the **simple past tense** when we write about events that have already taken place.

We use the words that show how we **think and feel** when we express our personal thoughts and feelings.

We sometimes also use **simple present tense**. It is when we talk about how things are or how we feel at the time of writing.

1. **Date; informal writing style; what and who is mentioned; first person pronouns are used; personal feelings are described; simple present tense and simple past tense is used.**

2. **Open ended question.**

---

**Teaching Trail**

**Quantifiers:**
- Explain quantifiers – the rules and usage following the text on Page 23.
- Ask students to add to the examples.
- Give students time to attempt the questions.

---

Please note: The word **uncountable** is a misprint. The correct rule is - The quantifiers each and every are used with singular countable nouns.

---

**Answer Key**

1. a. a lot of  
b. a few  
c. a little 
d. a lot of  
e. a few  
f. a little

2. a. All the  
b. all/each  
c. every  
d. every  
e. All the

---

**Quantifiers**

- Quantifiers are words that describe the number or quantity of a noun.  
  - The quantifiers all and every are used with plural or uncountable nouns.

---

**Teaching Trail**

- We use **all the** when we refer to a plural or uncountable noun within a group.
- We use **every** to refer to all the individual units of a group.
- We use **each** to emphasise an individual unit, rather than a whole group.

---

**Answer Key**

1. a. a lot of  
b. a few  
c. a little  
d. a lot of  
e. a few  
f. a little

2. a. All the  
b. all/each  
c. every  
d. every  
e. All the

---

**Uncountable Nouns**

- We use a **lot** to mean a large number or amount. We can use it for both countable and uncountable nouns.
- We will need a **lot of milk** and a lot of **chocolate cubes** to make hot chocolate for everyone.

---

**Countable Nouns**

- We use a **few** to mean a small number and a little to mean a small amount.
- We put a **few cubes of cheese in pasta.**

---

**Examples**

- We refer to a plural or uncountable noun in general.
- All stars twinkle at night.
Critical Thinking: Analysis, Reasoning, Making judgments and inferences

Communication: Articulating, Valuing Contributions

Teaching Trail

- Talk about appreciating our friends. Say that it is important to tell people we like why we like them.
- Read the text and discuss the questions about our friends.
- Ask students to make friendship badges to give to their friends. Students can pin their badges on their shirts.
- Ask them to make Certificates of Appreciation for their friends.

Enrichment

Cherished Moments

In the journey of life, we move to many places and make friends everywhere—be it a newcomer in class or a school change, change of city, change of locality, etc. Every human is unique and we learn many things and gain experience from every person.

Whenever you proceed in the journey of life, do you forget your old friends? How do you keep in touch with them? Is what form do you preserve old memories with your friends? Let us thank our friends by making badges and certificates to celebrate their friendships.

Badge

Here is a sample of a friendship badge. Design more such badges with the names of your friends and your most cherished moments with them. You can also create such badges on pastel sheets and bestow them upon your friends.

CERTIFICATE OF APPRECIATION

Let your friends feel special by giving them this certificate of appreciation. Fill in the details on the certificate.

PROJECT WORK

Friendship Garland

Divide the class into groups. Tell students that they will make a friendship garland. Each student should make one big flower using a pastel sheet. Ask them to write one characteristic that they think is the most important to be a friend on the flower. Then they have to join flowers to make a garland. When they are done making the garland ask students to write friendship slogans or quotes and put them up in class. Make sure they use correct articles, subject-verb agreement and quantifiers.

The class can keep adding to the list later on.
Activity 1: Friends Forever

1. a. F  b. T  c. T  d. F  e. T

2. a. inclined  b. manipulative  
c. shallow  d. valley  
e. nostalgic  f. fastened, harness

3. Open ended question. Accept all appropriate responses.

4. a. Kalyani is sharing her thoughts with her diary.  
b. Daisy plays volley ball.  
c. Kalyani and Daisy share everything from a fancy pen to all big and trivial secrets.

5. a. When Kalyani was getting ready for the zip line she was perturbed and was feeling nervous. She feared that Daisy would kick her hard from behind and something wrong would happen. She was also afraid of being embarrassed.  
b. Yes, the zip-line incident was the turning point. After that incident, Kalyani began to like and trust Daisy and understood her better. Without that incident, Kalyani’s thoughts about Daisy would not have changed.  
c. Yes, academics and sports are equally important because they both help us to learn and grow better.  
d. This tells us that Daisy did not loathe Kalyani. She did her best to help her classmate, showing courage and daring.

Activity 2: Vocabulary

1. a. honest  b. funny  c. trustworthy  d. distant  e. loyal  
f. caring

2. Open ended question. Accept all appropriate responses.  
   a. Raman is a cheerful person who likes to be happy even in times of distress.  
   b. She is an easy-going team member.  
   c. You should always be attentive in class.  
   d. Everyone loves him as a friend because he is generous.

3. a. iii. they are the closest of friends  
   b. i. people who like similar things easily become friends

Activity 3: Grammar

1. a. travels  b. is  c. have  d. is  e. has

2. a. The army has set the base camp in the forest.  
b. Either the builder or the residents have the right to maintain the society.  
c. The missing pair of shoes has become the mystery for the class.  
d. Divya and Reena have admitted their mistake.
e. Neither Shyam nor Ajay has paid the fee.

f. A pride of lions has been spotted near the old fort.

3. a. blank b. The c. A, an blank d. The e. A f. the, the g. the blank h. blank. blank

i. The, ____ j. An, a

4. a. The word ukulele begins with a ‘you’ sound.

b. A ukulele produces sweet sounds.

c. The man was overcome by grief when he lost his pet.

d. I only bought a bottle of water from that store.

e. One of you has to take ownership of the project.

f. I am terribly scared of heights.

g. I’ll need you to fetch a bag of rice from the market.

Activity 4: Writing
Open ended question.

Activity 5: Comprehension

1. a. bright; finish; furious; dull; amicable

b. Open ended question. A Friend in Need
c. Open ended question. Shama: bright, studious, caring
Reena: sporty, understanding, friendly

2. a. Shama and Reena became friends when Shama moved to Delhi with her parents.

b. Shama liked to read books and play musical instruments while Reena liked to play basketball and chat with her classmates.

c. Shama felt irritated because they had been playing basketball for three days and she wanted to play on the slides while Reena stubbornly wanted to play basketball.

d. Shama thought it was a good idea to not help Reena for the maths test because she was furious and wanted to let Reena down.

e. The idiom used is a friend in need is a friend indeed which means a person who helps in difficult times can be relied on and is a true friend.

f. This tells us that Shama is short-tempered. Yes, it was inappropriate behaviour.

g. Reena, who was also hurt by Shama’s behaviour was sitting in her room trying to colour a picture half heartedly.

The picture, illustrating a landscape, was coloured in dull shades.

h. She meant to improve Reena’s mood and make the picture more colourful and lively.

3. a. Yes, Shama and Reena are different from one another. Shama liked to read, Reena liked to play basketball. Shama was short-tempered, but ready to forgive and forget. Reema was more stubborn of the two; she was prone to doing only what she wants to do and refusing to adjust.

b. They both got together because they were friends and friends deal with each other’s temperament no matter what. As the idiom goes – A friend in need is a friend indeed.
LESSON TARGETS

Getting Started and Listening
- Explore and compose inspirational quotes
- Listen for details
- Recall information

Say it Right: Syllables
- Learn to identify number of syllables in a word
- Understand syllable stress in words

Language Ladder: Types of Pronouns
- Understand the uses of pronouns
- Learn about the types of pronouns
- Identify pronouns and their types
- Use pronouns in sentences

Reading: A Country Childhood
- Use KWL chart
- Grasp meaning of words, phrases and sentences in context
- Infer character traits; character's lifestyle; character's feelings
- Silent reading

Understanding
- Use KWL chart
- Make inferences based on comprehension of the text
- Discuss and respond to the text

Vocabulary: Idioms
- Understand idioms
- Use idioms in sentences

Practicing Grammar: Pronouns
- Identify and use pronouns correctly in sentences

Speaking: Sharing an Experience
- Make notes to use in the presentation
- Present confidently

Writing: Character Sketch
- Understand and analyse qualities of a character
- Draw a character sketch

Plug in: Forms of Past Tense
- Learn about types of past tense
- Use past tense in sentences

Celebrating poetry: If
- Read and infer meaning of the poem
- Recite with rhythm and expression.

Enrichment
- Organise information
<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>• Famous inspirational quotes</td>
<td></td>
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<td></td>
<td>• Exercise (Page 26)</td>
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<td>• Activity 1: Inspiration Wall</td>
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<td>2</td>
<td>Listening: Listen to two Friend’s Conversation</td>
<td>• Listening for Details</td>
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<td>• Exercise (Page 27)</td>
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<td>Say It Right: Syllables</td>
<td>• Identifying syllable</td>
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<td>• Understanding syllable stress</td>
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<td>• Exercise (Page 27)</td>
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<td>• Activity 2: Say it Right!</td>
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<td>Language Ladder: Types of Pronouns</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Exercise (Page 29)</td>
<td></td>
<td>3</td>
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<td></td>
<td></td>
<td>• Activity 4: KWL Chart</td>
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<td></td>
<td></td>
<td>• In-Text Comprehension</td>
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<td></td>
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<td>• Reading silently</td>
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<td>6</td>
<td>Understanding</td>
<td>• Activity 5: KWL Chart contd.</td>
<td>Activity 1</td>
<td>2</td>
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<td></td>
<td></td>
<td>• Exercise (Page 32)</td>
<td>(Page 17-18)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Idioms</td>
<td>• Learning about Idioms</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Using idioms in sentences</td>
<td></td>
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<td></td>
<td></td>
<td>• Activity 6: Picturioms!</td>
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<td></td>
<td></td>
<td>• Exercise (Page 33)</td>
<td></td>
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<tr>
<td>8</td>
<td>Practising Grammar: Types of Pronouns</td>
<td>• Exercise (Page 33-34)</td>
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<td>1</td>
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<tr>
<td>9</td>
<td>Speaking: Sharing an Experience</td>
<td>• Sharing an Experience</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preparing Notes</td>
<td></td>
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<td></td>
<td></td>
<td>• Class Presentation</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>
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<td>-------</td>
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<td>-------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 10    | Writing: Writing a character sketch| • Understanding nuances of character  
        • Writing a character sketch  
        • Activity 7: E-mail to Mandela  
        • Exercise (Page 35-36)       | Activity 4 (Page 22-23) | 1                |
| 11    | Plug-in: Forms of Past Tense       | • Activity 8: At That Time  
        • Exercise (Page 36-37)        | Activity 5 (Page 24-25) | 1                |
| 12    | Celebrating Poetry: If             | • Reading and Comprehension  
        • Discussion  
        • Recitation  
        • Activity 9: What it Means |                                      | 1                |
| 13    | Poem Appreciation                  | • Exercise (Page 39)                                    | Activity 6 (Page 26)  | 2                |
| 14    | Enrichment                         | • Organising Information                                |                       |                  |
| 15    | Project Work                       | • Biography Bundle                                     |                       | 1                |
Communication: Articulating Thoughts, Listening Effectively
Critical thinking: Analysis

Activity 1 - Famous inspirational quotes

- On sheets of coloured chart paper, ask students to write qualities that according to them can inspire others and help people achieve great things.
- Before they start, discuss some qualities (honesty, kindness, respect, discipline, etc.)
- Encourage students to talk to each other so that it becomes a collective initiative.
- Once the sheets are ready, ask students to string the sheets and hang them on a wall. Name the wall ‘Inspiration Wall’

Variation:
A different wall named ‘People Who Inspire Us’ can be created in a span of a week or so. Students can be asked to find out about the people who inspire them and design posters about them. They must also paste the person’s picture on the poster.

Teaching Trail

- Begin the class by talking about a personality who inspires you.
- Introduce the theme by reading the text given in the introduction.
- Explain the meaning of the term astounding odds – when everything is against you and things are difficult, these are astounding odds.

Getting Started

“All of us don’t have equal talent. But, all of us have equal opportunity to develop our talent.”
- Dr A.P.J. Abdul Kalam

Write a quote that inspires you the most and suits you the best. You can take help of the Internet or refer to books.

Answer Key

Open ended question. Accept all appropriate responses.
Sara: Hi Jennie, how do you do? It’s been long since we last met.
Jennie: Hi Sara, I’m doing fine, thanks. It’s just that my karate coaching is keeping me occupied.
Sara: That’s great! Do you still stay at M. G. Road?
Jennie: Oh no, we have recently moved to Park Square.
Sara: That’s good news. Now, you have come closer to my place. We are celebrating my parents’ wedding anniversary tomorrow, I would be glad if you could join us for the celebrations at my place!
Jennie: I’ll definitely be there, Sara. Thanks a lot for the invitation.
Sara: You’re welcome dear. So, see you tomorrow at D-10, Mittal Mansion at 1 p.m.
Jennie: See you, Sara.

A Country Childhood

Listening

Listen to two friends’ conversation carefully. Now, answer the questions that follow.
1. What was keeping Jennie occupied?
2. Where did Jennie live previously?
3. Why did Sara invite Jennie?
4. Did Jennie accept the invitation?
5. What was Sara’s address?

Say it Right

Read the following words aloud.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>forget</td>
<td>one</td>
</tr>
<tr>
<td>tomato</td>
<td>two</td>
</tr>
<tr>
<td>America</td>
<td>three</td>
</tr>
<tr>
<td>yellow</td>
<td>four</td>
</tr>
</tbody>
</table>

Do you notice a stress on different syllables? Now, read them again with proper stress on the syllables.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>forget</td>
<td>one</td>
</tr>
<tr>
<td>tomato</td>
<td>two</td>
</tr>
<tr>
<td>America</td>
<td>three</td>
</tr>
<tr>
<td>yellow</td>
<td>four</td>
</tr>
</tbody>
</table>

These words have two, three and four syllables, respectively.

The teacher wants to distribute these biscuits among students. Break the words on them into syllables. The first one has been done for you. Now, say these words aloud with the correct pronunciation and stress on syllables.

a. government
b. doctor
c. internet
d. dictionary
e. negative
f. landscape
g. mammal
h. journalist
i. independent
j. autobiography

Learning Link

A syllable is a word or part of word that is pronounced as a single sound. It has at least one vowel sound in it.

Teaching Trail

• Tell students they are going to listen to a conversation between Sara and Jennie.
• Ask them to read the questions they must answer before you play/read the audio.

Answer Key

1. The karate coaching was keeping Jennie occupied.
2. Jennie lived at M. G. Road previously.
3. Sara invited Jennie to celebrate her parents’ wedding anniversary.
4. Yes, Jennie accepted the invitation.
5. Sara’s address is D-10, Mittal Mansion.

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

Critical Thinking: Making Connections, Making Decisions

Skills in focus

- Start with a recap of what syllables are. Write a few words on the board and ask students to volunteer to read aloud the words given on Page 27.
- Point out that we stress on one syllable when we say a word. Read the words out with correct syllable stress and ask students to repeat after you. (Stress the underlined syllable – for-get; to-ma-to; yel-low)
- Using the information given in Learning Link and Reading Café, explain to students what a syllable is and how can we identify it.
- Give time to students to do the exercise independently and discuss the answers in class.
Reading Café

Syllables are the basic building blocks of a word. Every syllable contains one vowel sound. When the vowel sound changes, the syllable changes. There are many ways to identify the number of syllables in a word.

- You hear a vowel sound in every syllable.
- You change the shape of your mouth every time you say a new syllable.

Activity 2: Say it Right!

Ask students to say their full names. Ask them to write the number of syllables in their names. Give them a time limit and ask them to write as many words with the same number of syllables as in their names. At the end of the given time, students with the greatest number of words wins.

Differentiated Learning

Level 1: Ask students to write as many words with the same number of syllables as in their names.

Level 2: Ask students to form one sentence using each word.

Level 3: Ask students write the part of speech each word belongs to.

Teaching Trail

- Speak about a personality who inspires you. Make sure to not use any pronouns at all.
- Ask students if they enjoyed listening to the passage. Tell them to give reasons for their response.
- Explain pronouns using text given on Page 28. Say: Pronouns help to break the monotony of sentences in a passage, without them we would have to repeat names of people, places, etc.
- Explain the different types of pronouns using the meaning and examples given on Page 28 and 29.
- Ask students to work in groups of 4 to write one sentence using any one pronoun from each type.

Critical Thinking: Making Connections, Reflecting, evaluating and concluding

Communicating (Written): Using personal voice

Language Ladder

Types of Pronouns

- Personal Pronouns
  - These pronouns refer to a particular person or thing.
  - I, me, we, us, you, he, she, his, her, it, they, them

- Possessive Pronouns
  - They are not attending the New Year Party tonight.
  - mine, yours, his, hers, ours, theirs

- Reflexive Pronouns
  - This dress is hers.
  - In these pronouns, the action done by the subject reflects upon them.
  - myself, ourselves, yourself, himself, herself, itself, themselves

- Emphatic Pronouns
  - I will collect the filled-up forms myself.

- Demonstrative Pronouns
  - There is a mango at the top. I think that is the sweetest.
  - These pronouns are used to point to specific people or things.
  - this, that, these, those
**Activity 3: Pronoun-cation**

Divide the class into groups of 4. Give placards of each type of pronoun to each group so that each group has 7 placards. Now, read aloud a few sentences with different types of pronouns. The sentence can either contain one type of pronoun or more. Ask students to raise the placard that shows the types of pronouns in the sentence.

**Variation:**
You can divide the class into 2 groups and read aloud the sentences or a story or text from a book. Students from each group should respond with the word ‘pronoun’ when they hear a pronoun and then give the type of pronoun. Let a student keep the score.

**Teaching Trail**

- Ask: Do you know that during the British rule in India, there were certain places where Indians were not allowed? Do you know Indians could not travel first class by trains? How would you feel if you were not allowed to live, play or go to certain parts of your city?
- Gather students’ responses.
- Read the Pre Reading text on Page 29.
- Have a class discussion. Ask: what would you like to change in this world, what would that be?

**Activity 4: KWL Chart**

Before you engage with the text, draw a KWL chart on the board and ask students to draw one in their notebooks. Ask them to fill the K (What I know about Nelson Mandela/Apartheid) and W (What I want to know about Mandela/Apartheid) part.

**Answer Key**

Open ended question.
Comprehension Questions:

• How did the narrator spend his leisure time?
• What does ‘tied to my mother’s apron string’ mean?
• What did the narrator learn in the fields?

Open ended questions

• Name one trait that the character displays.
• What do you do in your leisure time?
Comprehension Questions

• What lesson did the narrator learn from the donkey?
• How did the narrator feel? Why?
• What were used as targets?
• What does the word ‘pompously’ mean?
• What games did the children play?
• Name one trait that the character displays.

Open ended questions

• Why do you think the donkey unseated the narrator?
• Did you ever have an embarrassing experience like the narrator’s?

Comprehension Questions

• What stimulated the narrator’s childish imagination?
• How did the narrator’s parents influence his young mind?

Open ended questions

• How do you think the narrator felt at his mother’s kraal?

Integrated Learning

Inform students about Nelson Mandela: Nelson Mandela was known by 6 different names in South Africa. At birth he was named Rolihlahla Mandela. His teacher named him Nelson on his first day of school. At 16 he was named Dalibhunga. He was commonly known as Madiba. Some people also addressed him as Tata or Khulu – Xhosa words for father and grandfather respectively.

Cape Town is South Africa’s capital. The Table Mountain in Cape Town is known to be the oldest mountain in the world.

Ask students to collect pictures of South Africa. Tell them to find out about the:

• life in South Africa
• climate/weather
• interesting facts
• national symbols
• constitution
• places to visit
Critical Thinking: Problem solving, Reflecting, evaluating and concluding

Communication: Speaking confidently, Using clear and articulate speech

Creativity: Doing new things

Activity 5 - KWL Chart

Ask students to fill in the L (What I learnt) part in their KWL chart. Tell them to see if they got the answers for what they wanted to know about Nelson Mandela. If not, encourage them to find the answers.

Differentiated Learning:

Level 1: Write what they learned about Nelson Mandela directly from the text.

Level 2: Summarize the text in their own words.

Level 3: Draw a character sketch of Nelson Mandela using evidence from the text.

Communication: Articulating: oral and written

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

Activity 6: Picturioms!

Divide the class into groups of 4. You can even pair them up. Assign an idiom to each group. Tell them to draw a picture describing the literal meaning of the idiom. Let groups take turns to draw and guess the idioms. Demonstrate an example. Sample Idioms: you can’t judge a book by its cover, hit the nail on the head, break the ice, every cloud has a silver lining, it’s raining cats and dogs, look before you leap, spill the beans, slow and steady wins the race, the early bird gets the worm, on cloud nine.

Teaching Trail

- Introduce idioms using the meaning and examples given on Page 32 and 33.
- Create an idiom corner with students.
- On pieces of card paper, ask students to write one idiom that they remember or have recently learned.
- Collect all the cards and put them up in the idioms corner.
- Exercise 1: Read the sentences in exercise 1. Ask students to identify the idioms and guess what they mean. Allow students to attempt the questions independently.

Understanding

1. Answer these questions in one word.
   a. Which tribe did Mandela belong to?
   b. What essential knowledge should every African-rural boy know according to the narrator?
   c. Name the most popular game that the boys played.
   d. Which games did the boys play with their sisters?
   e. Where did Mandela return to after playing games?

2. Answer the following questions.
   a. Why did the people around Mandela consider him timid?
   b. How old was Mandela when he became a ‘herd boy’? What were his responsibilities then?
   c. How were the Xhosa attached to their cattle?
   d. What all did Mandela learn in the fields?
   e. Describe Mandela’s transformed roller coaster ride?
   f. What lesson did Mandela learn from the donkey? How did he relate it to life?
   g. “I had lost ‘face’ among my friends.” Why did Mandela say so?
   h. How were the stories of Mandela’s father different from those of his mother?

3. From the given account, find the words that mean the same as the following words. Also, frame your own sentences using each word.
   a. supposed (para 1)
   b. fit to be eaten (para 1)
   c. proficient (para 3)
   d. sculpted (para 11)
   e. honour (para IV)
   f. stop (para V)

Vocabulary

Idioms

Read the following line from the story aloud.

“A boy who remained at home tied to his mother’s apron strings…”

It doesn’t make sense if read literally! The phrase ‘tied to the mother’s apron string’ has a deeper meaning. It means clinging to or depending on mother for every little thing. Such phrases are called idioms.

An idiom is a group of words that takes on a figurative meaning, which is different from the literal definition of the words.

For Example:

- a piece of cake
- shed crocodile tears

1. In the following sentences, circle the idioms and write what you think it means. Thereafter, find out its real meaning.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Your deduction</th>
<th>Real meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Shivani had butterflies in her</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discuss questions before students write them in their notebooks.

1. a. Mandela belonged to the Xhosa tribe.
   
b. Every African-rural boy should know how to stick-fight.

c. The most popular game that the boys played is Thinti.

d. The boys played Ndize (hide-and-seek) and Ikekwa (touch-and-run) with their sisters.

e. Mandela returned to his mother’s kraal after playing with his friends.

2. a. The people around Mandela considered him timid because he always remained at home, tied to his mother’s apron strings.
   
b. Mandela was five years old when he became a herd boy. His responsibilities were to look after all the sheep and calves in the fields.

c. The Xhosa had mystical attachment for their cattle. They not only considered them as a source of food and wealth, but also as a blessing from God.

d. Mandela learned how to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams and to catch fish with twine and sharpened bits of wire.

e. Mandela and his friends had their own roller coaster. They sat on flat stones and slid down the face of the large smooth rocks dotted in the hills above Qunu. They did this until his back hurt.

f. The lesson Mandela learned from the donkey was that one should never humiliate another person and to do so is to make him suffer an unnecessarily cruel fate. So even as a boy he defeated his opponents without dishonouring them.

g. Mandela said so because he was unseated by a donkey in front of his friends and this embarrassed him.

h. Mandela’s father narrated stories of historic battles and heroic Xhosa warriors, while his mother narrated stories of Xhosa legends and fables that usually had a moral.

3. a. considered – The area is considered unsafe to travel in at night.
   
b. edible – The seed of the fruit is edible.

c. adept – She is adept at playing the guitar and is in the school band.

d. moulded – The children moulded the dough into tiny lamps.

e. dignity – We should treat other people with respect and dignity.

f. prevent – Seatbelts prevent us from being hurt if we have an accident.

<table>
<thead>
<tr>
<th>Your Deduction</th>
<th>Real Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers may vary. Accept all responses.</td>
<td>a feeling of nervousness</td>
</tr>
<tr>
<td>Answers may vary. Accept all responses.</td>
<td>to welcome someone with great or elaborate hospitality, ceremony, or fanfare.</td>
</tr>
<tr>
<td>Answers may vary. Accept all responses.</td>
<td>in good health</td>
</tr>
<tr>
<td>Answers may vary. Accept all responses.</td>
<td>immediately or instantly</td>
</tr>
<tr>
<td>Answers may vary. Accept all responses.</td>
<td>common or average</td>
</tr>
</tbody>
</table>

2. Tied to my mother’s apron strings: I have to learn how to cook, or else I will forever be tied to my mother’s apron strings.
Left to our own devices: We would have never solved the puzzle if we had been left to our own devices.
Lose face: The captain will lose face if the team loses another match.
Got the hang of it: We practised routine for a couple of days and got the hang of it.
Practising Grammar

Let’s Catch Up

The different types of pronouns are as follows:

- Personal
- Reflexive
- Relative
- Possessive
- Demonstrative
- Interrogative

1. Circle the different types of pronouns in the following sentences. Also mention their type.
   a. Please give this letter to your parents.
   b. I spend my leisure time playing chess.
   c. Can Neha do the job herself?
   d. The bike that has the yellow seat is Arun's.
   e. What does Sunita want for lunch?
   f. The President himself came to the school.
   g. Those are the highest mountains in the country.
   h. That ball is mine.
   i. This will be Arun’s last chance to see the show.
   j. Which one of these books does the teacher recommend?

2. Fill in the blanks with the appropriate pronouns. The type of pronoun is mentioned in the brackets.
   a. ___________ has Dr Sunita’s contact number? (Interrogative)
   b. David is the boy ___________ stood first in the inter-school competition. (Relative Pronoun)
   c. Sunanda helped ___________ with the snacks. (Reflexive Pronoun)
   d. Aadya bought this doll. This doll is ___________. (Possessive Pronoun)
   e. ___________ are the people you need to meet during the day. (Demonstrative)

3. In the following sentences, some pronouns are used incorrectly. Rewrite the sentences using the correct pronouns.
   a. This book belongs to Ajay. It is his.
   b. She is the girl who won the gold medal in the table tennis tournament.
   c. Sapna has a white dog. This black dog is not hers.
   d. They found itself in a strange station.
   e. Which is your favourite movie?

4. Complete each sentence using the relative pronoun mentioned in the brackets.
   Follow the example.
   Example: The woman whose purse was stolen ___________ reported her loss to the police.
   a. ___________ (where) looks very different now.
   b. ___________ (that) is missing from my bag.
   c. I was surprised to see ___________ (whom).
   d. We really like the ___________ (which).
   e. Everyone must be polite to ___________ (whom).

Answer Key

1. a. this - Demonstrative
   b. I – Personal
   c. herself – Reflexive
   d. that – relative
   e. What – Interrogative
   f. himself – Emphatic
   g. Those – Demonstrative
   h. mine – Possessive
   i. This – Demonstrative
   j. Which – Interrogative

2. a. ___________ has Dr Sunita’s contact number? (Interrogative)
   b. David is the boy ___________ stood first in the inter-school competition. (Relative Pronoun)
   c. Sunanda helped ___________ with the snacks. (Reflexive Pronoun)
   d. Aadya bought this doll. This doll is ___________. (Possessive Pronoun)
   e. ___________ are the people you need to meet during the day. (Demonstrative)

3. a. This book belongs to Ajay. It is his.
   b. She is the girl who won the gold medal in the table tennis tournament.
   c. Sapna has a white dog. This black dog is not hers.
   d. They found themselves in a strange station.
   e. Which is your favourite movie?

4. a. ___________ (where) looks very different now.
   b. ___________ (that) is missing from my bag.
   c. I was surprised to see ___________ (whom).
   d. We really like the ___________ (which).
   e. Everyone must be polite to ___________ (whom).

Skills in focus

Critical Thinking: Analysis, Reasoning, Making judgments

Communicating: Articulating

Teaching Trail

• Recapitulate the different types of pronouns using the Let’s Catch Up box.
• Read the questions and explain what is to be done.
• Discuss answers after students have completed the exercise.

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

Skills in focus

Teaching Trail

• Pair work – Ask students to write the answers to the questions on page 35. Using the notes, students tell their partners about their experiences.
• Invite some students to share their experiences with the class.
**Critical Thinking:** Problem Solving, Reflecting, evaluating and concluding.

**Creativity:** Generating original ideas, narrowing list of ideas

---

**Teaching Trail**

- Explain that a character sketch describes a person’s character, his/her likes and dislikes, behaviour, etc.
- Divide students into groups of 4.
- Tell students to take 2 to 3 minutes to write in their notebooks points to complete the exercise on Page 35/36.
- Tell the groups to discuss and complete each part of the character sketch given on Page 35 and 36.
- Tell them to use their notes while discussing and writing the character sketch.

---

**Activity 7: E-mail to Mandela**

Tell students to write an e-mail to Nelson Mandela. Quickly recap the format for an email. They must include:

- a few lines introducing themselves
- how Nelson Mandela inspired them
- what they learnt from him
- one question that they would like to ask Nelson Mandela

**Variation:**

Students can also write a post card to Nelson Mandela telling him how he inspired them.
Critical Thinking: Analysis, Reasoning, and inferences  
Communicating: Articulating  
Collaborating: Encouraging group members

Teaching Trail

- Introduce all aspects of the past tense using the text on Pages 36-37
- Read the sentences and explain the past tense to the class using the examples on Page 36.
- Ask students to give a few more examples for each aspect.
- Tell students to attempt the questions independently.

Activity 8: At That Time

Tell students that in this game they need to move around in the class randomly until you shout a time. Then they have to turn to the person nearest to them and tell him/her what they did at that time. For example: At 7 o’clock this morning I was having breakfast with my sister.

Variation:

This game can be played in pairs. Each pair needs to find out at least 5 times when they were doing the exact same things. For example, “at 7 o’clock I had breakfast with my family.” “I was also having breakfast at that time.”

Answer Key

1. a. were baking  b. was watching  c. were taking  d. was sleeping  e. was buying
2. a. Tia fell because she had tripped on a stone.
   b. Jack had completed his homework before he went to bed.
   c. Kavya told us that she had assembled the robot herself.
   d. The birds flew away after I had cleaned their nest.
   e. I washed my shoes because I had stepped into a puddle.
3. a. had completed  b. was travelling  c. spoke  d. had been trying  e. flew
4. a. said, had been training  b. had been cleaning, asked  
   c. had been working, retired

Plug-In

There are four forms of past tense as given below:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past simple:</td>
<td>I danced yesterday.</td>
</tr>
<tr>
<td>Past continuous:</td>
<td>I was dancing.</td>
</tr>
<tr>
<td>Past perfect:</td>
<td>I had danced.</td>
</tr>
<tr>
<td>Past perfect continuous:</td>
<td>I had been dancing.</td>
</tr>
</tbody>
</table>

Past Tense is used:

- To talk about events that occurred in the past.
- Example: Jennie graduated from Harvard University.
- To indicate present or future events in conditions, hypothesis and wishes.
- Example: I wish I didn’t have to go to Gujarat.
- To talk about the present in a few polite expressions.
- Example: I was wondering if Davis would be able to deliver the parcel.

1. Underline the wrong tense in the sentences. Then, write the past continuous tense of the underlined verb. Follow the example.

   While the music will play, the baby fell asleep.
   a. They bake a cake when I entered the house.

   36

   c. He ___________________ (speak) to his father about his business plans. (Simple Past)
   d. They ___________________ (try) to overcome the situation since past two days.
   e. The bird ___________________ (fly) out of the cage. (Simple Past)

4. Fill in the blanks with the simple past or the past perfect continuous tense of the verbs in the brackets.

   a. Joe ___________________ (say) that he ___________________ (train) for the marathon for the past three months.
   b. Priya ___________________ (clean) her room for ten minutes when her mother ___________________ (ask) her to do so.
   c. She ___________________ (work) as a chef for almost a decade before she ___________________ (retire) in India.
   d. The patients ___________________ (wait) for a long time before the doctor ___________________ (come).
Answer Key

1. a. Triumph and disaster are the two imposters mentioned in the poem. They are imposters because they seem permanent when they happen while in reality ‘they are not’. Both good times and bad times are momentary and, in this sense, they are called impostors. They have been personified in the poem.

b. We all dream of doing many things and this is important. But we should be careful that in fulfilling these dreams we do not allow them to make us do the wrong thing.

c. The central idea of the poem “If” is to maintain balance between everything in life. The father teaches his son what it takes to become a man and if he learns these values, he will always be a winner. He teaches the son that there are some things worth fighting for and that self-control and the will to hold on will make him a winner.

d. Leander Starr Jameson was the inspiration behind the poem. He was a British Politician. He was known for his involvement in the “Jameson
Raid”, a military operation which was a huge failure. Nonetheless, Kipling admired him for his courage and willingness to take responsibility of the failure.

e. The speaker is giving advice to his son.

2. a. The poet has given an apt title to the poem. The poet uses if to state each value of life. He tells his son in the end that if he can follow the advice then he will be a good human being.

b. Open ended answer

3. a. one long b. If c. zero d. exclamation

**Poetic Devices**
The two situations Triumph and Disaster have been personified in the line: “If you can meet with Triumph and Disater and treat those two impostors both the same”.

---

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

**Communication:** Articulating, Valuing Contributions

---

**Teaching Trail**

- Read the question and explain what is to be done.
- Describe how students can fill in the Lotus Diagram, by writing different points which tell us how Nelson Mandela was a great leader.
- Ask students to work in pairs to find out about Nelson Mandela using the internet.
- Encourage pairs to help each other.
- Ask students to tell you about what Nelson Mandela did in his fight for freedom. Demonstrate the activity by filling in one box.

---

**Enrichment**

The speaker is giving advice to his son.

- He tells his son in the end that if he can follow the advice then he will be a good human being.

**Biography Bundle**

Divide students into groups of 5. Let each group choose a famous person in history who has inspired a lot of people. Ask the groups to discuss who they have chosen so that each group chooses a different person. Give time to the groups to find out about the childhood, school days, family, friends, achievements of the person they have chosen. Let them also collect photographs of the person. Ask them to create a file with details and pictures. After groups have shared their work, collect everyone’s work to create biography bundles.
Activity 1: Understanding

1. a. observing  b. timid  c. opponent  d. emerging  e. humiliate

2. a. T  b. F  c. T  d. T  e. T  f. T

3. a. ‘The boys moulded animals and birds out of clay and played with them. They also made toys out of tree branches. Nature was their playground. They also had their own roller coaster.’

b. The narrator learnt stick-fighting and became adept at their various techniques, parrying blows, feinting in one direction and striking in another, and breaking away from an opponent with quick footwork.

4. a. The author had to look after all the sheep and the calves in the field and hence became a herd boy at an early age.

b. The boy learnt how to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams and to catch fish with twine and sharpened bits of wire while in the fields to look after his cattle.

c. The boy is Nelson Mandela.

5. a. The boys were usually left to their own devices. They moulded animals and birds from clay, and used tree branches as toys. They also had their own roller coaster in the form of large rocks dotted in the hills above Qunu on which they slid down.

b. One day, when the author jumped on a donkey’s back, it bolted into a nearby thorn bush. The thorns pricked and scratched the face of the author and at last the donkey threw him. He felt humiliated because all his other friends had successfully climbed down from the donkey’s back but he had been thrown.

c. Some of the tricks that Nelson Mandela learnt while he learnt to stick-fight were parrying blows, feinting in one direction and striking in another, breaking away from an opponent with quick footwork.

d. Open-ended answer – Accept all appropriate responses.

Activity 2: Vocabulary

1. Answers may vary. Accept all appropriate responses.

   a. I used to get butterflies in my stomach before the school exams.
   b. Sheena rolled out the red carpet for her friends at her party.
   c. My grandmother is 90 years old, but she is as fit as a fiddle.
   d. When you phone me, I will be there at the drop of a hat.
   e. Sameer was an average run of the mill kind of a student.

2. a. a search that is unsuccessful and a waste of time
   b. lose respect
   c. a situation where one can enjoy two different things
   d. be left alone and allowed to do as he/she pleases
Activity 3: Grammar
1. b. He plays tennis, this racket is his.
   c. Their dog had a red collar, this collar is not its.
   d. We bought a flat together, this flat is ours.
   e. They bought a football together, this football is theirs. (Point out to students that when the subject has more than one word, the complete subject takes a single pronoun. Here ‘the children in the playground = they.’)
2. a) himself   b) himself  
   c) herself    d) himself  
   e) herself    f) ourselves  
   g) ourselves  h) yourself  
   i) yourself   j) myself
3. a. Those   b. this     c. these   d. that      e. these
4. a. that   b. whose    c. who     d. whom    e. which
5. a. Which jacket belongs to the night manager? /Whom does the jacket belong to? 
   b. What does the man always wear?

Activity 4: Writing
1. Open-ended question.
2. Open-ended question.

Activity 5: Past Tense
1. a. passed   b. flew     c. snowed   d. discovered  e. caught, was
2. a. was waiting b. was writing  c. looking   d. was howling, was falling  
   e. was standing, were hoping
3. b. Father was angry because Tarun was continually talking on the phone. 
   c. Tim was always singing in the bath. 
   d. I was constantly talking to my friend. 
   e. My mother was always busy cooking various dishes before a party.
4. a. I had gone to see pyramids of South America.  
   b. They had lived in Agra for a few weeks. 
   c. She had gone out before I arrived in the room.
   d. We had started cooking when she arrived.
5. a. had been waiting, arrived 
   b. had been raining, were  
   c. had been trying, found  
   d. had been shopping, tired

Activity 6: Celebrating Poetry
1. a. The poet uses personification in the line “if you can meet with Triumph and Disaster and treat those two impostors both the same”. He personifies triumph and disaster calling them impostors, i.e., pretenders or cheaters.
b. The poet means that both triumph and disaster are temporary. Neither lasts forever. Therefore, we should not think ourselves great when we win, and not be totally depressed if there is a disaster. We should treat both the same.

c. One should not lose the common touch while walking or spending time with important or famous people or kings. We should always be able to strike a balance in our life.

d. If one follows all the conditions mentioned in the above lines then one can become a truly good human being.

2. a. The poet suggests that in a situation when other people panic or get angry and blame you, you should remain calm and think clearly.

b. The poet suggests that you should believe in yourself when others do not believe in you or think you are wrong.

c. The poet suggests that the reader should always be patient with others, himself and everything in general to achieve success.

Activity 7: Comprehension

1. a. permission b. gradually c. appreciated d. prosperous

2. a. nun b. swayed c. community, politicians d. orphanages e. example

3. a. Mother Teresa left her teaching career because she was affected by the widespread poverty in Calcutta. She wanted to do something to help those who had nobody to look after them.

b. Mother Teresa left the convent to live full-time among the poor and serve the destitute.

c. Mother Teresa’s work was recognized when the local community and Indian politicians appreciated her for her selfless work for the poor.

d. Mother Teresa called western countries poor because she believed that there was spiritual poverty there even though they had a lot of wealth.

5. Mother Teresa was called a living saint for her selfless work for the poor and destitute. She opened homes for the dying, allowing people to die with dignity. Gradually she expanded her work to include orphanages and hospitals for those with terminal illnesses.

6. Open ended answer.
LESSON TARGETS

Getting Started and Listening
• Understand what constitutes a dangerous situation
• Listen for details
• Recall information

Say It Right: /iz/ /s/ /z/ sounds
• Rules to identify the sound of letter ‘s’ at the end of words
• Identify and sort words with different sounds of letter ‘s’
• Make words with the different sounds of letter ‘s’

Language Ladder: Sentences and Clauses
• Understand the difference between a sentence and a clause
• Differentiate between simple and complex sentences
• Identify complex sentences
• Write complex sentences

Reading
• Read the pictures of the text to know about the story.
• Grasp meaning of words, phrases and sentences in context
• Infer character traits and feelings
• Purposive reading

Understanding
• Understand that pictures add a lot of value to the text
• Make inferences based on comprehension of the text
• Discuss and respond to questions about the text

Vocabulary: Word Association
• Know more about people who save lives
• Create biography posters

Practicing Grammar: Sentences and Clauses
• Identify main and subordinating clauses
• Write complex sentences

Speaking: Making Polite Conversations
• Emulate speaking politely
• Identify polite and impolite situations
• Practise speaking politely

Writing: Message Writing
• Understand the structure of a message
• Write a message
• Write a thank you message in response

Plug In: Present Tense
• Learn about the forms of the present tense
• Use present tense in sentences

Celebrating Poetry: Don’t Give Up
• Read and infer the meaning of the poem
• Understand the poet’s message and purpose for writing the poem

Enrichment
• Make a bird house
<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 41)  
• Activity 1: What’s a Dangerous Situation                      |                       | 1                |
| 2    | Listening: Listen for Landmarks            | • Listening for Landmarks  
• Exercise (Page 42)                                              |                       |                  |
| 3    | Say It Right: /iz/ /s/ /z/ sounds          | • Reading and Sound Identification  
• Exercise (Page 42 and 43)  
• Activity 2: Find Me!                                             |                       | 1                |
| 4    | Language Ladder: Sentences and Clauses     | • Learning about clauses  
• Identifying main and subordinate clauses  
• Learning about simple and complex sentences  
• Activity 3: Am I Complex?                                      |                       | 1                |
| 5    | Pre-reading Reading                        | • Exercise (Page 44)  
• Activity 4: Read the Picture  
• In-Text Comprehension Practice  
• Developing reading skills                                     |                       | 4                |
| 6    | Understanding                               | • Activity 5: Pictures are Important  
• Answering questions  
• Exercise (Page 48)                                              | Activity – 1 (Page 29-30) | 2                |
| 7    | Vocabulary: Word Association               | • Learning words related to disasters  
• Activity 6: Biography Poster  
• Exercise (Page 49)                                              | Activity – 2 (Page 31) | 1                |
| 8    | Practising Grammar: Sentences and Clauses  | • Exercise (Page 50)                                                    |                       | 1                |
| 9    | Speaking: Making Polite Conversations      | • Activity 7: Emulating Politeness  
• learning terms for polite conversation  
• Speaking politely                                                  |                       | 1                |
| 10   | Writing: Message                           | • Understanding the format for writing a message  
• Writing a message  
• Activity 8: Writing a Thank You Message  
• Exercise (Page 52)                                              | Activity – 4 (Page 34-35) | 1                |
| 11   | Plug-in: Present Tense                     | • Exercise (Page 53)                                                    |                       | 1                |
| 12   | Celebrating Poetry: Don’t Give Up          | • Reading and Comprehension  
• Discussion                                                          | Activity – 5 (Page 36-37) |                  |
| 13   | Poem Appreciation                          | • Exercise (Page 54)                                                    |                       | 3                |
| 14   | Enrichment                                 | • Making a Bird House                                                   | Activity – 6 (Page 38) |                  |
| 15   | Project Work                               | • Hero Flip Book                                                        |                       | 1                |
Activity 1: What’s a Dangerous Situation?

- On sheets of A4 paper, have all students write or draw what they think a dangerous situation is.
- Label a wall of the classroom ‘Dangerous Situation’.
- Let students paste their drawings on the wall.
- Summarise and discuss students’ responses.

Teaching Trail

- Ask students to sit in pairs without facing each other.
- Read the questions given under Getting Started on Page 41.
- Now ask students to share their responses to the questions with their partner. Tell them to be honest and respect each other.

Head North on Hilton Road. You will come across Get Well Hospital on your left. Just across it, on the right side, is 24×7 Pharmacy.

Then, take a left at the traffic signal on to Prince Street.

On your left, you will see Baker’s Paradise, a bakery shop.

On your right, you will find two shops. The first one is Humpty Dumpty Restaurant and the other one is Dyna’s Book Store.

Recalling an incident of a dangerous situation, which we faced in past, gives us Goose bumps.

Have you ever escaped a dangerous situation successfully? What was the situation? Who helped you to get out of it? What could have happened if you had not received timely help?
We add ‘s’ or ‘es’ to nouns to make them plural and to verbs to ensure subject verb agreement. When a noun or verb is modified by an ‘s’ ending use the following rules to pronounce them correctly:

- Use the /iz/ sound when words ending in s, z, sh, zh, ch, or j are made plural (bus, bench, grudge)
- Use the /s/ sound when words ending in p, t, k, f, voiceless th are made plural (map, hat, lack, roof)
- Use the /z/ sound when words ending in a vowel or in m, n, ng, l, b, d, g, v, voiced th, or r are made plural (go, pan, jar, breathe)

Communication: Listening Effectively, using clear and articulate speech, speaking confidently
Critical Thinking: Making Connections, Making Decisions
Divide students into groups of 4. Give 3 sound cards of the target sounds to each group. Also, give them three sheets of different colours. To start the game, ask students to first label their sheets with the 3 target sounds. Then, ask them to pick one sound card at a time and find words from their textbook that uses that sound. They will then keep the card back. They have to write the word son the respective sheet. The group which collects the most number of correct words will win.

**Differentiated Learning**

Level 1: Students can break the words to identify the end sound.
Level 2: Students can add more words to the list.
Level 3: Students can use words with different ‘s’ sounds in their sentences.

<table>
<thead>
<tr>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /iz/ - prizes, bosses, rises</td>
</tr>
<tr>
<td>/s/ - books, walks, months, drives</td>
</tr>
<tr>
<td>/z/ - crabs, fleas</td>
</tr>
<tr>
<td>2. a. writes - /s/</td>
</tr>
<tr>
<td>b. dishes - /iz/</td>
</tr>
<tr>
<td>c. stops - /s/</td>
</tr>
<tr>
<td>d. bags - /z/ rugs - /z/</td>
</tr>
<tr>
<td>e. freezes - /iz/</td>
</tr>
<tr>
<td>Celsius - /s/</td>
</tr>
</tbody>
</table>

2. Read the following sentences. Mark and recognise the letter ‘s’ as /iz/, /s/ and /z/ sounds.
   a. Diya writes a letter.
   b. Ram is washing the dishes.
   c. The traffic police stops every vehicle for checking at Park Square.
   d. She went to the market to buy some grocery, bags and rugs.
   e. Water freezes at 0°C Celsius.

**Language Ladder**

Now, we shall read about complex sentences. However, before we do that, let us first recall what a simple sentence is.

**Simple Sentence:**

- one subject + one verb
- complete thought

**Complex Sentence:**

- one main clause
- at least one subordinate clause
- subject: (may be/maybe not)
- verb: at least one
- begins with a subordinating conjunction
- depends on the main clause for complete meaning

---

**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

- Revise simple sentences using the information on Page 43.
- Have students give a few examples of simple sentences.
- Explain what makes a sentence complex using the chart given on Page 43.
- Explain the example given on Page 44. Ask students to read the example sentences.
- Have students work in pairs to write one complex sentence of their own and share it with the class.

Activity 3: Am I Complex?

Prepare some sentence slips in advance. Have a mix of simple, compound and complex sentences. Divide students into groups of 3. Provide the sentence slips to each group. Give them 2 minutes to identify the sentences which are complex. The group which will correctly pick up all the sentences will win.

Variation

You can read aloud the sentences and students should sit quietly if the sentence is not complex and do some action if it is complex.

Skills in focus

- Critical Thinking: Making judgments
- Communication: Showing reflection and growth through word choice

Pre-Reading

A. Work in pairs and discuss what you should do in case of a fire in a multi-storey building. Tick (✓) the actions, which are appropriate. Cross out (✗) the wrong ones.

Teaching Trail

- Ask: Does a fire brigade immediately reach the its destination or does it take some time? What should the people do until the fire brigade comes?
- Accept students' responses.
- Read the question given on Page 44 and explain what is to be done. Discuss what is happening in each picture with students.
- Ask them to independently do the task. Have them share their responses. Ask them to provide reason for their choice.
- Ask students to find out the contact numbers and fill in the table at home.
Comprehension Questions

- Where was the fire? What was happening because of it?
- What were the firemen doing? Do you think they were successful?
- Why did the firemen have to get away from the flames?
- Do you think a fireman’s job is easy? Give reasons.
- When else can you feel gusts of wind?
They stopped beside the water reservoir, thinking they would be safe, but a wall of fire had cut them off from the road that ran along the valley. There was no way that Abhay's dad could get home to his family until the flames had died.

The fire was spreading up the mountains. Bits of burning leaves and twigs of trees were carried by the raging wind. Where the burning leaves and twigs fell, they started new fires. The raging wind drove the fire along the valley towards the houses. Nothing could stop that fire with the hot north wind behind it.

Abhay was outside his house when the wind changed. He felt the hot raging wind blowing on his face. He knew the fire would move fast. He could not wait for his father to come home. There was no time. He needed to get his mother and Kaashvi to move to a safe place immediately.

Abhay raced into the house. "Mum! Kaashvi!" he yelled. "The wind's changed! The fire's coming! We'll have to get out of here. I'll start the car."

Abhay's mother could not drive. Abhay could, but he had never driven without his father beside him. He only had a learner's permit, not a licence. Still, he could not worry about that. Not with the fire coming.

The hot wind blew in Abhay's face as he ran to the car. Abhay climbed into the car and started it. His mother and Kaashvi came running out of the house.

"What about old Mrs Kumar?" his mother called out. "She's alone. We must pick her up, Abhay."

"Get in the car. Hurry!" Abhay yelled over the roaring wind. "We'll pick up Mrs Kumar. Her house is along the way."

Mrs Kumar's house was beside a dirt track. The track was on the other side of the winding valley road. Abhay turned the car onto the bumpy track.

The smoke was getting thicker. Abhay's eyes watered, but away was the fire! Would there be time to pick her up before the fire caught up with them?

"There has to be time," Abhay told himself. "I'll speed up and see if I can get her."

Then, he saw Mrs Kumar's house and he stopped. She hit him as she got out of the car. It was so hot it almost burned his face.

"Abhay, speed up!" Mrs Kumar yelled. "Mrs Kumar! Are you all right?" Mrs Kumar cried out.

Mrs Kumar did not move. Abhay grabbed her arm and dragged her through the doorway. As Abhay dragged her away from the house, he felt as if his legs would give way under him.

Abhay's mother and Kaashvi were running towards him. Together, they carried Mrs Kumar to the car and laid her on the back seat.

As they set off along the dirt track, there was a great roar behind them. The trees behind Mrs Kumar's house had burst into flames.

"The house will burn down any second!" cried Kaashvi. "Hurry, Abhay! We've got to get out of here!"

Abhay drove as fast as he could. The smoke was thicker now, and Abhay could hardly see the trees beside the track. "Drive on!" he told himself. "Drive on!"

They came to the winding valley road that led out of the mountains. Soon, the road turned away from the mountain. They came to the highway. The smoke was not so thick then.

The fire trucks and police were on the highway. The police had set up a road block. The police waved Abhay on. He drove to the town and stopped outside the hospital. Mrs Kumar was taken inside the hospital on a stretcher. "She'll be all right soon," a doctor told them.
Critical Thinking: Gathering information to solve a problem, reflecting, evaluating and concluding.
Communication: Speaking confidently, using clear and articulate speech.
Creativity: Trying new things.

Activity 5: Pictures are Important
Now when students have read the story, ask them to go through their description of the pictures again and highlight the details that match with the story. Discuss how pictures tell us what the story could be about in a much simpler way.

Teaching Trail
- Read the questions. Ask students to share their response to the questions.

Understanding
1. Answer the following questions.
   a. What made it difficult for the firemen to fight the fire?
   b. Why weren't the firemen safe even after reaching the water reservoir?
   c. What made Abhay act before his father's arrival?
   d. Why did Abhay's mother insist on picking up Mrs Kumar?
   e. How did Abhay succeed in saving Mrs Kumar?

2. Read the following words and infer their meaning from their use in the story. Then, check and write their dictionary meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Inference from the Story</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fanned</td>
<td>blowing up the flames</td>
<td>increase the strength of (a fire) by blowing on it or stirring up the air near it.</td>
</tr>
<tr>
<td>reservoir</td>
<td>a large pool of water</td>
<td>a large natural or artificial lake used as a source of water supply.</td>
</tr>
</tbody>
</table>

3. Arrange the following incidents in the order in which they appear in the story.
   a. As they set off along the dirt track, there was a great roar behind them.
   b. They came to the winding valley road that led out of the mountains.
   c. Bits of burning leaves and twigs of trees were carried by the raging wind.
   d. The hot wind blew in Abhay's face as he ran to the car.
   e. The smell of smoke and the roar of the wind seemed to fill the house.

4. Think and answer the following questions.
   a. Abhay did not have a driving licence; yet, he drove the car to save his family. In which other ways could he have saved the family without taking the law in his hands? Write any one.
   b. Have you ever been in an emergency situation? Draw inferences from the incident and discuss.
      i. How did your decision help in overcoming the situation?
      ii. Had you not acted in that manner, what would have been the consequences?

Answer Key
1. a. Gusts of wind that helped spread the fire, spread the soot and smoke from the flames and made it difficult for the firemen to fight the fire.
   b. The firemen were not safe even after reaching the water reservoir because a wall of fire that ran along the valley had cut them off from the road.
   c. Abhay was outside when the wind changed direction. He could feel the raging wind on his face and it told him that he did not have time to wait for his father to come back. He knew that the fire was moving fast.
   d. Abhay's mother insisted on picking up Mrs Kumar because she was old and alone in her home.
   e. Abhay grabbed Mrs. Kumar's arm and dragged her through the doorway and saved her life. He was quick enough to take her to the hospital too.

2. fanned | blowing up the flames | increase the strength of (a fire) by blowing on it or stirring up the air near it.
reservoir | a large pool of water | a large natural or artificial lake used as a source of water supply.
<table>
<thead>
<tr>
<th>learner's permit</th>
<th>permit given to a person who is learning to drive</th>
<th>restricted license that is given to a person who is learning to drive, but has not yet satisfied the prerequisite to obtain a driver's license</th>
</tr>
</thead>
<tbody>
<tr>
<td>winding</td>
<td>twisting</td>
<td>a twisting movement or course</td>
</tr>
<tr>
<td>give way</td>
<td>collapse or break</td>
<td>(of a support or structure) be unable to carry a load or withstand a force, collapse or break</td>
</tr>
</tbody>
</table>

Typo on page 48 Q 2 give away – give way

3. c. Bits of burning leaves and twigs of trees were carried by the raging wind.
   d. The hot wind blew in Abhay’s face as he ran to the car.
   e. The smell of smoke and the roar of the wind seemed to fill the house.
   a. As they set off along the dirt track, there was a great roar behind them.
   b. They came to the winding valley road that led out of the mountains.

4. Open ended question. Accept all appropriate responses.

### Teaching Trail

- Read the blue text on Page 49.
- Ask: Do you know anyone who save lives or prevent dangerous situations?
- Accept students’ responses.
- Ask students to attempt the questions independently.

### Vocabulary

A rescue operation aims at saving lives and preventing dangerous situations caused due to natural or unnatural elements.

Write one word for the following. Choose your answers from the Help box.

- danger
- earthquake
- rappel
- landslide
- casualty
- emergency
- tsunami

a. An act of saving someone from a dangerous or difficult situation
   ![Answer Options]
   - rescue

b. A serious, unexpected and dangerous situation calling for an immediate attention
   ![Answer Options]
   - emergency

(c. The possibility or likely cause of harm or injury
   ![Answer Options]
   - danger

d. A person injured or killed in an accident
   ![Answer Options]
   - casualty

e. An act of going down a cliff or a hill while attached to a rope
   ![Answer Options]
   - rappel

f. A sudden trembling of the surface of the earth due to seismic waves
   ![Answer Options]
   - earthquake

g. A series of tidal waves caused due to underwater earthquake causing destruction to life and property
   ![Answer Options]
   - tsunami

   b. Movement of rocks, debris and soil down the slope of a hill
   ![Answer Options]
   - landslide

### Communication: Articulating: oral and written

Critical Thinking: Reasoning and Reflecting

### Answer Key

a. rescue  b. emergency  c. danger  d. casualty  e. rappel  f. earthquake  
g. tsunami  h. landslide
Teaching Trail

• Revise clauses and types of sentences – simple and complex.
• Read the questions and explain what is to be done.
• Give time to students to complete the exercise independently.

Practising Grammar

Let’s Catch Up

<table>
<thead>
<tr>
<th>a simple sentence</th>
<th>a complex sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 clause, 1 subject, 1 verb</td>
<td>1 main clause, 1 or more subordinate clause</td>
</tr>
<tr>
<td>stands alone, has complete meaning</td>
<td>subordinate clause depends on main clause</td>
</tr>
</tbody>
</table>

Answer Key

1. a. As it was late, I came back at once.
   b. Kim answered whenever she heard Maria’s questions.
   c. I know the man who said that Rocky lives here.
   d. Let’s meet at the café where we last met.
   e. After the class was over, everybody went out to play.

2. a. The match was cancelled
   b. she still struggled to solve the question.
   c. although she had her exam today
   d. My parents are non-vegetarians
   e. After he got home

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

Creativity: Generating Original Ideas

Activity 6: Emulate Politeness

Ask students to work in pairs and enact the situations given on Page 50. Ask them to notice their tone when they say the lines in the first bubble and then the second bubble. Let each partner get a chance to say the lines in both the bubbles for each situation. Ask the partners to discuss how we can be both polite and firm.
Teaching Trail

• Based on their enactment ask students to attempt the first question.
• Have them work with the same partner to do the second question.
• Ask them to first take time to individually prepare their response and then do the enactment.
• Write the following terms on the board to allow students to use the correct language:
  o Could you please....
  o It would be nice if...
  o I'd appreciate it if ....
  o I would love to but...

2. Read these situations. Work in pairs and speak to your partner politely for the following situations.
   a. Your friend visits your house asking you to come and play with him in the play area. You are busy with your project work. Refuse your friend politely.
   b. Your friend has invited you to her birthday party but your mother did not permit you to attend the party. Thus, you cannot attend the party. Be tactful and polite in answering her.
   c. Your father discusses the vacation plan with you but you have a different opinion. Speak to your father for a slight change in the programme.

Writing

Message Writing

If we cannot communicate with someone verbally, we use written messages.

Jai received a phone call from his sister, Ria's friend, Sara, while Ria was at the library. Sara informed Jai that Ria and Sara’s dance class, which was scheduled for Thursday evening, had been postponed to Friday evening. She also informed that they would need to pay the fee in the next class as it would be the last day for fee submission.

Read the message written by Jai.

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

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

Skills in focus

Activity 7: Thank you Message

Provide a message card to each student. Ask students to work independently to write a thank you message as either Shyna or Ria to Eva or Jai respectively. Ask them to be polite and thankful. They should draw something on one side and write the message at the flipside.
Answer Key

1. a. Present continuous  b. Present perfect  c. Simple present
d. Present perfect continuous  e. Simple present

2. a. have covered  b. build  c. has been working  d. are cleaning
e. has been writing  f. has been practising  g. has just arrived  h. reads
i. is studying  j. goes
Celebrating Poetry

Don’t Give Up
—Phoebe Cary

If you’ve tried and have not won,
Never stop for crying;
All’s that’s great and good is done
Just by patient trying.
Though young birds in flying, fall,
Still their wings grow stronger;
And the next time they can keep
Up a little longer.
Though the sturdy oak has known
Many a blast that bowed her,
She has risen again, and grown
Loftier and prouder.
If by easy work you beat,
Who the more will prize you?
Gaining victory from defeat,—
That’s the test that tries you!

Appreciating Poetry

The poet emphasizes the importance of determination and positive thinking in achieving your goal. She explains the importance of not giving up and trying until you reach the desired outcome.

Answer the following questions

1. “‘Though the young birds.....little longer’. How can you relate your life to the given situation?
2. What does the poet try to explain in the lines “Though the sturdy.....bowed her”?
3. You learnt the “s” sound words in phonics section. Mark the “s” sound words in the poem.
4. How important is it to rise again after a defeat? What would you do if you fail an attempt of winning a cricket tournament or clearing an interschool competition?

Poetic Devices

Alliteration
It is the occurrence of the same initial sound in closely connected words of a sentence.
For Example: She sells sea shells on the sea shore.
In the line above, the sounds ‘sh’ and ‘s’ are repeated.
Find four lines with alliteration from the poem.

Skills in focus

Critical Thinking: Analysis, Reasoning, and inferences
Communicating: Articulating
Creativity: Generating original ideas

Teaching Trail

• Ask students to share what they understand by ‘Don’t Give Up’. To explain, they can share an incident from their lives when they did not give up and eventually succeeded.
• Have groups read 4 lines of the poem in a firm and determined tone. Ensure all the groups get a chance to read, even if they have to start from the beginning.
• Pronounce and explain new words.
• Ask relevant questions when students have read the poem.
• Explain the meaning of alliteration using the example on Page 54.

Comprehension Questions

• Why did the poet write this poem?
• What is it that the poet wants us to learn from this poem?
• Which words from the poem can be associated with ‘Don’t give up’.

Integrated Learning

Ask students to find out more about oak trees and collect 8-10 interesting facts about oak trees.

Answer Key

1. Open ended question. Accept all appropriate responses.
Sample answer: The narrator through these words conveys that we need time, patience and persistence to succeed in any endeavour. This can be easily related to our life and experiences, whenever we have faced a trying task or tried learning something new. We will find patience and persistence to be always helpful.

2. The poet explains that though the oak has bowed down before the blast of stormy winds, it has stood upright and grown stronger and sturdier after each blast.

3. that’s, stop, stronger, sturdier, test

4. Open ended question. Accept all appropriate responses.
Sample answer: Failing at clearing an inter school completion will surely be a disappointment, but I would take it as a lesson and try to rectify my mistakes and try again another time.

**Poetic Devices**

*Up a little longer*

*Many a blast that bowed her*

*That’s the test that tries you!*

*Though young birds, in flying, fall*

---

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

**Communication:** Articulating, Valuing Contributions

---

**Teaching Trail**

- Discuss the questions given.
- Ask students to read the instructions carefully and make their own bird house at home.
- In the class, ask:
  - How was your experience of making the bird house?
  - Do birds come to your bird house? How did you feel?
  - Do you think everyone should have a bird house? Why?
- Ask students to collaborate and make a colourful notice.
  - They must have a suitable heading for their notice
  - Main points and instructions can be written in bullet points.

Participate in the activity and help students whenever necessary.

---

**Enrichment**

You have studied about a rescue operation in the story “The Burning Trail”.

- Do you think it requires a lot of courage to conduct a rescue operation?
- Can our simple deeds also help in saving someone’s life?

Let us be creative and help in building a better environment for the little-winged creatures. Let us create a birdhouse with the help of the following instructions. You may take an elder’s help for the activity.

1. Take easily available empty plastic bottles, metal cans or wooden boxes.
2. Cut the object from top. Now, make a big hole towards the middle as shown in the image. The hole should be big enough to place a food bowl and for birds to rest.
3. You may add a string on top to hang the birdhouse or just opt to keep it on any high surface.
4. Decorate your birdhouse.
5. Now, place the birdhouse at an appropriate place, adding fresh grains in the food bowl daily and wait for your little friends for the house warming.

Now that you have learnt to make these birdhouses, leave instructions for people to put more and more of them around their homes. Persuade people about the importance of your mission to rescue birds during the sweltering heat or freezing winter.

Make a colourful notice with the importance of this social service and leave clear instructions about the way to use these bird houses.

---

**Hero Flip Book**

Ask students to collect photographs of people who have either saved someone’s life or have never given up and become successful. They have to paste their pictures and make a collage or flip book. Under their pictures, students have to write their names, what they did and what makes them be a part of your flipbook.
Activity 1: Understanding

1. a. soot        b. raging         c. roaring / flaming    d. gust
   e. highway      f. reservoir     g. winding          h. fanned

2. | Statement                          | Evidence from the story                                      | My inference                                                      |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. If Abhay waited for his father it would have been too late.</td>
<td>Abhay felt hot raging wind blowing on his face. He knew the fire would move fast. He could not wait for his father to come home. There was no time.</td>
<td>Abhay was smart to understand the need of the hour as the fire would move fast and so he did not wait for his father.</td>
</tr>
<tr>
<td>b. Abhay demonstrated his courage and presence of mind by rescuing Mrs. Kumar.</td>
<td>The smell of smoke and roar of the wind seemed to fill the house. Abhay saw Mrs. Kumar lying on the floor. He grabbed her arm and dragged her through the doorway.</td>
<td>Abhay was courageous and helpful to drag Mrs. Kumar from her house without thinking of his own safety.</td>
</tr>
</tbody>
</table>

3. e. The firemen’s eyes were stung from the smoke and their faces were wet with sweat.
   c. The hot north wind blew across the dam and fanned the flames into new, raging life.
   d. Abhay only had a learner’s permit and not a license.
   a. Abhay saw Mrs. Kumar lying on the floor.
   b. Abhay drove to the town and stopped at the hospital.

4. a. The faces of firemen were black from the smoke and soot in the air, and covered in sweat; their eyes stung.
   b. Without warning the wind changed direction and blew across the dam, and fanned the flames into new, raging life.
   c. Mrs. Kumar was old and lived alone and so was not capable of saving herself.
   d. Kaashvi was the name of Abhay’s sister.

5. a. Abhay saw Mrs. Kumar lying on the floor. The house was filled with the smell of smoke and roar of the wind. Abhay grabbed her arm and dragged her through the doorway towards the car. He lay her on the back seat of the car with help from his mother and sister.
   b. Abhay was a courageous, intelligent and a helpful boy. He was not afraid to take decisions, and his presence of mind saved everyone.
   
   Open ended question. Accept all appropriate responses.

Activity 2: Vocabulary

1. a. tsunami        b. earthquake       c. landslide
2. alarm, emergency, safety, hoses, extinguishers, evacuated, rescue, control
Activity 3: Vocabulary
1. a. Complex sentence   b. Simple sentence   c. Complex sentence
d. Complex sentence   e. Simple sentence   f. Complex sentence
2. Answers may vary. Sample answers:
   a. After her parents went to the temple
   b. she saw the principal standing out of the classroom.
   c. read the questions thoroughly.
   d. When you go out
   e. Tanvi comes with me.
   f. it sees a car passing by.
3. a. It was once believed that the earth was flat.
   b. I don’t know when I’ll get the result.
   c. After Mira got the all-rounder trophy, her dad said that he was proud of her.
   d. Sam is the boy who won the chess competition.
   e. They sat near the bonfire because it was very cold.
   f. Wherever he goes, he leaves behind a trail of dirty laundry.
4. a. although   b. because   c. where   d. until   e. If   f. when
5. a. False   b. True   c. True   d. False   e. True

Activity 4: Writing
1. Open-ended question
2. Open-ended question

Activity 5: Present Tense
1. a. live   b. revolves   c. know, boils, freezes   d. starts/ begins   e. drink/ have
2. a. I am walking down the lane.
   b. The ducks are swimming in the pond without a care in the world.
   c. Someone is banging the door.
   d. India is exporting spices to the rest of the world.
   e. The Earth is moving around the Sun in its orbit.
3. Vinay has returned from his trip to Antarctica. This is the first time he has gone somewhere this cold. He has mostly been to the tropics and rainforests. I have never seen him so happy. He said that global warming has made going to Antarctica very difficult. The glaciers have started to melt and the water has become difficult to navigate because of the icebergs. Vinay has been here only for an hour and he has already told me so much. He said that he has clicked many pictures, but I have not seen them yet. All this talk of Antarctica has made me curious, now I want to go there too.
4. b. She has been working for five hours non-stop.
   c. Mom and I have been learning pottery for months.
   d. We have been using this soap for months.
Activity 6: Celebrating Poetry

1. a. If you have failed after an attempt you should never stop trying.
   b. The two qualities the poet encourages are being patient and perseverance.
   c. The poet has used alliteration in the line – “All’s that’s great and good is done.”

2. a. The young birds keep falling while they are learning to fly. Everytime they fall, their wings grow stronger and they finally learn to fly.
   b. It is necessary to rise again after failure because gaining victory after defeat is the best prize that one can get and that is the test you have to pass.

3. | Word   | Inference from the poem | Dictionary meaning          |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sturdy</td>
<td>strong</td>
<td>strongly and solidly built</td>
</tr>
<tr>
<td>Loftier</td>
<td>taller</td>
<td>of more imposing height</td>
</tr>
</tbody>
</table>


Activity 7

1. a. dispose  b. peasant  c. phenomenon  d. retreating  e. blaze

2. a. Hamaguchi was respected by the villagers because he used to advise the smaller farmers, advance them money and helped them to dispose of their rice at favourable rates. They fondly called him Ojiisan.
   b. The slope looked like an enormous flight of green steps, divided in the centre by a narrow white zigzag – a streak of mountain road when reviewed from the open sea.
   c. There had been a very fine rice-crop and the peasants were going to celebrate their harvest with a dance.
   d. A rising breeze with a sort of heavy heat, according to the experience of the Japanese peasant, at certain seasons precedes an earthquake.
   e. They could go beyond the beach because the sea had receded. The peasants were running to the beach and even beyond the beach to witness the retreating of the sea.
   f. Hamaguchi did not care about the loss of his crops because he was thinking of the four hundred villagers whose lives were in danger.

3. A tsunami was about to hit the coast. Hamaguchi predicted it because he had witnessed hundreds of earthquakes. The one that hit the village felt queer to him. Moreover, the sea had retreated. His experience and observations helped him predict the disaster.

4. Hamaguchi had set fire to the fields, where hundreds of rice-stacks, representing most of his invested capital, were kept. His wealth was gone. He himself was responsible for this because he wanted to save the four hundred lives that were in danger due to tsunami.

5. The message is that all the wealth in the world is not more precious than human life. We cannot be selfish in times of danger and must think about the well-being of all.
LESSON TARGETS

Getting Started and Listening
• Identify scientific devices
• Listen for details
• Recall information

Say it Right: -ed words
• Understand rules to identify the sound of -ed
• Identify and sort words with different sounds of -ed.
• Make words with the different sounds of –ed.

Language Ladder: Conjunctions
• Identify the different types of conjunctions
• Use conjunctions in sentences

Reading: India and its Scientific Glory
• Read the text and write what they learn
• Grasp meaning of words, phrases and sentences in context
• Intensive reading
• Inferring main ideas and details

Understanding
• Make inferences based on comprehension of the text
• Discuss and respond to the text

Vocabulary: Homophones, Homonyms and Homographs
• Identify and differentiate between homophones, homonyms and homographs
• Use them in sentences

Practicing Grammar: Conjunctions
• Use conjunctions in sentences

Speaking: Scientific Developments
• Have a conversation with adults about gadgets of their times
• Participate in a class presentation

Writing: Comic Strip
• Understand the features of a comic strip
• Plan a comic strip
• Create a comic strip using all the features
• Give feedback

Plug In: The Verb ‘Need’
• Learn about the uses of the verb ‘need’
• Identify the meaning the word expresses in sentences

Learning Text Style: Information Booklet
• Learn about an informational text
• Understand the features of an informational text
• Plan an informational text
• Create an informational text

Enrichment
• Make predictions about the future
<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               | • Identifying scientific inventions  
|      |                               | • Exercise (Page 56)  
|      |                               | • Activity 1: Switch On!                                            |                       |                  |
| 2    | Listening: Listen for Details | • Listening for Landmarks  
|      |                               | • Exercise (Page 57)                                                |                       |                  |
| 3    | Say It Right: -ed words       | • Learning pronunciation of words ending with -ed  
|      |                               | • Exercise (Page 58)  
|      |                               | • Activity 2: Pass the -ed                                          |                       |                  |
| 4    | Language Ladder: Conjunctions | • Understanding types of conjunctions  
|      |                               | • Activity 3: Join the Events                                      |                       |                  |
| 5    | Pre-reading Reading           | • Exercise (Page 58)  
|      |                               | • Activity 4: Two Column Notes  
|      |                               | • In-Text Comprehension Practice  
|      |                               | • Reading for information                                          |                       | 3                |
| 6    | Understanding                 | • Answering questions  
|      |                               | • Exercise (Page 61)                                                | Activity 1 (Page 42-43) | 2                |
| 7    | Vocabulary: Homophones, Homonyms and Homographs | • Learning about homophones, homographs and homonyms  
|      |                               | • Activity 5: What’s the Joke  
|      |                               | • Exercise (Page 63)                                                | Activity 2 (Page 44)   | 2                |
| 8    | Practising Grammar: Conjunctions | • Exercise (Page 64)                                                |                       | Activity 3 (Page 45-46) | 1                |
| 9    | Speaking: Gadgets then and now | • Talking about Then and Now  
|      |                               | • Class Presentation                                                |                       |                  |
| 10   | Writing: Comic Strip          | • Understanding features of a Comic Strip  
|      |                               | • Creating a comic strip                                           | Activity 4 (Page 47-48) | 2                |
|      |                               | • Activity 6: Feedback                                              |                       |                  |
|      |                               | • Exercise (Page 66)                                                |                       |                  |
| 11   | Plug-in: The Verb ‘Need’      | • Learning the uses of the word ‘need’  
|      |                               | • Exercise (Page 66)                                                |                       | 1                |
| 12   | Learning Text Style           | • Understanding the features of an informational text               |                       | 2                |
|      |                               | • Exercise (Page 68)                                                |                       |                  |
| 13   | Enrichment                   | • The Future of Living                                              |                       | 1                |
| 14   | Project Work                 | • A Tour for an Alien                                               |                       | 1                |
**Skills in focus**

**Communication:** Listening actively, using clear and articulate speech

**Creativity:** Improving upon ideas

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

---

**Teaching Trail**

- Read the introductory text.
- Discuss why they felt uncomfortable and how machines have become a necessity.

---

**Teaching Trail**

- Ask students to look at the picture carefully.
- Ask them to do the exercise independently and make the list in their notebooks.
- Invite a few volunteers to share their list.

---

**Answer Key**

- television, air conditioner, clock, computer, electric kettle, printer, table fan, office chair, play station, headphones, telescope, microscope

---

**Listening Text**

- A supercomputer is astronomically faster than a personal computer or a laptop. Supercomputers are widely used in many fields such as computational science, weather forecasting and astronomy. Supercomputers first came to be used in the 1960s in the United States. India’s supercomputer programme was initiated in the late 1980s as supercomputers from the United States were not allowed to be imported. The supercomputer PARAM 8000 was commissioned on 1 July 1991. It is considered India’s first indigenous supercomputer. It was built in 1991 by C-DAC. It was replicated and installed in Moscow in 1991 with Russian collaboration. Interestingly, today, India’s supercomputers have made it to the TOP 500 list of supercomputers.
India and its Scientific Glory

Listening

Listen to the passage and complete the following table.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supercomputers are used in the fields:</td>
<td>computational science, weather forecasting and astronomy</td>
</tr>
<tr>
<td>Supercomputers were first used in the country:</td>
<td>The United States</td>
</tr>
<tr>
<td>India’s first indigenous supercomputer was commissioned on:</td>
<td>1st July 1991</td>
</tr>
<tr>
<td>The name of the India’s first supercomputer:</td>
<td>PARAM 8000</td>
</tr>
<tr>
<td>India’s first supercomputer was installed in:</td>
<td>Moscow in 1991</td>
</tr>
</tbody>
</table>

Say it Right

- ed Words

Read the following -ed verbs.

waited reached climbed

Note that the end sound of these words differs slightly from each other.

waited: ‘-id’ reached: ‘-t’ climbed: ‘-d’

<table>
<thead>
<tr>
<th>End Sound</th>
<th>Occurrence</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-id</td>
<td>Words ending in -t or -d have -id as the end sound when their past tense is made by adding -ed.</td>
<td>succeeded, excited, included</td>
</tr>
<tr>
<td>-t</td>
<td>Words ending in -k, -sh, -ch, -s or -x have ‘t’ as the end sound when their past tense is made by adding -ed.</td>
<td>checked, finished, missed, forgot</td>
</tr>
<tr>
<td>-d</td>
<td>In the past tense of the verbs ending in other sounds than the ones mentioned above, the -ed sound is pronounced as ‘d’.</td>
<td>saved, burned, compared, tried</td>
</tr>
</tbody>
</table>

Skills in focus

Communication: Speaking confidently, providing expression and enthusiasm

Teaching Trail

• Tell students they are going to hear a talk about supercomputers.
• Ask them to read the statements in the table, before you play/read the audio.

Answer Key

<table>
<thead>
<tr>
<th>Facts</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supercomputers are used in the fields:</td>
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<td>Moscow in 1991</td>
</tr>
</tbody>
</table>

Teaching Trail

• Ask students to read aloud the words: ‘waited’, ‘reached’ and ‘climbed’. Have them note the end sound of these words.
• Ask: Does the ending sound change in these words?
• Read the ending sounds given for these words in the book.
• Ask students to read the words again.
• Read the explanation given in the table and explain how the end sound of –ed changes.
• Ask students to do the exercise independently in their textbooks.
• Write the answer on the board and ask students to check their answers.

Reading Café

A voiced consonant means it uses the vocal chords, and produces a vibration in the throat. Voiced consonants are l, v, n, b and all vowel sounds. When the end consonant of a word is voiced, then the –ed is pronounced a /d/. (saved, cleaned, robbed)

A voiceless consonant means it does not use the vocal cords or produce a vibration in the throat. Some voiceless consonants are k, p, s, ch, sh, and f. When the end consonant of a word is voiceless, then the –ed is pronounced as /t/. (asked, finished, missed)
Make word cards of -ed words beforehand. Ensure to have as many words as there are students. Keep the cards in the centre and ask students to sit in a circle. Give them a ball and tell them that they have to pass the ball until the music plays. When the music stops the student who has the ball has to pick a word card from the centre, read the word.

Sample words:
/d/- tried, saved, called, loved, offered, dreamed, allowed, described, produced, waived
/t/- baked, boxed, dipped, helped, looked, washed, watched, finished, checked, missed
/ed/- toasted, heated, dated, wanted, mended, planted, needed, waited, seated, landed

**Activity 2: Pass the -ed**

**Critical Thinking:** Making predictions, judgements and inferences

**Creativity:** Generating original ideas

**Communication (Written):** Expressing thoughts with words and images, showing reflection of growth through word choice

**Skills in focus**

- Recapitulate phrases and clauses. Elicit a few examples from students.
- Explain what conjunctions are using the meanings given on Page 58.
- Introduce the 3 types of conjunctions with examples as given on Page 58. Ask students to remember the acronym FANBOYS.
- Divide students into groups of 4. Assign one type of conjunction to each group.
- Instruct the groups to think of a story title using a conjunction from the type assigned to them. Have the groups share their titles.
Ask students to work in the same groups as formed earlier. They have to form stories using different conjunctions. Prepare conjunction cards that contain one of any type of conjunction. Give these cards to each group. Explain that they have to form a really short story using the first 5 conjunctions they pick from the pile. Tell them that the story can be of any genre.

**Activity 3: Join the Events**

**Reading**

“We owe a lot to the ancient Indians, teaching us how to count. Without which most modern scientific discoveries would have been impossible.”
— Albert Einstein

We all dread the syringe, don’t we? It is feared by every child but used often by doctors. Why? Because it is a great medical device. Medical equipment like syringes sure look scary, but are vital to modern medical science. Not only in modern science, medical equipment was of great importance thousands of years ago as well. But how could medical and surgical equipment be of any importance at a time when there was no modern technology and no knowledge of surgery? Well, the ancient Indians knew a thing or two about medical science and surgery. In the 6th century BC, an Indian physician named Sushruta wrote one of the first works on medical science. The text is now known as *Sushruta Samhita*. It describes several surgical instruments that resemble the modern ones. And this was more than two 2500 years ago!

The text goes on step further and talks about techniques to perform cataract surgery, plastic surgery, tooth removal and many other vital procedures. Imagine, all this was done at a time when there was no modern technology. Sushruta also wrote about 1120 illnesses and 700 medicinal plants. Owing to his contributions to the science of medicine, Sushruta is popularly known as the ‘Father of Surgery’.

Let’s read the number 1120 again. It’s read one thousand one hundred twenty. How do we know the first 1 stands for thousand and the second 1 stands for hundred? This is the most important place value system, isn’t it? This system, as it is used today, was also developed by ancient Indian mathematicians. The numerals 1, 2, 3 and so on also trace their origins to ancient India. This way of representing numbers is known as the Hindu-Arabic numeral system. This system made mathematical calculations much faster and easier.

<table>
<thead>
<tr>
<th>Inventors</th>
<th>Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wright Brothers</td>
<td>telephone</td>
</tr>
<tr>
<td>Carl Benz</td>
<td>air conditioners</td>
</tr>
<tr>
<td>Alexander</td>
<td>aeroplanes</td>
</tr>
<tr>
<td>Graham Bell</td>
<td></td>
</tr>
<tr>
<td>Willis Carrier</td>
<td>braille script for the blind</td>
</tr>
<tr>
<td>Louis Braille</td>
<td>motorcar</td>
</tr>
</tbody>
</table>

| Critical Thinking: Reflecting, evaluating and concluding, Making predictions, judgements and inferences |

**Teaching Trail**

- Discuss with students the meaning of an invention and how it is different from a discovery.
- Ask students to do the exercise independently in their textbook.
- Discuss the answers and allow students to check.

**Answer Key**
Comprehension Questions

Page 59

- Why did the author start with a question?
- What does the Sushruta Samhita describe?
- Why is Sushruta known as the ‘Father of Surgery’?
- What does the text tell us about the doctors in ancient India?
- List two things that were developed by ancient Indians.
- What is the Hindu Arabic numeral system?

Page 60

Comprehension Questions

- Write two things about the Bakhshali manuscript.
- List three things that Aryabhata is known for.
- How did Brahmagupta take Aryabhata’s work further?
- What was taken to the Arabian world?
- How did the basics of modern mathematics help the world?
- What were some things that the Indus Valley people did for the first time?

Page 61

Comprehension Questions

- For what did the Indian metal workers become renowned and why?
- What is the iron pillar renowned for?
- It is no secret that India has a long and unrivalled scientific past. Justify this statement using two textual evidences.

Activity 3: Two Column Notes

Divide students into groups of 4. Ask students to read each part of the text thoroughly and write the main idea of each paragraph in the first column and the key details in the second column. At the end ask students to write how each part of the text is related to the others.

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
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<tbody>
<tr>
<td>Two Column Notes</td>
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<tr>
<td><strong>Main Ideas</strong></td>
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</table>
Critical Thinking: Reflecting, evaluating and concluding, Making predictions, judgements and inferences

Communication (Oral): Speaking confidently, Using clear and articulate speech

Teaching Trail
- Read the questions. Ask students to share their response to the questions.
- Allow students to write the answers in their notebooks.

Skills in focus

Understanding
1. Answer the following in one sentence each:
   a. What does the text Sushruta Samhita describe?
   b. What is Sushruta popularly known as?
   c. What made calculations faster and easier?
   d. What was the manuscript that had a zero written in it for the first time?
   e. Who took Aryabhata’s work further?
   f. What did Indian metal workers become famous for in the 6th century BC?

2. Match the following:
   | iron pillar | physician |
   | Sushruta    | Delhi     |
   | Brahmagupta | concept of place value |
   | Aryabhattiya| uniform measures and weights |
   | Indus Valley Civilisation | rules of using zero in calculations |

3. Answer the following questions:
   a. What types of medical instruments and techniques are described in Sushruta Samhita?
   b. What all contributions did Aryabhata make? How did he glorify the scientific history of India?
   c. How did the Hindu–Arabic numeral system and zero transform into sophisticated mathematics and geometry over time?
   d. What inventions did the people of Indus Valley civilization make?
   e. Why was wootz steel called a scientific wonder?
   f. The manuscript that had a zero written in it for the first time is known as the Bakshali manuscript.
   g. Another ancient Indian mathematician named Brahmagupta took Aryabhata’s work further.
   h. In the 6th century BC, Indian metal workers became famous for wootz steel.

Answer Key
1. a. The text Sushruta Samhita describes several surgical instruments and techniques.
   b. Sushruta is popularly known as the “Father of Surgery”.
   c. The Hindu–Arabic numeral system made mathematical calculations much faster and easier.

2. a. Sushruta Samhita describes several surgical instruments and techniques to perform cataract surgery, plastic surgery, tooth removal and many other vital procedures.
   b. Aryabhata introduced the place value system, calculated the value of π (pie), developed trigonometry, mentioned that the moon shines by reflecting the sun’s light, measured circumference of the earth and assigned the start of each day to midnight, instead of sunrise. He wrote Aryabhatiya in the 5th century. All the discoveries of Aryabhata travelled out of India to the Arabian world where they were further studied and refined. These discoveries helped the world to function better. With these contributions, he brought glory to the scientific history of India.
c. The popularity of the numeral system and the discovery of zero travelled out of India to the Arabian world where they were further studied and refined. The Arabs used the gifts from India to make more accurate maps, algebra, geometry and the decimal system. Throughout Europe and the Arabian world, countless architectural wonders were built using sophisticated mathematics and geometry.

d. The people of the Indus Valley Civilisation established the world’s first system of uniform measures and weights. They were the first people to use a ruler to measure length. They built neatly planned cities which had, for the first time, sophisticated drainage and sanitation systems. They were the first ones to practice dentistry.

e. Wootz steel was called a scientific wonder as it produced weapons that were tougher and sharper than any other weapons in the world.

Activities in focus

**Communication:** Articulating: oral and written

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

Teaching Trail

- Show/draw a picture of a pear and crack a joke: What did the first half of the fruit tell the second half? We make a great pair!
- Write the words ‘pair’ and ‘pear’ on the board. Ask students what is similar and different in the words.
- Explain homophones, homonyms and homographs using the examples given on Page 62.
- Ask students to attempt the questions in pairs.

Activity 4: What’s the Joke

Ask students to pair up and create one joke using either a homophone or a homograph. Allow the pairs to share their jokes and have a good laugh.

3. Accept all rhyming words.
   a. homonyms, lying – trying
   b. homonyms, bit – kit
   c. homographs
   d. homographs
   e. homographs – row, now; row, go
Critical Thinking: Analysis, reasoning, Making judgements

Communicating: Articulating

Teaching Trail
- Write FANBOYS on the board and ask students to say what conjunction each letter of the word represents it.
- Recapitulate types of conjunctions.
- Read the questions and explain what is to be done.
- Give time to students to independently complete the exercise.

Practising Grammar
Let's Catch Up

Conjunctions

Types of Conjunctions

- coordinating
- correlative
- subordinating

1. Fill in the blanks with the appropriate homophone of the underlined word in each sentence.
   a. Where are you going to _______________________ this red shirt?
   b. The _______________________ rode back to the country last night.
   c. Grandma _______________________ up some good medicine that can heal my bruise.
   d. Radhia is playing the _______________________ of a chef and will soon make a jam roll.
   e. _______________________ driver is waiting for you out there.

2. Frame sentences using the homonyms of the underlined words.
   a. My new society has a huge, round park.
   b. A bow is useless without an arrow.
   c. My dog, Tozoo, loves to play with a stick.
   d. You will find those rocks along the river's bank.

3. Identify if the underlined words in each pair of sentences are related to each other as homographs or homonyms. Write a rhyming word of each of the homonyms.
   a. The children were not __________ about the shooting stars.
      My books were __________ on the table.
   b. Raina's dog hit me yesterday while playing.
      Can you please put a little bit of pepper in the soup?
   c. Nobody knows whether the hero will live or die in the end.
      I went to a __________ concert last night.
   d. The wind blew my scarf away.
      I have to __________ up my watch again.
   e. These siblings always __________ about silly things.
      We sat in a __________ at the back of the room.

Answer Key
1. a. as well as  b. because  c. while  d. after  e. so
2. a. Neither  b. nor  c. since  d. as  e. and

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

Creativity: Generating Original Ideas

Teaching Trail
- Read the question and explain what is to be done.
- Ask students to have the discussion at home.
- In the next class, have students share what they discussed with their partners.

Answer Key
1. a. as well as  b. because  c. while  d. after  e. so
2. a. Neither  b. nor  c. since  d. as  e. and

Learning Link
Do remember the easy way of remembering Coordinating Conjunctions

Coordinating Conjunctions - FANBOYS

Speaking

Scientific Developments
Have a conversation with your grandparents about the gadgets and the electrical appliances they used when they were young. Discuss the same with your parents. Note the changes and technological developments that have happened since then. Now, speak about those scientific and technological developments and how these have made your life easier and comfortable. Also discuss the harmful effects, if any.

You can talk about the following as they developed during the three generations:
- televisions
- kitchen appliances such as grinders, gas stoves, chimneys, etc.
- phones
- computers
Critical Thinking: Reflecting, evaluating and concluding

Communication (written): Using appropriate tone and vocabulary for the intended audience

Creativity: Seeking appropriate modes, and resources to produce work that is visually appealing and interesting

Teaching Trail

- Ask students to read the comic strip and notice how the pictures/visuals have a more important role to play than words.
- Discuss the features of a comic strip by giving examples from the strip – frames, dialogues, visuals, speech-bubbles.
- Ask students to sit in groups of 4 and create their comic strips. Provide the necessary stationery like colours, sheets, etc.

Imagine a day without zero! No zero in your currency notes, zeroes missing from your test results which makes 40/45 as 4/45. If you were to dial phone numbers with a zero in them, you would receive a message that the number you’ve dialled is wrong.

Make a comic strip illustrating the problems faced due to the absence of zero.

Plug-In

The Verb ‘Need’

We can use the verb ‘need’ to convey different meanings.

<table>
<thead>
<tr>
<th>‘Need’ is used</th>
<th>‘Need’ is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>when you require or want something</td>
<td>when you must/want to do something</td>
</tr>
<tr>
<td>The dog needs a bath.</td>
<td>We need to bathe everyday.</td>
</tr>
<tr>
<td>-agrees with subject</td>
<td>-agrees with the subject</td>
</tr>
<tr>
<td>-followed by an object</td>
<td>-followed by positive to infinitive</td>
</tr>
<tr>
<td>combines with do or does in question and negatives</td>
<td>combines with do/does in question and negative</td>
</tr>
<tr>
<td>Need she bathe the dog again?</td>
<td>Need she bathe the dog again?</td>
</tr>
<tr>
<td>-is used as a question</td>
<td>-is used as a question</td>
</tr>
<tr>
<td>-does not have to agree with subject</td>
<td>-does not have to agree with subject</td>
</tr>
<tr>
<td>-is followed by the infinitive form</td>
<td>-is followed by the infinitive form</td>
</tr>
<tr>
<td>-does not combine with do/does</td>
<td>-does not combine with do/does</td>
</tr>
</tbody>
</table>

In the sentences below, which of the above meanings does the verb ‘need’ express?

a. Well, I am quite sure that there is no danger of my ever burning with too much wisdom, and so I do not need to wear copper plates.

b. Need you waste your time in such baseless discussions.

c. I have liked my talks with you and we have discussed many things but the world is wide, and beyond our world are other wonderful and mysterious worlds. So, none of us ever need imagine, like the very foolish and conceited person, whose story Flavin Saing has told us, that we have learnt everything worth learning and become wise.
Teaching Trail

- Explain the uses of ‘need’ using the information given on Page 66.
- Tell students to complete the question independently.

Answer Key

a. when you require or want something
b. to express doubt about the need to do something
c. when you must/want to do something

Learning Text Style

Information Booklet

An information report is a factual text that provides information, facts and descriptions about a topic. It provides a better understanding about a particular subject.

An information report:
- presents facts to explain a topic
- provides details about the topic
- does not contain personal views
- can be a written or an oral presentation

An information report can be in the form of:
- documentary
- booklet
- encyclopaedia
- brochure
- article
- webpage

Let’s look at the structure and language of an information booklet.

Title:
- Tells us the topic of the information report

The Masthead:
- shows the name of the publication/series
- gives information about the time of printing

Volume 5  August 8  2018
Strange Natural Phenomenon
Information Booklet Series Published by the Incredible India Association

Introduction
- a general opening statement as the first paragraph

Strange Natural Phenomena in India That’ll Baffle You
India is full of incredible mysteries and natural phenomena that have not only mystified us but also given us a lot to think about time and again. Can these happenings be explained scientifically or can they only be categorised as unsolved mysteries?
Let’s check them out.

Red Rain in Kerala:
Between the 25th of July and 23rd of September, 2001, a strange phenomenon took place in Kerala. Red coloured sporadic rain fell in sudden heavy showers.

Contents
- The Red Rain of Kerala
- Magnetic Hill of Leh
- Hide and Seek Beach

Contents
- List of the subheadings of the report

Critical Thinking:
Analysis, Reasoning, and inferences

Communication:
Articulating

Creativity:
Generating original ideas

Answer Key

Open ended question. Accept all appropriate responses.

Teaching Trail

- Elicit from students what they understand by an information booklet.
- Explain that the lesson they read was an informational text. Elicit from students a few features they could decipher of the informational text.
- Explain the features using the example given on Page 67 and 68.
- Ask students to go through the text and the features thoroughly and clarify doubts, if any.
- Ask students to work in groups of 3 to create their information booklet in their notebooks. Provide access to the Internet and books. They can plan the work in school and make the booklet at home.
**Teaching Trail**

- Read the question and have a class discussion about the future.
- Ask students to work in groups of 6.
- Instruct them to discuss their views with their group members and finalize points about what they think will happen in the future.
- Have the groups present their points to the class.

**Skills in focus**

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

**Enrichment**

The Future Living

How smart would the future smart homes and cities be?

Look at this picture and talk about the future. You can talk about:

- robot (humanoid)
- smart lighting
- 3-D printer
- window panel
- drone delivery
- futuristic cityscape
- home automation console
- monorail

How do you visualise the future? According to you, is it really a smart future? Or, have people become slaves of various gadgets? Discuss.

**PROJECT WORK**

**A Tour for an Alien**

Tell students to imagine that they are in ancient India and an alien has come to their home. The alien knows nothing about India. They have to tell the alien about India. Tell them to collect information that they think the alien should know and using various mediums like maps, posters, pictures, writings, etc. take the alien on a country tour.
**Workbook Answer Key**

**Activity 1: Understanding**

1. a. vital  
   b. manuscript  
   c. sophisticated  
   d. replete  
   e. credited  

2. a. medical and surgical  
   b. Sushruta  
   c. Bakhshali  
   d. Aryabhata  
   e. Indus Valley  

3.  
   | **Sushruta Samhita** | rules of using zero in calculations  
   | Hindu-Arabic numeral system | surgical instruments and techniques  
   | Brahmagupta | Indus Valley Civilisation  
   | dentistry | Indian metal workers  
   | wootz steel | modern place value system  

4. a. Owing to his contributions to the science of medicine through his text the Sushruta Samhita, Sushruta is popularly known as “Father of Surgery”.  
   b. The Hindu-Arabic numeral system made mathematical calculations much faster and easier. For example, in the number 1120 the first 1 stands for thousands and second 1 stands for hundreds.  
   c. These maps were made using mathematical concepts such as trigonometry, zero and the Hindu-Arabic number system. All these concepts originated in India, this is why the maps are said to have their roots in India.  
   d. Indian metal workers became renowned for wootz steel as it produced weapons that were tougher and sharper than any other weapon in the world. They also set up the iron pillar in Delhi because it does not rust.  

5.  
   | **Contributions**  
   | **Aryabhata** | He discovered zero, wrote Aryabhatiya and used the concepts of place value and zero to calculate the value of π (pie) and worked on trigonometry. He mentioned that the moon shines by reflecting the sun’s light, measured the circumference of the earth, and assigned the start of each day to midnight, instead of sunrise.  
   | **Brahmagupta** | He was the first to write down the rules of using zero in calculations.  
   | **Indus Valley Civilisation** | People of this civilization obtained accuracy in measuring length, time and weight, they were the first to use the ruler to measure length. The world’s first system of uniform measures and weights was also established by them. The Indus Valley people built neatly planned cities, which had sophisticated drainage and sanitation systems. The people also practiced dentistry.  

**Activity 2: Vocabulary**

1. a. lead – rhymes with red  
   b. right  
   c. red  
   d. tear – rhymes with air  
   e. minute – sounds like peanut  
   f. rode  

2.  
   | **Homophones**  
   | right/rite  
   | read/red  
   | road/rode  
   | **Homographs**  
   | lead/lead  
   | tear/tear  
   | minute/minute
3. Answers may vary. Accept all appropriate responses.
   b. Blow the horn so that the vehicle will let us pass.
   c. There used be a well near that tree.
   d. My books were lying on the table.
   e. The banks open at 9 o’clock in the morning.

**Activity 3**

<table>
<thead>
<tr>
<th>Coordinating conjunctions</th>
<th>Correlative conjunctions</th>
<th>Subordinating conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>These join two words, phrases and independent or dependent phrases.</td>
<td>These conjunctions are always used in pairs. They join phrases or sentences of similar importance.</td>
<td>These two join groups of words making one a subordinate clause in a complex substance.</td>
</tr>
<tr>
<td>Examples: for, and, nor, but, or, yet, so</td>
<td>Examples: either-or, neither-nor, not only-but also, both-and, etc.</td>
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</tr>
</tbody>
</table>

You can remember coordinating conjunctions with the acronym FANBOYS.

2. a. until  b. for  c. so  d. After  e. but  f. since  g. Although  h. whenever

3. a. Amit is not only a good singer **but** also a good actor.
   b. The teacher acknowledged the work of **both** Susan and Smriti.
   c. **Neither** Alka **nor** her sister likes to play basketball.
   d. **Either** the Principal **or** Vice Principal will be the chief guest.

4. a. Resham will go to Hina’s house unless it rains. **Subordinating**
   b. Hari did not miss the cricket practice **although** he had fever. **Subordinating**
   c. The teacher punished Ria **because** she did not submit her homework on time.
   **Subordinating**
   d. **Both**, Shirish and Ravi will go to the party in the evening. **Correlative**
   e. He was running behind schedule, so he hired a cab. **Coordinating**
   f. **Either** we will reach the place on time **or** we will be terribly late. **Correlative**

**Writing Activity 4**

Open-ended question.

**Comprehension Activity 5**

1. a. bizarre  b. course  c. indispensable  d. curiosity  e. terrible  f. criticised
2. a. way we live  b. Stockholm, Sweden  c. nitro-glycerine and an absorbent substance  d. Ludvig  e. Sveriges Riksbank  f. 31,225,000 Swedish kronor

3. a. ii. the importance of scientists in our world  b. iii. Alfred’s Nobel as youth  c. iii. how dynamite was invented  d. iv. safer explosive

4. a. The scientific minds have changed the way we live with their inventions and discoveries. These discoveries range from boring mathematical formulae to LED lights and have become indispensable ports of our lives.
b. Alfred Nobel was a curious child. He always was eager to learn something strange or unusual.

c. As a young man he worked at his father’s arms factory where he got a chance to satiate his curiosity by experimenting with chemicals and explosives.

d. Alfred’s younger brother's death had a deep impact on him, and it led him to create a safer explosive.

e. A French newspaper mistakenly published Alfred’s obituary and criticized him for his invention of dynamite. This had made him feel disappointed with how he might be remembered after his death and so he established the Nobel Prize.

f. The currency of Sweden is Swedish Kronor.
LESSON TARGETS

Getting Started and Listening
• Talking about dreams
• Listen for details
• Recall information

Say it Right: Primary Stress
• Understand the meaning of primary stress
• Identify syllables with primary stress
• List words with similar stress pattern

Language Ladder: Adjectives and Adverbs
• Learn the meaning of adjectives and adverbs
• Identify and differentiate between adjectives and adverbs
• Learn about types of adjectives and adverbs
• Enact adjectives and adverbs

Reading
• Read the text with proper intonation and expression
• Grasp meaning of words, phrases and sentences in context
• Shadow reading
• Visualise the text

Understanding
• Make inferences based on comprehension of the text
• Discuss and respond to the text

Vocabulary: Adjectival and Adverbial Phrases
• Identify and modify nouns and verbs using adjectival and adverbial phrases
• Use them in sentences

Practicing Grammar: Adjectives and Adverbs
• Identify the type of adjective and adverb
• Use adjectives and adverbs in sentences

Speaking: Imagine and Share
• Pair discussion
• Class presentation

Writing: Informal Letter
• Understand the features of an informal letter
• Write an informal letter
• Convert the informal letter to a formal letter

Plug In: Using Numbers In writing
• Learn the rules of using numbers in writing
• Use numbers in writing correctly

Celebrating Poetry: A Little Boy’s Dream
• Recite the poem
• Decipher the importance of repetition
• Comprehension questions

Poem Appreciation
• Understand and appreciate poetry
• Answer question based on the text

Enrichment
• Read about history of bookmarks
<table>
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<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<td>2</td>
<td>Listening: Listen and Answer</td>
<td>• Listening for details</td>
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<td>3</td>
<td>Say It Right: Primary Stress</td>
<td>• Understanding primary stress in words</td>
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<td></td>
<td>• Identifying syllables with primary stress</td>
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<td>• Exercise (Page 72)</td>
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<td>• Activity 1: In a minute</td>
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<td>4</td>
<td>Language Ladder: Adjectives and Adverbs</td>
<td>• Understanding adjectives and adverbs</td>
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<tr>
<td></td>
<td></td>
<td>• Identifying types of adjectives and adverbs</td>
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<td>• Activity 2: Simon Says</td>
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<td>Pre-reading Reading</td>
<td>• Exercise (Page 74)</td>
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<td></td>
<td>• In-Text Comprehension Practice</td>
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<td>• Reading for pleasure</td>
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<td>6</td>
<td>Understanding</td>
<td>• Activity 3: Visualise</td>
<td>Activity 1 (Page 52-53)</td>
<td>2</td>
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<td></td>
<td></td>
<td>• Answering questions</td>
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<td>• Exercise (Page 78)</td>
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<tr>
<td>7</td>
<td>Vocabulary: Adjectival and Adverbial Phrase</td>
<td>• Activity 4: Modify Me!</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 80)</td>
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<tr>
<td>8</td>
<td>Practising Grammar: Adjectives and Adverbs</td>
<td>• Recapitulation</td>
<td></td>
<td>1</td>
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<td></td>
<td></td>
<td>• Exercise (Page 81)</td>
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<tr>
<td>9</td>
<td>Speaking: Imagine and Share</td>
<td>• Pair Sharing</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Class Presentation</td>
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<td>• Activity 5: Different Perspective</td>
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<tr>
<td>10</td>
<td>Writing: Informal Letter</td>
<td>• Learning the features of an Informal Letter</td>
<td>Activity 4 (Page 57-58)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing an informal letter</td>
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<td></td>
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<td>• Activity 6: Convert</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 82)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Plug-in: Using Numbers in Writing</td>
<td>• Learning rules about using numbers in writing</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 83)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reciting a poem</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comprehension questions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Importance of Repetition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Poem Appreciation</td>
<td>• Exercise (Page 85)</td>
<td>Activity 5 (Page 59)</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>Enrichment</td>
<td>• History of Bookmarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Work</td>
<td>• Dream Journal</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Skills in focus

**Communication:** Listening actively, using clear and articulate speech

**Creativity:** Improving upon ideas

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

---

**Teaching Trail**

- Read the question under Getting Started and ask students to share their thoughts.
- After the sharing is done, ask students to write a paragraph in their notebooks to answer the question.

---

Alice is sitting on a bench with her sister, and she’s really rather bored. Suddenly, a white rabbit hops by and goes down a hole. Alice follows the rabbit and reaches a room. There, she finds a bottle with a note saying, “drink me”. Curious, Alice drinks its contents and finds herself shrinking! She can now fit through the tiny door in the corner of the room. Behind the door there is a lovely garden. She finds herself at a tea party with March Hare, Mad Hatter and the rabbit. Alice walks on further and meets three gardeners. They are painting the roses red because they accidentally planted white roses. Alice then reaches the castle. Soon she finds out that someone has stolen the Queen’s tarts! The Queen is very angry and thinks that Alice has done it. The Queen orders her guards to throw Alice into the prison! Suddenly, Alice wakes up and finds herself on the bench next to her sister. It seems that it had all been a dream.

---

**Listening Text**

Alice is sitting on a bench with her sister, and she’s really rather bored. Suddenly, a white rabbit hops by and goes down a hole. Alice follows the rabbit and reaches a room. There, she finds a bottle with a note saying, “drink me”. Curious, Alice drinks its contents and finds herself shrinking! She can now fit through the tiny door in the corner of the room. Behind the door there is a lovely garden. She finds herself at a tea party with March Hare, Mad Hatter and the rabbit. Alice walks on further and meets three gardeners. They are painting the roses red because they accidentally planted white roses. Alice then reaches the castle. Soon she finds out that someone has stolen the Queen’s tarts! The Queen is very angry and thinks that Alice has done it. The Queen orders her guards to throw Alice into the prison! Suddenly, Alice wakes up and finds herself on the bench next to her sister. It seems that it had all been a dream.

---

**Answer Key**

a. ii. her sister
b. iii. shrinking
c. i. Mad Hatter and March Hare
d. iii. white
e. ii. she thought that Alice has stolen her tarts.
The Imaginary Adventures of Don Quixote

Listening

Listen to the adventure of Alice during her dreams. Then, tick the correct options.

a. Alice is sitting on a bench with ____________________________.
   i. the white rabbit ii. her sister iii. the gardeners
b. Alice starts ____________________________ after she drinks the liquid from the bottle.
   i. growing ii. moving iii. shrinking
c. Alice saw ____________________________ with the rabbit at the tea party.
   i. Mad Hatter and March Hare ii. March Hatter and Mad Hare iii. Mad Rabbit and March Hatter
d. The gardeners accidentally planted ____________________________ roses.
   i. red ii. pink iii. white
e. The Queen was angry because ____________________________.
   i. she thought that Alice had stolen her tarts
   ii. the gardeners had painted the roses red
   iii. Alice has entered the castle without her permission

Say it Right

We have already studied syllables in Unit 2. Now, let us learn about primary stress on syllables.

Primary stress means the strongest emphasis in a word of two or more syllables while speaking. It receives the greatest emphasis when spoken.

For Example:

<table>
<thead>
<tr>
<th>Chap-ter</th>
<th>Chap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tre-men-dous</td>
<td>Men</td>
</tr>
<tr>
<td>In-de-pend-ence</td>
<td>Pen</td>
</tr>
<tr>
<td>How-ev-er</td>
<td>Ev</td>
</tr>
</tbody>
</table>

Answer Key

1. a. morn-ing b. fac-to-ry c. e-nor-mous
d. care-ful-ly e. dread-ful

2. Words with primary stress on the first syllable | Words with primary stress on the second syllable | Words with primary stress on the third syllable
---|---|---
| car-ni-val | pro-cc-dure | vol-un-teer |
| rev-e-nue | mis-tak-en | guar-an-tee |
| some-bod-y | ex-act-ly | en-gi-neer |
| oc-to-pus | con-sid-er | dis-a-gree |
| pos-i-tive | im-por-tant | un-der-stand |

Communication: Speaking confidently, providing expression and enthusiasm

Reading Café

There is only one primary stress in one word. One word cannot have two primary stresses. There can be a secondary stress but it is much smaller than the primary one.

Teaching Trail

- Explain the meaning of primary stress and how to identify it, using the explanation on pg. 71.
- Ask students to read aloud the words in the box stressing on the syllable in italics.
- Ask students to read aloud the words to identify the primary stress while doing the exercise independently.

Activity 1: In a minute

Write some words with two or more syllables on the board. Ask students to work in group of 3 and find in each word:
- the number of syllables in the word,
- the primary stress and
- another word with the same stress pattern.

Set a time limit. The group with the maximum number of words correctly analysed is the winner. Discuss all the words on the board and have students say them aloud as a class drill.
Prepare a list of commands using adverbs and adjectives beforehand. Instruct students to do exactly as you command. For example, if you say, ‘Simon says sing loudly.’ all students should sing loudly. Students who do not follow the command will be out.
Skills in focus
• Ask students to read the question.
  Explain what is to be done.
• Tell them to work in groups of 3 and discuss the answer to all the questions.
• Have groups share their answers.

Teaching Trail

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

Comprehension Questions
• What did Quixada dream about?
• Do you think Quixada’s plan was grand? Why?
• Use gleamed in your own sentence.
• Which fourthings did Quixada need?
• Did Don Quixote, Rozinante and Sancho make a good team?

Reading

Once upon a time, in a province in Spain known as La Mancha, there lived a gentleman whose name was Quixada. He was 50 years old and had once been a great hunter. Quixada loved the tales of knights of yore, and chivalry. After a while, he stopped hunting. He sold most of his land. He bought more story books. He read, and he dreamed. He dreamt, most of the time, about the Knights of the Round Table.

Then one day Quixada came up with what some say was the strangest wish any man had ever had. This would be his plan of Quixada. He disclosed, “I will wear armour and carry my lance and will ride through the world seeking adventure. Like the knights of old, I will take vengeance upon those who hurt the poor and the weak.”

“I will rescue ‘Nuns from dragons’ teeth. Each day I will perform a daring deed. I would meet danger; and would overcome it. Finally, as a reward for my heroism, I will become a knight of the empire,” he continued.

He dragged out the old armour and polished it until it gleamed bright as the sun. Then he set down to think. He would need a strong steed to ride into battle. Every knight has a horse. He went to the stable. He whistled to his old carriage horse. The poor creature was ragged and bony, but to Quixada he seemed the noblest of all creatures.

For four days he thought about what his might name his noble horse. At last he cried up to the sun, “Rozinante! Rozinante is my horse’s name.”

“How,” he said to Rozinante, “I will need a proper name for myself.” He tried many names, but none seemed fit for a knight as grand as he. And then it came to him. “My name will be Don Quixote,” he said, sitting straight up in bed. And remembering that every knight of old attached the name of his kingdom to his own name, he added, “De la Mancha! Don Quixote de la Mancha is my name!” So Don Quixote de la Mancha had a name and a horse and a gleaming armour. Now he needed a lady to whom he could devote his services.

“Dolcinea,” he sighed. “will be the name of my honoured lady!” and he danced with joy through the fields.

“All I need is a squire. Every knight has a squire who serves him faithfully during his grand adventures,” he declared. He consulted his neighbour, Sancho Panza to be his squire. He promised Sancho to entitle him as the governor of an island.

Don Quixote set off on Rozinante’s back in search of adventure. Sancho Panza also climbed upon his donkey and began to trot alongside Don Quixote.
Comprehension Questions

• What made Quixote think he should protect the princess?

• Was he right in thinking of saving the princess? Was she really a princess?

• How did the fight ensue?

• “Sancho, you are only a squire. You know nothing about knightly adventures.” What does it tell us about Quixote?

• Why do you think Don Quixote was unable to accept reality?
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

Differentiated Learning
Level 1 – Students look for adverbs and adjectives, and say what verb or noun they modify.
Level 2 – As above, students identify adverbs and adjectives and also say which syllable has the primary stress in words with two syllables or more.
Level 3 – Students make sentences using an adjective and an adverb in each sentence.

Understanding

1. Match the columns.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>monks</td>
<td>can heal the deepest wound</td>
</tr>
<tr>
<td>Sancho</td>
<td>ragged and bony</td>
</tr>
<tr>
<td>Rozinante</td>
<td>driven by fantasies</td>
</tr>
<tr>
<td>the magical balsam</td>
<td>greedy squire</td>
</tr>
<tr>
<td>Quixada</td>
<td>hooded</td>
</tr>
</tbody>
</table>

2. State whether true or false.
   a. Don Quixote thought that as a reward for his heroism he would become the king of the empire. ..........................
   b. One day, Don Quixote set off in search of a squire. ........................................
   c. Don Quixote lost half of his helmet and an ear in the battle with a servant. .................................
   d. The Biscayan lady and her maid knew who Dulcinea was. ..........................................................
   e. The balsam of the great Pienbras healed Don Quixote and Sancho. ..............................................

3. Answer the following questions.
   a. What turned Quixada into Don Quixote de la Mancha? .................................................................
   b. How did Don Quixote convince Sancho to be his squire? .................................................................
   c. What did Don Quixote think when he saw the hooded monks and the coach of a Biscayan lady? ........
   d. Why did Sancho try the magical balsam? What happened to him after taking it? ..............................
   e. Was Sancho Panza different from Don Quixote? Give instances from the text to justify your response.
   f. Was Don Quixote courageous or foolish? Why do you think so?

4. Reference to context.
   a. “This was too trivial a battle for such a prize.”
      i. Who said these words and to whom? ..........................
      ii. Which battle is the speaker talking about? ................
      iii. What is the prize? ............................................
   b. “Your excellency, in return, I would want you to travel to El Toboso to tell Dulcinea of my brave deed.”
      i. Who said these words and to whom? ........................
      ii. Who is Dulcinea? ..............................................
      iii. What favour has the speaker done to the listener?

5. Write a character sketch of Don Quixote based on the text.

Answer Key

1. monks can heal the deepest wound
   Sancho ragged and bony
   Rozinante driven by fantasies
   the magical balsam greedy squire
   Quixada hooded

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

Activity 3: Visualise
Ask students to work in groups of 5 to 6. Give them chart papers and colours. Ask the groups to divide the chart paper into 4 sections. In each section they have to draw 4 pictures that summarise each part of the story. Under each picture they must write in short what the drawing describes.

Teaching Trail
- Ask students to read the questions and write the answers in their notebooks. Ask students to share their response to the questions.
- Tell them to complete the matching and true and false sections in the textbook.
- Allow students to pair up to write the character sketch.
3. a. Quixada’s dream about the Knights of the Round Table and his love for tales of knights of yore turned him into Don Quixote de La Mancha.

b. Don Quixote promised Sancho to entitle him as the governor of an island and this is how he convinced his neighbour, Sancho Panza to be his squire.

c. Don Quixote believed the hooded monks to be sorcerers who were in the process of carrying off a grand princess.

d. Sancho was badly beaten by twenty horse drivers, so he tried the magical balsam. Unfortunately the balsam caused him cramps and nausea, which eventually resulted in violent diarrhoea and vomiting.

e. Sancho Panza was quite dissimilar to Don Quixote in many ways. Sancho was motivated by greed whereas Quixote was motivated by ideals of chivalry and courage. Sancho agreed to accompany Quixote only because he promised to make Sancho the governor of an island. Sancho also became interested in learning about the balsam of Fierabras first to sell the potion for business, and then later in the hope that it would heal his wounds. Quixote lived in a world of fantasy. Unlike him Sancho advised Quixote not to fight the hooded monks, foe he knew who they really were.

f. Open-ended question.

4. a. i. Don Quixote said these words to Sancho Panza.

ii. The speaker is talking about the battle between Don Quixote and a group of hooded monks escorting a lady and her attendants travelling to Seville.

iii. The prize was governorship, in return for bravery.

b. i. Don Quixote said these words to the lady in the coach.

ii. Dulcinea was a creation of Don Quixote’s imagination. He believed her to be his honoured lady to whom he could devote his services.

iii. The speaker had vanquished the monks who were accompanying the lady. He believed them to be sorcerers who had captured the lady.

5. In La Mancha, Spain lived a man named Quixada. He spent his days reading story about King Arthur and his Knights and dreaming about them. On a sudden impulse he decided to become a knight and fight off dragons and save beautiful ladies. And thus Don Quixote was born. Quixote lived in a world of fantasy, far from the reality of the world. He believed himself to be a brave and chivalrous man whose duty was to avenge the weak and the poor. He fancied himself to be a great warrior and this often led him and his squire Sancho into trouble. His imagination and eagerness to fight bad guys also hurt innocent people minding their own business.
Vocabulary

Adjectival and Adverbial Phrases

Like an adjective, an adjectival phrase tells us more about a noun. It can be placed before or after the noun and is usually formed of more than one word.

Example:

These are expensive shoes. → adjective
These are unbelievably expensive shoes. → adjectival phrase

We can provide more precise information by using an adjectival phrase.

What kind of land?

Don Quixote went to the land of large sand dunes and thorny cacti.

Appearance of the monks

The monks, wearing hoods and carrying umbrellas, were travelling with a coach.

Like an adverb, an adverbial phrase tells us more about a verb. An adverbial phrase contains two or more words which play the role of an adverb. It usually begins with a preposition.

Example:

The thief sneaked in quietly. → adverb
The thief sneaked in as quiet as a mouse. → adverbal phrase

It tells us about the time, manner and place of the verb in detail.

<table>
<thead>
<tr>
<th>time</th>
<th>place</th>
<th>manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll do it in a minute.</td>
<td>You can park the car anywhere in the parking area.</td>
<td>He would always talk in a gracious tone.</td>
</tr>
</tbody>
</table>

Communication: Articulating: oral and written

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

Teaching Trail

- Revise adjectives and adverbs.
- Write on the board: unbelievably expensive/in a minute
- Ask: Which one is an adjective? An adverb?
- Explain the meaning and difference between adjectival and adverbial phrases using the information given on Page 79.
- Ask students to attempt the questions in pairs.

Activity 4: Modify me!

Make several index cards with nouns and verbs and keep them face down on the table. Ask students to make two teams.

One student from each team will come in front, pick up a card and identify if it is a noun or a verb. They have to modify it using an adjectival or an adverbial phrase. Assign 2 points for identifying and using the phrase correctly, 1 for identifying the word correctly. The team which scores more will win.

Answer Key

1. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjectival Phrases</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>in the corner</td>
<td>The boy in the corner is looking at the clock continuously.</td>
</tr>
<tr>
<td>tree</td>
<td>with yellow leaves</td>
<td>The tree with yellow leaves is going to fall anytime soon.</td>
</tr>
<tr>
<td>books</td>
<td>in the library</td>
<td>The books in the library are old and musty.</td>
</tr>
<tr>
<td>students</td>
<td>of this school</td>
<td>Students of this school have a bright future.</td>
</tr>
<tr>
<td>pizza</td>
<td>with extra cheese</td>
<td>Can you quickly give me a pizza with extra cheese, please?</td>
</tr>
</tbody>
</table>
2. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adverbial Phrases</th>
<th>Sentences</th>
<th>Type of Adverbial Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>every day</td>
<td>You should run every day to keep yourself healthy.</td>
<td>adverb of frequency</td>
</tr>
<tr>
<td>eat</td>
<td>with delight</td>
<td>Shyam and Mohan ate their ice cream with delight.</td>
<td>adverb of manner</td>
</tr>
<tr>
<td>climb</td>
<td>to the peak</td>
<td>It took them six days to climb to the peak of mountain.</td>
<td>adverb of place</td>
</tr>
<tr>
<td>perform</td>
<td>without nervousness</td>
<td>Sita has to perform her dance without nervousness.</td>
<td>adverb of manner</td>
</tr>
<tr>
<td>marched</td>
<td>around the town hall</td>
<td>Students marched around the town hall with the national flag in their hands.</td>
<td>adverb of place</td>
</tr>
</tbody>
</table>

Teaching Trail

- Revise types of adjectives and adverbs.
- Ask students to complete the exercise independently.

Answer Key

1. a. savoury  b. roasted  c. abundant  d. handsome  e. prehistoric  f. dazzling

2. a. Few people know the art of maintaining friendship. *Adjective of quantity*
   
   b. No one appreciates her annoying attitude. *Adjective of quality*
   
   c. My pet is six years old. *Possessive Adjective, Adjective of quantity*
   
   d. The teacher can choose any student from the class. *Distributive Adjective*
   
   e. Whose poster won the first prize? *Adjective of interrogation, adjective of quantity*

3. a. comfortably  b. sweetly  c. early  d. often/never  e. before  
   f. Here  g. loudly  h. extremely  i. never/often  j. yesterday

Critical Thinking: Analysis, reasoning, Making judgments

Communicating: Articulating

Practising Grammar

1. Use the following nouns and adjectival phrases to write sentences. Follow the example.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjectival Phrases</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>in the red dress</td>
<td><em>The girl in the red dress is the monitor of our class.</em></td>
</tr>
<tr>
<td>boy</td>
<td>in the corner</td>
<td></td>
</tr>
<tr>
<td>tree</td>
<td>with yellow leaves</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td>in the library</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td>of this school</td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td>with extra cheese</td>
<td></td>
</tr>
</tbody>
</table>

2. Frame sentences using each of the following adverbial phrases. Also mention its type. One has been done for you.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adverbial Phrases</th>
<th>Sentences</th>
<th>Type of adverbial phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>as often as needed</td>
<td><em>Take this medicine for cough</em> as often as needed.</td>
<td>adverb of frequency</td>
</tr>
<tr>
<td>run</td>
<td>every day</td>
<td><em>Run every day to keep yourself healthy.</em></td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>with delight</td>
<td><em>Eat with delight.</em></td>
<td></td>
</tr>
<tr>
<td>climb</td>
<td>to the peak</td>
<td><em>Climb to the peak of mountain.</em></td>
<td></td>
</tr>
<tr>
<td>perform</td>
<td>without nervousness</td>
<td><em>Perform without nervousness.</em></td>
<td></td>
</tr>
<tr>
<td>marched</td>
<td>around the town hall</td>
<td><em>Marched around the town hall.</em></td>
<td></td>
</tr>
</tbody>
</table>
Discuss the meaning of the phrases given on Page 82. Repeat them as a class drill.

Ask students to read the question and make notes.

Tell them to share their thoughts with their partners.

Pick a few students at random and ask them to share their thoughts.

1. Complete the sentences using appropriate adjectives from the help box.

   a. The sandwich was ___________________________ so, Robert ordered a cold coffee as well.
   b. She served us ___________________________ almonds.
   c. There are ___________________________ jobs available for students.
   d. The actor was tall and ___________________________.
   e. Diya has to visit the ___________________________ museum for her research.
   f. The ___________________________ diamond she wore was the centre of attraction at the party.

2. Underline the adjectives in the following sentences and write their type.

   a. Few people know the art of maintaining friendship. ___________________________
   b. No one appreciates her annoying attitude. ___________________________
   c. My pet is six years old. ___________________________
   d. The teacher can choose any student from the class. ___________________________
   e. Whose poster won the first prize? ___________________________

3. Choose the appropriate adverbs from the help box. Hints are also provided in the brackets.

   a. They are living _________________________. (Adverb of Manner)
   b. The birds sang ________________________. (Adverb of Manner)
   c. He is _______________________ for meals. (Adverb of Frequency)
   d. They _______________________ stay up all night. (Adverb of Frequency)
   e. Meena walked _______________________ she ran. (Adverb of Time)
   f. _______________________ are the books you wanted. (Adverb of Place)
   g. Priya heard the thud ________________________. (Adverb of Manner)
   h. The food is _______________________ hot. (Adverb of Degree)
   i. He _______________________ visits his uncle’s farms. (Adverb of Frequency)
   j. This is the park where I lost the wallet _______________________. (Adverb of Time)

Speaking

Imagine and Share

You visited your uncle in Mumbai. While waiting at the airport lounge, you caught a glimpse of your favourite actor.

Discuss how you tried to approach him/her.

Describe how he/she appeared in person. Did he/she look different in person than on screen?

Were you able to approach him?

Activity 6: Different Perspectives

Ask students to listen to their partner’s description carefully and then suggest to them what they could have done differently. This could be in terms of the language used, ideas or thoughts, events described or the way it was presented. Encourage students to be polite and tactful.

Variation

Students can also find similarities and differences between theirs and their partner’s thoughts and ideas.
Ask: How is an informal letter different or similar to a formal letter?

Capture students’ responses on the board.

Take students through the sample letter on page 82 and discuss the features of an informal letter.

Ask students to write the letter to their friend in their notebook using the features.

Teaching Trail

Variation

They can also write a formal email to their teacher.

Activity 6: Convert

Ask students to convert their letters to a formal letter using the same details. Tell them that this time they are writing to their teacher.
Plug-In  

**Using Numbers in Writing**

We follow certain rules for using numbers in writing.

<table>
<thead>
<tr>
<th>Rule No.</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Small numbers from one to ten are spelled.</td>
<td>Her daughter is five years old.</td>
</tr>
<tr>
<td>2</td>
<td>Large numbers are written as numerals.</td>
<td>There are 256 books in my library.</td>
</tr>
<tr>
<td>3</td>
<td>When mentioning age, large numbers are spelt and hyphenated.</td>
<td>My grandmother turned eighty-six this year.</td>
</tr>
<tr>
<td>4</td>
<td>A sentence never begins with a numeral, unless representing a year.</td>
<td>Twelve eggs were kept in the tray. 1947 is an important year in the Indian history.</td>
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<td>5</td>
<td>Centuries and decades are spelt out in a sentence.</td>
<td>Our generation has witnessed many technological innovations in the twenty-first century.</td>
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<tr>
<td>6</td>
<td>Large numbers are rounded off if they are spelt in a sentence.</td>
<td>About one million people became homeless after the tsunami.</td>
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</table>

Rewrite each sentence using the numbers correctly given in brackets.

a. (72) inches equal approximately (1.83) one meter and eighty-three centimetres.

b. (2010) was a very good year for the Indian economy.

c. This neem tree is over (300) centimeters tall.

d. This city has over (86000) citizens.

e. (250) victims were hospitalised.

f. During the (80’s) and (90’s), the Indian cinema flourished to its fullest.

g. Over (400) children from our college ran in the marathon.

h. (361) people were reported missing during the (1st) hour after the plane crash.

i. (15) new fiction novels were on display.

j. In (1776), America became a nation.

**Critical Thinking:** Analysis, Reasoning, and inferring, Solving problems, resolving conflicts

**Collaboration:** Asking questions, group work, Suggesting/accepting new ideas

**Teaching Trail**

- Write on the board:
  
  There are one thousand seven hundred fifty three specimens in the lab.

  There are 1753 specimens in the lab.

- Ask: Which sentence is easier to read? Why?

- Explain the rules for using numbers in writing as given on Page 83.

- Write each rule on the board and have students provide examples for each rule.

- Tell students to complete the question independently.

**Answer Key**

a. Seventy-two inches equal approximately (1.83) one meter and eighty-three centimetres.

b. 2010 was a very good year for the Indian economy.

c. This neem tree is over 300 centimeters tall.

d. This city has over 86000 citizens.

e. Two hundred and fifty victims were hospitalized.

f. During the 1890s, Indian cinema flourished to its fullest.

g. Over 400 children from our college ran in the marathon.

h. Thirty-six people were reported missing during the first hour after the plane crash.

i. Fifteen new fiction novels were on display.

j. In 1776, America became a nation.
Critical Thinking: Analysis, Reasoning, and inferences
Communicating: Articulating
Creativity: Generating original ideas

Teaching Trail

• Ask students to look at the pictures and share what they think could be the little boy’s dream.
• Ask students to read the poem along with you. Read two lines and then stop for the next two. Let students read them by themselves.
• Ask students to underline the repeated lines.
• After the poem has been read, ask students to discuss with their partner the importance of repetition in the poem.
• Have a few pairs share their ideas.

Comprehension Questions

• Where was the boy? What was he doing?
• How is the sea described?
• What does the line ‘on a journey without end’ mean?
• Who was the narrator’s friend? How do you know that?
• Which line tells that the narrator was dreaming?

Answer Key

1. The speaker is sailing far across the sea, alone in his boat.
2. The speaker has fought and captured the pirates.
3. The speaker rests on the deck of his boat.
4. The speaker is alone on his journey. He says that the sea and the fishes in it are his friends.
5. The speaker finds himself in the arms of his mother sitting on a rocking chair.
6. Adverbial phrases: to and fro; in my little boat, my best; far across the sea, away from me
   Adjectival phrases: all alone, big and strong, very long, without end.
7. a. The line means that in the journey of life we all do our best and the outcomes are the result of what we do. If we do good, we will get good and vice versa.

   b. The line means that although the boy wakes up scared as he has felt loneliness, he feels happy and safe in his mother’s lap. He knows nothing is wrong now.
Tell the class what a dream journal is. (It is a diary in which dreams are recorded.) Ask the students to write about the dream they discussed in the beginning of the unit. They can even draw pictures to help their description. This can be their first entry of their dream journal.

### Poem Appreciation

Answer the following questions:
1. Where is the speaker going in his dreams?
2. What "best" has the speaker done?
3. Where does the speaker rest?
4. Who all are accompanying the speaker on his journey?
5. Where does the speaker find himself in the end?
6. There are many adverbial and adjectival phrases used in the poem. Write them all.
7. Analyse these phrases:
   a. But we captured them all right
   b. Then he cried "O Mother dear"

### Collaboration:
Organising and gathering team materials, suggesting/accepting new ideas, asking questions to the group and the teacher.

### Enrichment

**Bookmarks**

**History of Bookmarks**

A. W. Cosh in his work Collecting Bookmarkers (New York: Drake, 1974), a history of English bookmarks, states: "The need for some device to mark the place in a book was recognized at an early date. Without bookmarks, finely bound volumes were at risk. To lay a book face down with pages open might cause injury to its spine, and the crease on a page that had the corner turned down remained as a lasting reproach."

One of the earliest references to the use of bookmarks was in 1584 when the Queen's printer, Christopher Barker, presented Queen Elizabeth I with a fringed silk bookmark.

Common bookmarks in the eighteenth and nineteenth centuries were narrow silk ribbons bound into the book at the top of the spine and extended below the lower edge of the page.

The first detachable bookmarks began appearing in the 1850s and were made from silk or embroidered fabrics. It is after the nineteenth century, paper and other materials became more common.

Today, we can bookmark web pages on web browsers.

Find out the uses of a bookmark and the different ways to bookmark a page on a web browser.

---

### Teaching Trail

- Read aloud the history of bookmarks.
- Ask students to share how they use their bookmarks.
- Take them to the computer lab to find out how to bookmark a page on a web browser.
- Tell them to find out more about bookmarks as homework.
Activity 1: Understanding
1. a. damsels  b. armour  c. Rozinante  d. Fierabras  e. unconscious
2. a. i. Don Quixote said the above words to himself.
    ii. The speaker convinced his neighbour, Sancho Panza to be his squire.
    iii. The speaker promised to entitle Sancho as the governor of an island.
    b. i. Don Quixote said the above words to his squire, Sancho.
    ii. The speaker called the hooded monks sorcerers.
3. Answers may vary. Accept all appropriate responses.
   a. I am not leaving my destiny to the whim of a man.
   b. Did you overcome your fear of heights?
   c. The moon gleamed through the clouds yesterday night.
   d. The opponent was vanquished by the Indian army.
4. a. Quixada lived in a province in Spain known as La Mancha.
    b. Quixada sold most of his land and bought story books to read after he stopped hunting.
    c. Quixada named the lady ‘Dulcinea’ and to her he devoted his services.
    d. The ingredients of magical balsam were oil, wine, salt and rosemary.
    e. Quixote was badly bruised when he was beaten by twenty horse drivers. So he finally prepared the balsam.
    f. Sancho suffered from cramps and nausea, which ended in violent diarrhoea and vomiting when he tried the magical balsam.
5. a. Quixada’s grand plan was to wear armour, carry a lance and ride through the world seeking adventure. He wanted to take vengeance upon those who hurt the poor and the weak. He would rescue damsels from dragons, perform daring deeds and finally as a reward for his heroism, he would become a knight of the empire.
    b. When Rozinante ran away breaking its leash, it accidentally ran over a horse driver and injured him. The other horse drivers confined it thinking it was a mad horse. In the fight that took place, Quixote was beaten up by twenty horse drivers.
    c. Open-ended question. – He was foolish because he agreed to be Quixote’s squire out of greed. He did not realise that his own life would be in danger.

Activity 2: Vocabulary
1. i. d. unbelievably difficult  ii. a. drenched in water   iii. e. meticulously designed
    iv. b. extremely tired   v. f. overly enthusiastic   vi. c. way too high
2. a. as soon as possible  b. like a baby  c. in the corner  d. in a hurry
    e. better understanding  f. fairly well

Activity 3: Grammar
1. a. This – Distributive adjective  b. many – Adjective of quantity
    c. quiet – Adjective of quality  d. few – Adjective of quality
    e. Many – Demonstrative adjective  f. new – Possessive adjective
    g. This – Interrogative adjective
2. serene – adjective of quality  cool – adjective of quality  her – possessive adjective
soft- adjective of quality  many – adjective of quantity  pearly- adjective of quality
vibrant- adjective of quality  her- possessive adjective  winding- adjective of quality
lush green- adjective of quality  captivating – adjective of quality
3. a. neatly – adverb of manner  b. everywhere – adverb of place
  c. enough – adverb of degree  d. often – adverb of frequency
  e. today – adverb of time
4. (Answers may vary. Accept all appropriate responses.)
  a. thoroughly  b. speedily  c. Where  d. carefully  e. When
5. (Answers may vary. Accept all appropriate responses.)
  a. quickly  b. Where  c. These  d. forward  e. five
  f. never  g. Every  h. Whose

Activity 4: Writing

1. Open-ended question
2. Open-ended question

Activity 5: Celebrating Poetry

a. i. The speaker goes sailing in a little boat.
   ii. No, he doesn't have a destination in mind as he is sailing far across the sea.
   iii. The words to and fro describe the motion of the boat.

b. i. A little boy is speaking these lines.
   ii. The speaker is “far away from home and play” as he is on a journey sailing across the sea alone.
   iii. Yes, the friends of the speaker are the sea and the fishes in it.
   iv. The poet is Katherine Mansfield.

Activity 6: Comprehension

1. determined disappear alarmed unbelievable
2. a. determined  b. Harsh  c. alarmed  d. wand  e. promised
3. a. iii. to make her disappear
   b. iv. crying
   c. ii. Drishti agreed that her brother was a great magician
4. a. Harsh felt that he was a great magician.
   b. Harsh generally performed card tricks and some tricks with water.
   c. Harsh thought that it would be fun to entertain her, so agreed to make Drishti disappear.
   d. Harsh got his magic wand as a Diwali gift from his uncle.
   e. After her sister climbed into the box he closed the lid, covered the box with a sheet and told his sister to be silent.
   f. The magic spell was “Abra Cadabra”.
   g. Harsh was petrified when he saw that Drishti was not in the box, and he thought she had actually disappeared.
   h. Drishti’s laughter made Harsh stop crying.
5. a. When Harsh did not see his sister in the box he was petrified. He looked for her everywhere. He ran up to the attic and down to the basement to find her. He had no clue where she was. He sat down on the sofa in the living room and started crying.
   b. Open-ended question – He was not as great a magician as he thought. Was just a child who knew a few tricks.
LESSON TARGETS

Getting Started and Listening
• Laugh together
• Listen for details
• Recall information

Say it Right: Commonly Mispronounced Words
• Identify and correctly pronounce commonly mispronounced words
• Use the words in sentences

Language Ladder: Modals
• Understand the meaning of modals and what each one indicates
• Understand how modals change the meaning of a sentence
• Use modals in sentences

Reading: The Detective
• Grasp meanings of words, phrases and sentences in context
• Read to predict what will happen next
• Infer the similarities and differences in the predicted story

Understanding
• Make inferences and conclusions based on comprehension of the text
• Fill in a story map with features of a mystery story
• Discuss and respond to the text

Vocabulary: Confusing Words
• Find out the meaning of confusing words and use them in sentences
• Create anchor charts to clearly show the meaning of words often confused

Practising Grammar: Modals
• Identify modals based on what they indicate
• Use modals in sentences

Speaking: Asking Questions
• Chalk out the characters, settings and plot of a mystery story
• Ask questions based on the story

Writing: Complete the Story
• Plan a story based on the given clues
• Complete the mystery story

Plug In: Abbreviations and Acronyms
• Learn and sort abbreviations and acronyms
• Find out full forms of abbreviations and acronyms

Celebrating Poetry: Macavity: The Mystery Cat
• Describe the character using adjectives
• Recite the poem
• Comprehension questions

Enrichment
• Enjoy and write nonsense poems
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Activity 1: Laugh it Out

Divide students into groups. Ask students to share anything funny— it could be a joke, a funny incident that happened with them, a funny story or poem, a drawing, an act, etc.

Teaching Trail

- Ask students to keep their books closed. Read aloud the situation.
- Ask students to resolve it and then give the answer.

He asked Mr Singh:

Inspector: What were you doing when the thief broke in?
Mr Singh: I was in the balcony attending a call.
Inspector: Where was Ms Singh?
Mr Singh: She was watching television in the living room.
Inspector: How did you realise that somebody had broken into your house?
Mr Singh: I heard a loud noise that came from my bedroom on the first floor.
Inspector: What did you see in the bedroom?
Mr Singh: I saw the wardrobes and the lockers were open. The moment I rushed to the balcony, I saw a rope hanging down from the railing and a man running away with a backpack.

The Inspector asked Ms Singh the following questions:

Inspector: What was the time when the thief broke in?
Ms Singh: It was 9:45 pm.
Inspector: Where was Mr Singh then?
Ms Singh: He was talking to his friend over phone in the balcony.
Inspector: How did you realise that there was somebody in the house?
Ms Singh: I heard someone jump from the first floor on the lawn outside.
Inspector: What did you do then?
Ms Singh: I rushed towards the main door to look through the peephole.
Inspector: What did you see?
Ms Singh: I saw a man running towards the main gate with a backpack.
Answer Key

According to Mr Singh,

1. Ms Singh was in the living room when the theft took place.
2. He realised the presence of a stranger in the house by a loud noise that came from the bedroom on the first floor.
3. In the bedroom, he saw the wardrobes and the lockers open.
4. He rushed to the balcony.
5. He saw a rope hanging from the railing.

According to Ms Singh,

1. It was 9:45 pm when the thief broke in.
2. Mr Singh was in the balcony.
3. She heard somebody jump on the lawn.
4. She peeped through the peephole.
5. He saw a man running with a backpack.

Skills in focus

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

Critical Thinking: Making Connections, Making Decisions

Reading Café

English is a funny language in which same letters or sets of letters sound different. For example, wind rhymes with pinned while find rhymes with mind.

Teaching Trail

- Tell students that some words are commonly mispronounced in English.
- Instruct students to repeat the words after you. Correctly pronounce the words as given in the boxes.
- Ask them to silently pronounce the words using the correct pronunciation.
- Ask students to read aloud the words while they complete the exercise independently.
Write a list of commonly mispronounced words on the board. Provide a recording instrument to students. Ask them to use the instrument to pronounce each word and record it. Then, they have to listen to the pronunciation (pre-record the correct pronunciation or use a computer) and check if they have pronounced the word correctly or not.

Some commonly mispronounced words: pronunciation, accept, ascent, accent, niche, develop, police, sour (sower); pizza (peet-zuh); bury; women, etc.

**Answer Key**

Itinerary : ahy-tin-uh-ree
The itinerary of the trip is in the box given below.

Jewellery : jyo-uh-ree
Toshi has a huge collection of jewellery.

Lip-sync : lip-singk
You have to lip-sync the song while dancing.

Maniac : mey-nee-ak
Dinesh works like a maniac.

Niche : nee-sh
After Seeta realized her niche was in baking, she opened a bakery.

Yolk – yohk
The yolk is the tastiest part of the egg.

Subtle : suht-l
The dress she wore was a subtle shade of red.

Silicon : sil-i-kuhn
Silicon chips are found in every gadget.

Sour : souuh-r
The lemonade is too sour, add some sugar to it.

Dessert : dizz-urt
I was tempted by the dessert menu.

**Collaboration:** Encouraging group members; Asking questions to the group and the teacher

**Creativity:** Trying new things

**Communication (Oral):** Listening actively, Speaking confidently

- **Teaching Trail**
  - Write on the board:
    You may take a break.
    You should take a break.
    You must to take a break.
  - Ask: What is the difference between these sentences? What do they indicate?
  - Ask students to read about modals from Page 89 and try to answer the question again.
  - Explain the meaning of modals and what each one indicates using the examples given in the textbook.
Activity 3: Find me!

Make a list of sentences without the modal verb. For example: We live there. Also make modal indicator cards such as possibility, certainty, etc. Ask students to work in groups of 4. Give a few sentence slips and the indicator cards to each group. They have to pick up an indicator card and a sentence slip and change the sentence based on the card.

Variation

Each group can take turns to come up with a sentence and you can give the indicator. They must change the sentence accordingly.

Critical Thinking: Making judgements and inferences; Reflecting; evaluating and concluding

Communication: Showing reflection and growth through word choice

Teaching Trail

- Ask students to attempt the exercise independently.

Answer Key

Creativity: Generating Original Ideas

Logical Thinking: Analysis, Reasoning, Making Connections; Determining relationships; Gathering information to solve a problem

Communication: Listening Actively

Teaching Trail

- Give an A4 sheet to each student.
- Ask them to fold the sheet like a fan.
- Tell them that they will read aloud the story and stop at intervals. They need to write in their sheet what they think will happen next. They must also write what made them think so.
One could see a change of expressions on Jaladhar’s face. The smile on his lips disappeared, and he remarked ‘Groomy for two days. After two days, he called a meeting and said that he had devised a plan to catch the thief, red-handed. The plan was discussed during the lunch hour. He would place a plentiful food on the table, and then no one was to enter the lunch room. We would observe the lunch room in groups taking up strategic positions; it would thus, be impossible for anyone to enter the lunch room unnoticed.

We waited eagerly for the lunch break; the minutes dragged, and it was only after ages that the bell finally rang to announce the lunch break. Jaladhar immediately went to the lunch room and placed the plentiful food on the table. A group of boys, including Jaladhar, then entered another group took up position in the gym.

Jaladhar instructed us on what we should do once we saw the thief.

“The thief is possibly very cunning and bold. It will not be wise to attack him physically—it is certain to be very strong. I suggest that you should throw him at him and raise an alarm. This will cause the watchmen to rush to our assistance; if the thief tries to escape he will be easily identified because of the food stains.”

Ramapping was not convinced about the thief’s physical aptitude.

“What makes you think he is strong?” he asked. “If he doesn’t seem to eat much, whatever food he steals is not much.”

Jaladhar replied in a disapproving tone, “You are indeed smart! Do you think strong people eat a lot? If that is the case then we should say our Sneepan is very strong, you should have seen him eat at the feast hosted by the Ghosh family the other day. Don’t agree with me. If you think you have the courage to tackle the thief, do it, we will not interfere. I know this thief is no ordinary thief; I am sure he is the same thief who had committed theft in our house.”

At that moment, we saw the left window of the lunch room open slightly; it was as if someone was pushing it from inside. Then, we saw a flash of white spring out of the window into the lawns. We watched with faint breath, it was a huge torrent and it had Jaladhar’s shirt blurring in its mouth.

Jaladhar’s face turned pale, and he remained staring at the lawns with his jaw wide open. We asked, “Mr. Detective! Is this the hellish and strong thief; the one who had committed theft in your house? Let’s hand him over to the police then.”

However, two months passed and then four months, the thieves were never caught. We had almost forgotten about the incident. However, all of a sudden there was once again an outbreak of thefts in our school. The thief had started stealing food from the lunch boxes. We approached Jaladhar and asked him, “Mr. Detective! What has happened to your brain this time!” Jaladhar said, “Do you think I am not working on the problem? Have patience.”

Then, he lowered his voice to a whisper and said that he suspected the new helper, a young fellow of the middle class. It was after the arrival of the new helper that the lunch-taking incidents had begun, he pointed out.

We started keeping a close watch on the footman, but the food had not been touched. Jaladhar had brought motion cups from home, and had hidden the tiffin box under a bench in the lunch room. Someone had opened the box and eaten away half the food while scattering the remaining half on the floor. Dashu lost his temper and created a scene in the school. We tried to pacify him, but Dashu was not willing to listen to a word. Jaladhar tried to pacify him. “Just wait for two days,” I will catch the new helper red-handed—it is definitely his doing.” Dashu yelled, “You are a foolish and intelligent! The footman is a vegetarian. Ask the watchman,” he told Jaladhar. It was true; we had overlooked the fact. We had seen him cook his own food; not once had he cooked non-vegetarian food. Although we usually dismissed Dashu as prattam, we had to accept this simple logic.

Jaladhar was a boy who would not accept defeat easily. He made a bold attempt to smile and said, “I purposely lied to you. A true detective never reveals his secrets until the thief is caught. I have deliberately not disclosed the identity of the thief.”

The boys were cautious over the next few days; the thief had taken a break and there were no thefts for right to the next two days. This, however, upset Jaladhar immensely. “You chaps have spoiled everything by your comments. The thief has realized I am after him; can he dare to steal now? Fortunately, I did not disclose the thief’s identity.”

But on the same day, we learned the thief had stolen food from the headmaster’s cabin. This incident provided us with an opportunity to tease Jaladhar. “Well, Mr. Detective! You claimed the thief was scared of you, but now have abandoned his criminal activities. He seems to have overcome his fright!” we mocked.

Is it appropriate to impose an allegation on somebody without any evidence?

Divide students into groups of 5. Ask them to read their predicted story to their group members and notice the similarities and differences.

Comprehension Questions

• What does Jaladhar think he knows?
• Why does Jaladhar believe he knows all the methods of trapping criminals?
• “We approached Jaladhar and asked him….” Who is ‘we’ here?
• Why did Jaladhar suspect the new helper?
• What other word has been used for the helper?

Comprehension Questions

• What does the word unobserved mean?
• What does the phrase ‘after ages’ mean?
• Why do you think all the boys listen to Jaladhar?
• What does ‘watched with faint breath’ mean?

Activity 4: Predicting a Story
Understanding

1. Answer the following questions.
   a. Why did Jaladhar believe that he knew all about the methods used to catch criminals?
   b. Why did Jaladhar tell his friends that he was deliberately hiding the identity of the thief? Was he actually hiding the identity?
   c. Why did Dashu become angry and did not listen to any of his friends?
   d. Was Jaladhar ashamed when they identified the real thief? Why?

2. Answer the following questions and draw inferences with the help of the evidence from the story.

<table>
<thead>
<tr>
<th>Question</th>
<th>Evidence from the Story</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Was Jaladhar as intelligent as he believed to be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Was Jaladhar a boy who would accept defeat easily?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Write the character sketch of Jaladhar based on the story.

4. Why did the teacher punish the boys?

5. Pick up an adjective from the story to describe the following:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Jaladhar</th>
<th>thief</th>
<th>Dashu</th>
<th>Shyamdas</th>
</tr>
</thead>
</table>

6. Jaladhar suspected the footman to be the thief without adequate evidence; is it appropriate to jump to conclusions without knowing the entire truth? Discuss.

Critical Thinking: Gathering information to solve a problem, Reflecting, evaluating and concluding; Making predictions, judgements and inferences

Communication: Speaking confidently, Utilizing clear and articulate speech

Teaching Trail

• Ask students to share their response to the questions, before they write them in their notebooks.
• Ask them to pair up to do questions 3 and 6.

Activity 5: Story Map

Ask students draw the following table in their notebooks and to fill in the story map.

<table>
<thead>
<tr>
<th>Where does the story take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the mystery that needs to be solved?</td>
</tr>
<tr>
<td>What clues does the detective get?</td>
</tr>
<tr>
<td>What problems does the detective face?</td>
</tr>
<tr>
<td>How is the mystery solved?</td>
</tr>
</tbody>
</table>

Answer Key

a. Jaladhar believed that he knew all the methods of trapping criminals as one of his uncles worked in the CBI and the other uncle was a novelist who wrote detective stories.

b. Jaladhar said this because he did not know who the thief was. He lied because he did not want to lose face with his friends.

c. Dashu became angry and did not listen to his friends because someone had opened his tiffin box and eaten away half the food scattering the remaining half on the floor.

d. Jaladhar had been saying all this time that the thief was a strong and cunning man. He had also laid out a clever plan to catch him. He naturally felt ashamed and embarrassed when they found out that the thief was a tomcat.
2. Evidence from the story

| It was a huge tom cat and it had Jaladhar's shorbhaja in its mouth. |
| My inference |
| No, he was not as intelligent as he believed to be because he was always incorrect in identifying the thief. |

| He made a bold attempt to smile and said, “I purposely, lied to you. A true detective never reveals his secrets until the thief is caught. I have deliberately not disclosed the identity of the thief.” |
| Jaladhar was an obstinate or stubborn boy. He would never accept defeat easily. |

3. Jaladhar was a boy who believed that he knew all the best methods of trapping a criminal. He would be the first to reach the victim's house and offer some expert advice even without being asked for any. He would not accept defeat easily and could even manipulate the other person to prove his point. He considered himself the smartest detective there was.

4. (Please note question no. 4 is misprint kindly move to the next question.)

5. Jaladhar – stubborn

Dashu – short-tempered, bizarre

Thief – cunning, bold

Shyamdas – strong

6. No, it is not appropriate to jump to conclusions without knowing the entire truth. – better to give others the benefit of the doubt than brand him a thief.

---

**Vocabulary**

Many English words look or sound alike but have different meanings. Read the following sentences and notice the highlighted words.

- I accepted all my birthday gifts with gratitude.
- Everyone except Nita was present in class.
- The dog's death affected his owners.
- The new speed limit law had little effect on the speed of the motorists.
- Amol is watching his favourite serial.

---

**Teaching Trail**

- Write on the board: The shoes complement the dress. My friend complimented my for my artwork.
- Ask students to suggest the difference between compliment and complement as used in the sentences written on the board.
- Ask students to read about words often confused.
- Tell them to complete the exercise independently.
Activity 6: Do you ‘except’ me?
Ask students to work in groups of 6. Tell them to create 4 sets of words often confused on separate cards. They have to write the words, their meaning, a correct sentence for each word and a picture supporting each sentence. Have them display their cards and ask them to have a look at all the cards.

Variation
Instead of drawing the correct thing, students can use the word wrongly and ask other groups to point out the answers.

Critical Thinking:
Analysis, reasoning, Making judgements;
Reflecting, evaluating and concluding

Communicating:
Articulating;
Showing reflection and growth through word choice

Teaching Trail
- Revise modals.
- Ask students to do the exercise independently. Tell them to write the sentences in their notebooks.

Answer Key
1. a. i. principal ii. principal
   b. i. stationery ii. stationary
   c. i. affect ii. effect
   d. i. apprised ii. appraised
   e. i. story ii. storey
2. Answers may vary. Accept all appropriate responses.
   all together – We all went together for the movie.
   altogether – Altogether the event was a great success.
   advice – I need your advice on how to study for the entrance examination.
   advise – Please, advise me about the current stock market.
   bare – We were really hungry, but there was nothing in the fridge, it was bare.
   bear – The bear in the zoo is very ferocious.
   their – The children will have their examination next week.
   there – There is no place like home.
   they’re – They’re coming home for dinner tonight.

Practising Grammar
Let’s Catch Up

Critical Thinking:
Analysis, reasoning, Making judgements;
Reflecting, evaluating and concluding

Communicating:
Articulating;
Showing reflection and growth through word choice

Skills in focus
• Revise modals.
• Ask students to do the exercise independently. Tell them to write the sentences in their notebooks.

Answer Key
1. a. might b. will
c. must d. can
e. May
2. could – Could you lend me your umbrella, please?
   would – I would rather be at home and study today.
   will – Will you come shopping with me?
   must – You must take off your shoes before entering the temple.
   should – Suvan should go to school for the annual day function.
**Communication**: Speaking confidently, Listening actively

**Critical Thinking**: Gathering information to solve a problem, Making decisions and determining relationships, reasoning

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

**Collaborating**: Asking questions; Suggesting/accepting new ideas; resolving conflicts

---

**Teaching Trail**

- Have the students work in pairs.
- Discuss the characters and setting of the story with students.
- Give them time to individually think about the plot of the story.
- Allow one student in each pair decide who the culprit is.
- The second student must ask questions as given in the example to decide who the culprit is.

---

**Teaching Trail**

- Explain the question and explain the meaning of disguise.
- Ask students to first think of answers to all the questions given in blue in their notebooks.
- Then, tell them to write the story using their notes. (This can be done as HW)

---

**Activity 7: Acronym for me**

Ask students to describe themselves using 5-6 words and make an acronym using the words.

---

**Writing**

*The Mystery of the Missing Books*

There have been repetitive incidents of books missing from the school library. The librarian tried her best to solve the mystery of the missing books. As the discipline in charge, you volunteer to solve the mystery of the missing books. You disguise yourself as ____________________________, and then ________________

Complete the story to solve the mystery of the missing books. Use the following clues:

- Disguised as what?  •  What time of the day was it?  •  What was your strategy to catch the culprit?  •  What did you observe?  •  What do you do them?

---

**Speaking**

The queen’s precious necklace is missing and you are trying to investigate the case and find the culprit.

**Rules of the game:**

1. Play in pairs.
2. One partner will ask questions to which the other partner can reply only in ‘yes’ or ‘no’.
3. The one who is replying cannot ask a question.
4. The one who is asking questions should frame the question in such a manner that he should be able to find out the culprit. Also, the question should be answerable in ‘yes’ or ‘no’.
5. For example:
   - Don’t ask: Was the culprit a male or female?
   - Ask: Was the culprit a male?

---

**Abbreviations and Acronyms**

- An abbreviation is a shortened form of a word.
- Acronyms are new words formed by the initial letters of a phrase.

**Plug-In**

Read the following sentence.

Dr. Doshi is an excellent dentist.

You read it as “Doctor Doshi?”

Dr. is the short form of Doctor.

Now, read the following sentence.

Nerissa’s uncle is the chief of CBI.

CBI stands for Central Bureau of Investigation.

Read the following words and find out their full forms. Classify them as acronym or abbreviation.

Prof. SCUBA  Kim  Ltd  NASA  Apt. UNICEF  MA

Also, locate the abbreviations from the chapter and write them in your notebook.

---

**Teaching Trail**

- Write on the board:
  - The prof from NASA went to UNICEF.
  - The professor from National Aeronautics and Space Administration went to The United Nations Children’s Education Fund.

- Ask: Which sentence took less time to read and was simpler to understand?

- Explain the meaning of abbreviations and acronyms as given on Page 95.

- Tell students to complete the question independently.
Answer Key

<table>
<thead>
<tr>
<th>Prof.</th>
<th>Professor</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCUBA</td>
<td>Self-contained Underwater Breathing Apparatus</td>
<td>Acronym</td>
</tr>
<tr>
<td>Km</td>
<td>Kilometre</td>
<td>Abbreviation</td>
</tr>
<tr>
<td>Ltd.</td>
<td>Limited</td>
<td>Abbreviation</td>
</tr>
<tr>
<td>NASA</td>
<td>National Aeronautics and Space Administration</td>
<td>Acronym</td>
</tr>
<tr>
<td>Apt</td>
<td>Airport</td>
<td>Abbreviation</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts</td>
<td>Abbreviation</td>
</tr>
</tbody>
</table>

Abbreviations in the chapter: Mr and CBI

Critical Thinking: Analysis, Reasoning, and Inferences

Communication: Articulating

Creativity: Generating original ideas

Teaching Trail

- Ask students to look at the picture and describe the cat using adjectives.
- Read the poem and explain new words.
- Ask students to read the poem aloud with rhythm and intonation.

Comprehension Questions

- Who is Macavity?
- List the adjectives that the poet has used to describe Macavity.
- What does Macavity do?
- Is Macavity a real cat? How do you know?

Answer Key

1. ISARPE - despair  GCNTEEL - neglect  AKWEA - awake  DEFNI - fiend

EVEELARD - revealed
2. **Statement**

Macavity was known as the mystery cat.

**Evidence from the poem**

Macavity’s a mystery cat: he’s called the Hidden Paw
For he’s the master criminal who can defy the law

Macavity was always untraceable at the crime scene.

**My inference**

Macavity is a master criminal who can never be caught and so is called the mystery cat.
For when they reach the scene of crime, Macavity’s not there.

Macavity is a cunning and cautious cat and does not leave any evidence of his crime.

3. Macavity breaks the law of gravity. He has the power of rising and floating in the air with no physical support. This would make even a magician stare in disbelief.

4. The narrator says this to reinforce the fact that Macavity is an exceptional criminal. He seems to be like a super villain, no one has ever been able to catch him.

5. Macavity’s footprints are not found in any criminal records because he has never been caught.

6. The metaphor ‘a monster of depravity’ describes Macavity as a master criminal, one who is really evil and does not feel any remorse when he commits a crime.

**Poetic Devices**

Refrain: For when they reach the scene of crime, Macavity’s not there.

---

**Critical Thinking:**

- Analysis
- Reasoning

**Communication:**

- Articulating
- Valuing

---

**Teaching Trail**

- Read the poems with students.
- Discuss if they liked the poems and how they are different from other poems.
- Explain what nonsense poems are.
- Ask students to complete the activity in pairs.
- Let them recite their poems in turns.

---

**PROJECT WORK**

**Mystery Story Club**

Ask students to make story cards. In the first card tell them to write and draw the characters, the second card - the setting, the third card - a mystery, the fourth card - clues, the fifth card - problems faced by the detective, the sixth card - solution. Form a mystery story club. Using their cards, tell students to narrate their mystery stories.

---

**Enrichment**

**Nonse Poem**

*Laugh Out Loud!*

Twinkle, Twinkle Little Bat
How I wonder what you’re at!
Up above the world you fly,
Like a tea tray in the sky.

Twinkle, twinkle, little bat!
How I wonder what you’re at!

---

**Skills in focus**

- Read the poems with students.
- Discuss if they liked the poems and how they are different from other poems.
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- Explain what nonsense poems are.
- Ask students to complete the activity in pairs.
- Let them recite their poems in turns.
Workbook Answer Key

Activity 1: Understanding

1. a. T  b. F  c. F  d. T  e. T  f. T

2. i. Jaladhar’s uncle – d. novelist  ii. suspected thief – a. footman
   iii. thief – e. tomcat  iv. Jaladhar – b. Mr. detective
   v. Dashu – c. short tempered

3. a. i. Jaladhar said these words.
     ii. Ramdin was Jaladhar’s servant.
     iii. The speaker was obstinate. He would blame anybody without real proof.
     b. i. Dashu said the above lines to Jaladhar.
     ii. He used the term rusted intelligence because Jaladhar imposed an allegation on somebody without any evidence or checking for true facts.
     c. i. Jaladhar said the above lines to Ramapoda.
     ii. The speaker considered the thief extraordinary because no one had been able to catch him yet.

4. a. Jaladhar got the nickname Mr Detective because he was the first to reach the the crime scene and give some expert advice on who could have committed the theft, how the theft was committed, what could have been done to prevent it, etc.
   b. The sudden outburst of thefts in school revived the discussion. The thief had started stealing food from students’ lunch boxes.
   c. Jaladhar suspected the new helper of being the thief at first because it was after the arrival of the new helper that the lunch-lifting incidents had begun.
   d. Answers may vary. Accept all appropriate responses.

5. Answers may vary. Accept all appropriate responses.

Activity 2: Vocabulary

1. a. The child went out to buy stationery.
   b. The visitors were not allowed to park their vehicle inside the campus.
   c. Radha knew about the chief guest’s delay.
   d. He was disheartened as his team was about to lose the match.
   e. This cloth would be suitable for stitching a suit.
   f. He came to me for some much-needed advice.
   g. The old man wanted to alter his will before the end of the month.
   h. The berth is reserved for the lady in the green dress.

2. Answers may vary. Accept all appropriate responses.

Activity 3: Grammar

1. a. could  b. must  c. shall  d. will  e. should/must  f. may
2. a. could b. may c. needn't d. will e. must f. should

3. • can, could - permission; ability • may, might - permission; wish; past tense
   • shall, should - shall; should; advice • will, would - future; past
   • must, ought to - duty; advice

4. Answers may vary. Accept all appropriate responses.
   a. You ought to follow the doctor's advice.
   b. Suvan can speak Spanish.
   c. Smoking can cause cancer!
   d. You may come with me to the hospital tomorrow.
   e. It may rain tomorrow.
   f. May you come first in the class!
   g. I think life will be very different in 2030.
   h. I shall go to an event tomorrow.

**Activity 4: Writing**
1. Open-ended question.
2. Open-ended question.

**Activity 5: Celebrating Poetry**
1. a. i. Yes, Macavity is also called the Hidden Paw.
   ii. Macavity is a master criminal and a mystery cat.
   iii. Macavity can defy the law, defy gravity.
   iv. Macavity baffles the Scotland Yard because he disappears from the crime scene whenever they reach there.
   b. i. Macavity has broken the law of gravity. No, it is not possible to break that law.
   ii. No, the poet is not telling the truth. Yes, it does make Macavity's description comical.

2. Macavity is called the Hidden Paw because he remains hidden and no one can catch him. He is a master criminal who can defy the Law.

**Activity 6: Comprehension**
1. a. i. He refers to the narrator's shadow.
   ii. Me refers to the speaker.
   iii. ‘He’ and ‘me’ are alike because ‘he’ is the shadow of ‘me’.
   b. i. The funniest thing about the shadow is the way he grows.
   ii. No, the shadow does not grow like children, but is long early in the morning or in the evening and very small at noon.
   iii. The children grow very slowly.
   iv. It shoots uplike a ball that bounces very high.
   c. i. The shadow sticks close to the narrator in the poem.
   ii. The shadow is referred to as a ‘coward’.
iii. He would feel ashamed.

d. i. The shadow could not be seen and was unavailable like someone who is home sleeping in the bed.
   ii. Up and buttercup, sleepy-head and bed.
   iii. The word ‘arrant’ means misbehaved or bad.

2. heels shoots shame lazy

3. i. The narrator calls the shadow a coward because it always sticks close to him.
   ii. Buttercup is a small yellow flower that is shaped like a cup.

4. Answers may vary. Accept all appropriate responses.
LESSON TARGETS

Getting Started and Listening
- Understand that Myths are part of oral tradition
- Listen for details
- Recall information

Sat it Right: Gliding Vowels
- Understand the sound and pronunciation of words with gliding vowels
- Pronounce words with gliding vowels correctly
- List words with gliding vowels

Language Ladder: Direct and Indirect Speech
- Know the meaning and rules of changing direct to indirect speech and vice versa
- Change direct speech to indirect speech and vice versa

Reading: Pandora’s Box
- Read the text with proper intonation and expression
- Scan and read
- Understand the features of a myth

Understanding
- Make inferences based on comprehension of the text
- Discuss and respond to the text

Vocabulary: Changing Word Forms
- Change words into different forms
- Use words in different forms in sentences

Practising Grammar: Direct and Indirect Speech
- Write using both direct and indirect speech correctly
- Change direct speech to indirect speech and vice versa

Speaking: Describing a Mythological Character
- Think about mythological characters
- Class presentation

Writing: Picture Composition
- Understand the rules and structure of picture composition
- Write a picture composition

Plug In: Apostrophe
- Learn the rules and uses of the apostrophe
- Use the apostrophe correctly

Learning text Styles: More About Stories
- Understand the structure and features of a myth
- Identify the structure and features in a myth
- Compare two myths
- Retell a story using proper stress and voice modulation

Enrichment
- Ancient Civilisations
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Learning about mythical creatures&lt;br&gt;• Exercise (Page 99)&lt;br&gt;• Activity 1: Think Pair Share</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listen and Identify</td>
<td>• Listening to identify details&lt;br&gt;• Exercise (Page 100)</td>
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<tr>
<td>3</td>
<td>Say It Right: Gliding Vowels</td>
<td>• Pronouncing words with gliding vowels&lt;br&gt;• Exercise (Page 101)&lt;br&gt;• Activity 2: Roll and Write</td>
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</tr>
<tr>
<td>4</td>
<td>Grammar: Direct and Indirect Speech</td>
<td>• Learning the rules for changing direct and reported speech&lt;br&gt;• Activity 3: Chinese Whispers</td>
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</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Exercise (Page 103)&lt;br&gt;• In-Text Comprehension Practice</td>
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</tr>
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<td>6</td>
<td>Understanding</td>
<td>• Answering questions&lt;br&gt;• Exercise (Page 105-106)</td>
<td>Activity 1 (Page 74-75)</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Changing Word Forms</td>
<td>• Learning how to change word forms&lt;br&gt;• Activity 4: Twist Your Tongue&lt;br&gt;• Exercise (Page 107)</td>
<td>Activity 2 (Page 76)</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Direct and Indirect Speech</td>
<td>• Exercise (Page 107 and 108)&lt;br&gt;• Activity 5: Party Time</td>
<td>Activity 3 (Page 77-78)</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Describing a Mythological Character</td>
<td>• Researching and describing a mythological creature&lt;br&gt;• Class Presentation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Writing: Picture Composition</td>
<td>• Features of a picture composition&lt;br&gt;• Writing a picture composition&lt;br&gt;• Exercise (Page 109)</td>
<td>Activity 4 (Page 79-80)</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Plug-in: Apostrophe</td>
<td>• Learning about and using the apostrophe&lt;br&gt;• Exercise (Page 109)&lt;br&gt;• Activity 6: In Time</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Learning Text Styles: More about Stories</td>
<td>• Learning about the structure and forms of a myth</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Knowing Ancient Civilisations</td>
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<tr>
<td>14</td>
<td>Project Work</td>
<td>• Writing a Myth</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Communication: Utilizing clear and articulate speech
Creativity: Generating original ideas

**Activity 1: Think Pair Share**

Ask students to think about why stories are told. Then tell them to pair up and discuss their ideas with each other. Finally, hold a class discussion and list all the reasons for telling stories.

**Teaching Trail**

- Ask the students to do the exercise in groups of 4. Give them books or internet access to find which cultures the characters belong to.

**Answer Key**

Confucius – Chinese culture
Aladdin – Arabic culture
Isis – Egyptian culture
Atlas – Greek culture

1. The son of Indra, was born to Kunti as the third of the Pandava brothers. He was the greatest archer of his times. He is often depicted on a horse chariot with Lord Krishna as his sarathi, who drove his chariot during the Kurukshetra war. His name was Arjuna.

2. He was Gandhari’s brother and Duryodhan’s maternal uncle. He was a clever and deceitful man. He is considered as the mastermind behind the war of Kurukshetra. He made the Pandavas lose in the game of dice by his deceitful dice. His name was Shakuni.

3. He was the king of Lanka and a staunch follower of Shiva. His ten heads represent the knowledge of six Shastras and four Vedas. He was a great scholar and a highly accomplished veena player. His name was Ravana.

4. Known as the eighth avatar of Lord Vishnu. In Hindu mythology, he is often depicted with dark or blue skin. With a peacock feather on his crown, he is sometimes depicted with a flute in his hand and sometimes with a chakra. His name is Krishna.

5. The eldest son of Dasharatha, known as the seventh avatar of Lord Vishnu. He is depicted holding a bow in his left hand and an arrow in his right hand. His brother, Lakshman, is always shown on the left side while his wife, Sita, on the right. His name is Rama.
Communication: Listening Effectively; Utilizing clear and articulate speech; Speaking confidently

Critical Thinking: Making Connections, Making Decisions

Pandora’s Box

Listening
Listen to the descriptions and identify the mythological characters from these images.

Say it Right
Read the following words aloud.

Gliding Vowels/Diphthongs

Note that each highlighted syllable has two vowels, both of them are pronounced and the sound of the first vowel glides smoothly to that of the second one. These are called the gliding vowels (diphthongs).

Read again and notice the gliding of vowels in each word.

OUT /aʊ/ diphthong  SAY /ei/ diphthong  LIE /ai/ diphthong  HEAR /iə/ diphthong

Activity 2: Roll and Write

Divide the class into groups of 4. Prepare as many dice as there are groups. Write the 4 diphthongs, on four sides of the dice (one on each side). Repeat any two diphthongs. Give the dice and a sheet of paper to each group of 4. They need to throw the dice and write a word which contains the target diphthong sound on the sheet. They can divide the sheet into 4 parts for each member.

Variation

Instead of the dice you can have a spinner and have a whole class activity.
**Reading Café**

<table>
<thead>
<tr>
<th>Sound</th>
<th>/\ao/</th>
<th>/\ei/</th>
<th>/\ai/</th>
<th>/\æ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphthongs</td>
<td>Combination of /\a/ and /\o/ or /\u:/ pronounced within the same syllable.</td>
<td>Combination of /\e/ and /\i/ or /\i:/ pronounced within the same syllable.</td>
<td>Combination of /\a/ and /\i:/ pronounced within the same syllable.</td>
<td>Combination of the vowels /\i/ and /\æ/ pronounced within the same syllable.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>When pronouncing the sound, the mouth starts on the position of the /\a/ sound and then mouth and lips are closed as we finish on the position of the /\o/ or /\u:/ sound.</td>
<td>We let the mouth start on the position of the /\e/ sound and finish on the position of the /\i:/ sound.</td>
<td>We let the mouth start on the position of the /\a/ sound and then close a little and finish on the position of the /\i/ or /\i:/ sound.</td>
<td>We let the mouth start on the position of the /\i/ sound and finish on the position of the /\æ/ sound.</td>
</tr>
</tbody>
</table>

**Teaching Trail**

- Say something and then ask a student to tell the class what you said. (Hint: Ask them to start with ‘Our teacher …’)
- On the board, write what you said using inverted commas and what the student said without the commas.
- Ask them to note and share the difference between the two sentences.
- Read the text in the green boxes on Page 101.
- Explain the rules to convert speech from direct to reported and vice versa.

**Activity 3: Chinese Whisper**

Sit in a circle and whisper a sentence in a student’s ear. Then the student has to convert what you said to indirect speech and whisper it in the next students’ ear. The game will continue by students alternating reported and direct speech. Enjoy the end result.

The activity can be conducted in smaller groups.

**Collaboration:** Encouraging group members; Asking questions to the group and the teacher

**Creativity:** Trying new things

**Communication (Oral):** Listening actively, Speaking confidently

---

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---

**Collaboration:** Encouraging group members; Asking questions to the group and the teacher

**Creativity:** Trying new things

**Communication (Oral):** Listening actively, Speaking confidently
Teaching Trail

- Let the students look at the clue and figure out what the numbers stand for. You can give them hints to get them started.
- Once the students realise how the code works, ask the students to attempt the exercise independently.

Reading

This is a story from Greek mythology. Prometheus was a Greek god and Zeus gave him and his brother, Epimetheus, the responsibility of creating the first creatures to live on land. Prometheus made them and Athena breathed life into them.

Prometheus wanted to give some form of protection to man and asked Zeus if he could give them fire. Zeus refused as fire was only for the gods. Prometheus ignored Zeus and gave man fire anyway.

When Zeus realised that he had been defied, he was furious. He took fire away from men in order to punish them.

Prometheus flew to the isle of Lemnos where he knew the blacksmith, Hephaestus had fire. He carried a burning torch back to men.

Critical Thinking: Making judgements and inferences; Reflecting; evaluating and concluding
Communication: Showing reflection and growth through word choice

Comprehension Questions
- What responsibility did Zeus give to Prometheus and his brother?
- Why did Prometheus give fire to man? Was he correct to do so?
- Did Zeus do the right thing in punishing man? Why?
- How did Prometheus disobey Zeus again?

Answer Key

The miserable have no other medicine but only hope.

Creativity: Generating Original Ideas
Logical Thinking: Analysis, Reasoning, Making Connections; Determining relationships; Gathering information to solve a problem
Communication: Listening Actively

Comprehension Questions
- How did Zeus punish Prometheus?
- What plan did Zeus have?
- How was Pandora created?
- What would you have done if you were in Pandora’s place?
Comprehension Questions

• What was in the box?
• How was Epimetheus the first victim?
• What did the voice say?
• Can hope really heal the suffering of mankind?

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

Teaching Trail

• Ask the students to read each question and discuss the answers.
• Let them write the answers in their notebooks. They can complete Q2 and Q3 in their textbooks.

Answer Key

1. a. Prometheus created the first creature on earth and Athene gave life to it.

   b. Prometheus wanted to give some form of protection to men, so he asked Zeus if he could give fire to them. But Zeus refused. Prometheus ignored him and gave men the gift of fire. Zeus took fire away from men. Then Prometheus brought a burning torch from the island of Lemnos for men.

   c. Zeus punished Prometheus by tying him to a rock on an island. Zeus would send an eagle daily to feast on Prometheus’s liver which would re-grow every day. Heracles found Prometheus and saved him by killing the eagle.

   d. Zeus, Hephaestus, Athene, Aphrodite and Hermes were the gods responsible for the creation of Pandora. Hephaestus created her with a human voice, Athene breathed life into her, clothed the woman, taught her how to weave and gave her wisdom, Aphrodite made her beautiful and Hermes taught her to charm and deceive.

   e. If fire had never reached mankind, then the evils like dreadful insects, sickness, suffering, hatred, jealousy, greed would not have reached mankind. Mankind would not have lost happiness forever. But humans would not have had the means to keep themselves warm, protect themselves from wild animals and cook food.

   f. If you think Pandora regretted opening the box, please write your reasons.
f. Zeus advised Pandora not to open the box. He knew she would be curious about the contents of the box and would gradually be tempted to open it.

2. **ignore**  **dreadful**  **sorrows**  **heal**

3. **Evidence from the story**  **My Inference**
   - Prometheus wanted to give some form of protection to man and asked Zeus if he could give them fire.
     - Prometheus cared about the protection of mankind and so he wanted to give fire to mankind.
   - Zeus wanted to punish Prometheus and so sent Pandora as a gift to Epimetheus.
     - Zeus was a cunning and spiteful god. He wanted to punish mankind for accepting the gift of fire and so he wanted to trick Epimetheus into falling in love with Pandora.

### Teaching Trail

- **Communication:** Articulating: oral and written
- **Critical Thinking:** Reasoning, Making connections, Reflecting, Evaluating and Concluding

#### Activity 4: Twist your Tongue

Ask students to work in pairs and pick any one word and using all the three forms of the word create their own tongue twister poster. Ask each pair to display their poster in the class. Other students should try to say the tongue twisters. Students should try and say each tongue twister as fast as they can.
Critical Thinking: Analysis, reasoning, Making judgements; Reflecting, evaluating and concluding

Communicating: Articulating; Showing reflection and growth through word choice

Teaching Trail

• Revise direct and indirect speech.
• Ask the students to do the exercise independently. Tell them to write the sentences in their notebooks.

Activity 5: Party Time

Ask the students to imagine that they are in a party. Tell them to talk to each other. Have the party until most of the students have gotten a chance to speak to others. When done ask them to go back to their seats and report what other people told them.

Answer Key

1. Complete the following table with suitable words for the different parts of speech.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>beauty</td>
<td>strengthen</td>
<td>strongly</td>
<td></td>
</tr>
<tr>
<td>decision</td>
<td>protect</td>
<td>decisively</td>
<td></td>
</tr>
<tr>
<td>success</td>
<td></td>
<td></td>
<td>successfully</td>
</tr>
</tbody>
</table>

2. Rewrite the sentences by changing the underlined words into the parts of speech mentioned next to them.
   a. Romesh is the driver (verb) of the bus that takes me to school.
   b. Satish Kumar is a very strong (abstract noun) man.
   c. Aarohi is a graceful (adverb) dancer.
   d. Sujit is a singer in our school band.
   e. Please be careful while working.

Practising Grammar

Direct and Indirect Speech

Let's Catch Up

In the direct speech, we quote the exact words of the speaker.
In the indirect speech, we change the words without changing the meaning of what the speaker said.

1. Read the following sentences and divide them into Reporting Phrase and Reported Phrase.
   Then, underline the verb in each part.

   a. The teacher took the books and said she would return them the next day.
   b. The winner of the race shouted that he had made it to the victory stand.
   c. Ashna called out, "Do bring your diary in the evening!"
   d. I was aware of all the difficulties when I signed up.
   e. The man said, "I was aware of all the difficulties when I signed up," said the man.
   f. The retailer asked the wholesaler to quote a reasonable price.

2. a. He said that his mother was packing his lunch.
   b. She said that she had gone to London the previous year.
   c. Ravi said that it was going to rain that night.
   d. He told me to get him a glass of water.
   e. Uma said that she would be visiting her grandmother the next day.
3. a. The teachers said to the class, “Please, be quite.”
b. The guest asked, “Can I have a glassful of water?”
c. Rehana said, “Soha, you should see a dentist.”
d. The mother said, “Boys, are you ready for dinner?”
e. The grandmother said to the grandchild, “May you have all the happiness.”

2. Convert the following sentences into indirect speech.
   a. He said, “My mother is packing my lunch.”
   b. She says, “I went to London last year.”
   c. Ravi said, “It is going to rain tonight.”
   d. He said to me, “Get me a glass of water.”
   e. Uma said, “I shall be visiting my grandmother tomorrow.”

3. Convert the following sentences into direct speech.
   a. The teacher requested the class to be quite.
   b. The guest asked if he could have a glassful of water.
   c. Rehana suggested that Soha should see a dentist.
   d. The mother asked the boys if they were ready for dinner.
   e. The grandmother blessed her grandchild with all the happiness.

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

Teaching Trail

- Discuss with students different mythological characters to give them an understanding of these characters.
- Give them to time to individually think about the character they would like to talk about, keeping in mind the points listed in the text.
- Ask them to share their views about the character they have chosen.

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

Creativity: Using strategies to narrow the list of ideas; Suggesting/accepting new ideas

Teaching Trail

- Discuss the picture on Page 108. Ask students if they know about the story in the picture. (The story is about Icarus and his father Daedalus. Read the story at: https://en.wikipedia.org/wiki/Icarus)
- Tell students the story.
- Explain what each part of a picture composition entails as given in the box on Page 109.
- Ask the students to look at the pictures write what they think each picture describes.
- Ask them to write the composition using their notes.
Critical Thinking: Analysis, Reasoning, and inferences

Collaborating: Asking questions to the group and the teacher; Suggesting/accepting new ideas; Solving problems, resolving conflicts

Teaching Trail

- Explain when an apostrophe is used with the information given on Page 109.
- Ask the students to give an example for each use to check their understanding.
- Tell the students to complete the question in pairs.

Activity 6: In Time!

Write a list of 20 sentences on the board that can be changed using the apostrophe. For example, ‘This car belongs to Arjun,’ etc. Place the timer in front of the students. Ask them to change the phrases using the apostrophe. Allow three minutes. Whoever has the most correct phrases wins.

Answer Key

a. It’s necessary that each pet has its own toys.
b. She’s the school’s best hockey player.
c. We’ll make sure that the exercise ends well.
d. Both the teachers’ bags are identical.
e. This is Jia’s file.
f. I need to go to the town’s market to buy milk.
g. A successful person’s habits are the reason for his success.
h. We shouldn’t take my mother’s umbrella to the beach.
i. Where’s Nita’s book?
j. Didn’t you wash Tarun’s car?
Learning Text Style

More about Stories:
Structure of a Myth

The Midas Touch

Read the Greek mythological story, The Midas Touch.

King Midas was a very greedy king. Even though he was very rich, he always craved for more and more.

One day, he called his court magician and commanded, "Find me a spell that can get me more treasures than I already have." The magician said, "Your majesty, I can give you a power that no one else in this world has. Anything that you touch will turn into gold." The king was delighted with his good fortune. Everything he touched turned into gold. He turned trees, grass, tables, chairs, flowers and vases into gold. He thought that he must be the richest man in the world.

But in the evening, when he sat down for supper, King Midas was dismayed. His food turned into gold the moment he touched it and he had to go to bed without any food! However, King Midas was too greedy to be sad about it.

The next morning, the king's daughter came running to him to hug her father. But alas! The minute she kissed him, she turned into a gold statue! King Midas, who loved his daughter very much, was very sad and he ran to the magician for help. He cried, "Please help me, O Magician! I don't want to be rich anymore. I only want my beloved daughter back." The magician changed everything back to normal.

King Midas learned that there are more important things in life than money, such as his precious daughter as well as simple but necessary things, like water to drink and food to eat.

Critical Thinking: Analysis, Reasoning, and inferences
Communication: Articulating
Creativity: Generating original ideas

Teaching Trail

- Ask the students to read the story 'The Midas Touch'.
- Tell them to go through the features and structure of a myth on page 111.
- Have a class discussion to clarify any confusion.
- Ask the students to do the question in groups of 4.
- At home, ask the students to make note cards for their favourite story and practice telling it in front of the mirror using their cards.
- In the next class have the students present their stories.

Answer Key

Orientation

Setting: The myth is set in the remote past. It talks of a time before humans were created. Gods and goddesses populate this world.

Characters: The main character of the story is a human named Pandora. Other characters are Zeus, Prometheus and Epimetheus.

Problem: The problem in the myth is Zeus’ bitterness towards mankind for accepting the gift of fire.

Series of Events: Zeus set up a trap for mankind. He created a clay woman with the help. She was named Pandora. Epimetheus married Pandora. Zeus gave her a box as a wedding gift and told her not to open it. She opened it anyway. The gods had put the worst thing they could imagine in the box. When the box was opened all the evils came out.

Resolution: The gods had also put Hope inside the box. Its job was to relieve mankind of the pain and suffering caused by all the evils released by the box.

The myth of Pandora's box has a different resolution than the myth of Midas. While Midas was able to restore things to their earlier state, Pandora was not able to do so. Pandora’ myth did not have a happy ending.

Both the myths are alike in many ways. They they have the same orientation. They are set in the distant past. Gods and goddesses are the main characters in both of them. The tragedy in both the myths results from the actions of the main characters. Both the myths have a coda or a message.
Critical Thinking: Analysis, Reasoning

Communication: Articulating, Valuing Contributions

Teaching Trail

• Talk about ancient civilisations and gather from the students what they know about these civilisations.
• Let them read the text. Provide access to the library or the Internet and let students make notes.
• Tell students to complete the exercise at home.

Enrichment

Knowing Ancient Civilisations

In the course of human evolution, at a certain point in time, the idea of living in a group with mutual understanding and dependency became very useful and practical. Thus, from small isolated groups, communities were formed. Then came the societies, which in due time became a civilisation. Some of the oldest and major civilisations that ever existed in the world are:

- The Mesopotamian Civilization
- The Indus Valley Civilization
- The Ancient Egyptian Civilization
- The Mayan Civilization
- The Chinese Civilization
- The Ancient Greek Civilization
- The Persian Civilization
- The Roman Civilization
- The Aztecs Civilization

Choose any one of these ancient civilisations and collect information about it. Fill in the following report. You can also draw and paste pictures to make it more interesting and informative.

<table>
<thead>
<tr>
<th>Civilization's Name:</th>
<th>Its period:</th>
<th>Its location:</th>
<th>Its unique feature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was their culture like?</th>
<th>Whom did the people worship?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What all monuments did they build?</th>
<th>What should we learn from this civilisation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROJECT WORK

Mythology Story Package

Ask the students to write a myth or legend they have heard or read about. They have to highlight the structure/features of the story using different colours. Tell them to write a note about what the story teach us. They can either draw or paste pictures for the story. Ask them to also write one thing that they enjoyed in the story. They can also begin by writing a page on how the stories were told earlier.
Activity 1: Understanding

1. Prometheus Athene Fire
   isle of Lemnos Hephaestus

2. intrigued masterpiece sorrowful
   instinct stinging

3. loved compassionate open

4. f. Zeus gave Epimetheus and Prometheus the responsibility of creating the first creatures to live on land.
   b. Prometheus wanted to give some form of protection to man and asked Zeus if he could give them fire.
   d. Zeus was devising an evil plan to punish mankind for accepting the gift of fire from Prometheus.
   e. Epimetheus had been warned by Prometheus not to accept gifts from Zeus.
   c. Pandora tried to close the lid of the box but it was too late.
   a. One by one, Hope touched the wounds of Pandora and Epimetheus.

5. a. Zeus forbade Prometheus from giving fire to man because it was only for the gods.
   b. Zeus wanted to punish mankind for accepting the gift of fire from Prometheus.
   c. Pandora was not allowed to open the box.
   d. Yes, Zeus was successful in punishing mankind as the box of presented to Pandora was opened and all the evils of the world were released.
   e. Hope was the last thing left in the box. Its job was to heal the pain and sufferings caused by evils released from the box.
   6. Hope came out of the box. Its job was to heal all the pain and sorrow that man suffered from.

Activity 2: Vocabulary

1. a. adjective  b. adjective  c. noun  d. adverb  e. adjective  f. adjective

2. a. Ben was happily announcing his result.
   b. Suchi gave a statement on social media with justification.
   c. We must protect our environment.
d. Ayaan succeeded in creating a bike that consumes water instead of fuel.
e. Naman’s decision was to leave for home earlier than usual.

Activity 3: Grammar

1. | ago | before |
   | now | then |
   | today | that day |
   | yesterday | the day before |
   | tomorrow | the next day |
   | next week | the following week |
   | thus | so |
   | here | there |
   | this | that |
   | these | those |

2. a. had happened  
   b. could not hope  
   c. had happened  
   d. he was not working  
   e. suspected

3. a. Diya said that her Mummy and Daddy had gone out. Devang asked when they would come back. Diya replied that they would be back by evening.
   b. The teacher asked the student if she/he had completed her/his homework. The student replied that she/he hadn’t completed it because she/he could not solve some problems.
   c. Ria asked Arjun if he could lend her his English notebook that day. She said that she would return it the next day. Arjun replied that he hadn’t completed his work, and asked if he could give it to her by evening.

Activity 4: Writing

1. Open-ended question
2. Open-ended question

Activity 5: Comprehension

1. a. justice  
   b. Vikramaditya  
   c. palace  
   d. woman  
   e. accept, minister  
   f. punishment

2. a. The king was famous for his justice and kindness.
   d. The king decided to build a palace near the riverbank.
   c. The minister offered the old lady to quote any price for the old hut.
   e. The lady was adamant about retaining her property.
   b. The king did not remove the old hut from its place.
3. a. late  b. accept  c. respected
d. shouted  e. punishment  f. die

4. a. The name of the king was Vikramaditya.
   b. The minister was fascinated by the palace.
   c. The old lady had lived in the hut with her late husband and she wanted to die in it.
   d. The minister wanted the old lady to leave her property as it was spoiling the charm of the newly constructed palace.
   e. The king decided that the old lady would have the hut as it would add beauty to the new palace.
LESSON TARGETS

Getting Started and Listening
• Think about and respond to an imaginary situation
• Listen for details
• Recall information

Say it Right: ‘ough’ sound
• Understand the sound and pronunciation of words with ‘ough’
• Pronounce ‘ough’ words correctly
• List ‘ough’ with different sounds

Language Ladder: Nouns-Numbers and Phrases
• Learn the rules of identifying countable and uncountable nouns
• Know the rules of changing singular nouns to plural nouns
• Understand what nouns phrases are
• Use them in their own sentences

Reading
• Role Play the text
• Understand the features of a play
• Summarize each scene

Understanding
• Make inferences based on comprehension of the text
• Discuss and respond to the text

Vocabulary: Prefixes and Suffixes
• Understand the meanings of prefixes and suffixes
• Change words using prefixes and suffixes

Practicing Grammar: Nouns-Numbers and Phrases
• Identify and sort countable and uncountable nouns
• Convert singular nouns to plural nouns

Speaking: Role Play
• Prepare and present role plays
• Class presentation

Writing: Acrostic Poem
• Understand the structure of an acrostic poem
• Write an acrostic poem

Plug-In: Question Tags
• Learn what question tags are
• Use question tags in sentences

Celebrating Poetry: Laughing Song
• Pair reading and understanding the meaning of the poem
• In text comprehension

Enrichment
• Non-Verbal Communication
# SUGGESTED TEACHING PLAN

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | Getting Started | • Expressing feelings  
• Exercise (Page 114)  
• Activity 1: Enact | 1 |
| 2 | Listening: Listen for Landmarks | • Listening for Landmarks  
• Exercise (Page 115) | 1 |
| 3 | Say It Right: ‘ough’ sound | • Understanding the various pronunciations of ‘ough’  
• Exercise (Page 115)  
• Activity 2: Cover Me | 1 |
| 4 | Language Ladder: Nouns-Numbers and Phrases | • Learn countable and uncountable nouns  
• Learn about noun phrases  
• Activity 3: Turn Over | 1 |
| 5 | Pre-reading Reading | • Exercise (Page 117)  
• Activity 4: Taboo  
• In-Text Comprehension Practice  
• Reading for pleasure | 4 |
| 6 | Understanding | • Answering questions  
• Activity 5: Howzzat  
• Exercise (Page 123) | Activity 1 (Page 84-85)  
2 |
| 7 | Vocabulary: Prefixes and Suffixes | • Learning to use prefixes and suffixes  
• Understanding the meanings of prefixes and suffixes  
• Activity 6: Root Plant  
• Exercise (Page 125) | Activity 2 (Page 86)  
1 |
| 8 | Practising Grammar: Nouns-Numbers and Phrases | • Exercise (Page 126) | Activity 3 (Page 87-88)  
1 |
| 9 | Speaking: Role Play | • Preparing Notes  
• Group Presentation | 1 |
| 10 | Writing: Acrostic Poem | • Understanding the features of acrostic poem  
• Exercise (Page 127)  
• Activity 7: Acronyms | Activity 4 (Page )  
1 |
| 11 | Plug-in: Question Tags | • Exercise (Page 127) | 1 |
| 12 | Celebrating Poetry: Laughing Song | • Reading and Comprehension | 1 |
| 13 | Poem Appreciation | • Exercise (Page 128)  
• Poetic Device | Activity 5 (Page 92)  
3 |
| 14 | Enrichment | • Non-Verbal Communication | 1 |
| 15 | Project Work | • Play | 1 |
Communication: Articulating Thoughts
Using Words and images,
Listening Effectively,
Logical thinking: Analysis
Creativity: Seeking appropriate modes to produce work that is visually appealing and interesting

Teaching Trail

- Read the introductory text.
- Ask students to pair up and discuss the questions.
- Ask a few pairs to share their views.

Teaching Trail

- Read the question.
- Divide the class into 5 groups. Provide chart papers and colours to each group. Allow students to brainstorm and come up with a story.
- Ask them to draw the scenario and write on their chart papers the answers to the questions.
- Have them display and present their ideas.

Activity 1: Enact

Ask students to work in groups of 6. Assign one emotion like surprise, shock, fear, amazement, happiness, etc. to each group. Tell them to take 5 minutes to decide and prepare a situation, imaginary or real, that shows that emotion. Let each group present their enactment.

Listening Text

Before you read the play let us be familiar with the stage and the characters that you'll come across in the play.

The curtain rises and the audience can see a scarecrow, tied to pole, in the middle of a corn field.

A little girl, around 12 years old, walks towards the field and sits on the fence. She is Dorothy. Along with her are her friends, Tin Man who stands to her left and her dog, Toto who sits behind her. Suddenly a lion jumps from the wings and scares the dog with a roar.
Communication: Listening Effectively, Using clear and articulate speech, Speaking confidently

Critical Thinking: Making Connections, Making Decisions

Reading Café

‘ough’ either makes a vowel sound or a diphthong sound or a vowel and consonant sound.

Rules to pronounce ‘ough’
1. ‘oh’ as in no. (although)
2. ‘ow’ as in now. (plough)
3. ‘oo’ as is too. (through)
4. ‘aw’ as in claw. (bought)
5. ‘aw’ as in cost followed by /f/. (cough)
6. ‘uh’ as in butter and then the /f/ sound. (enough)

Activity 2: Cover Me!

Divide students into groups of 6. Make sound cards of the sounds given in ‘Reading café’. Give these cards to each group. Ask students to take turns to pick a card and write a word based on the sound they get. Each student must get at least 2 chances.

Teaching Trail

- Read aloud the words given on Page 115 stressing on the ‘ough’ sound. Ask students to notice the different sounds.
- Read and pronounce the sounds given on Page 115.
- Write the IPA symbol for the sound of ‘ough’ in each word. hiccough - /ʌp/ bough - /əʊ/ thorough - /θɜː/ trough - /ʌf/ fought - /ɔːt/ dough - /əʊ/ through - /uː/ rough - /ʌf/
- Ask students to suggest words with the sounds you wrote above.
- Let them answer the question in their notebook.
Differentiated Learning
Level 1: Ask students to write the answer for the question given on page 115 and use the words in sentences.
Level 2: Ask students to add more words to the list.
Level 3: Ask students to break the words and write the IPA symbol for each syllable in the words they wrote.

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
• Bring some objects to the class. Make sure some are countable and some are not.
• Tell students to use the name of the objects in sentences. Ask them to then write if they could count the number of objects or not.
• Tell that if they can respond to 'how many' it is a countable noun and if they cannot it is an 'uncountable noun'.
• Explain the rules to convert singular nouns to plural nouns.
• Describe what a noun phrase is, using the examples given on Page 117.

Answer Key
Answers may vary. Accept all appropriate responses.
1. although
2. enough
3. cough
4. thought
5. borough

Language Ladder
Nouns-Numbers and Phrases
Nouns can also be classified as—countable nouns and uncountable nouns.

Common nouns that can be counted are called countable nouns.
Countable nouns have singular and plural forms.

Collective Nouns and the containers that hold the things that cannot be counted are used as the measures, for example: cup of milk, pieces of furniture, etc.

Uncountable nouns have only the singular form and use various measures to denote more than one.
Nouns that cannot be counted are called uncountable nouns.
Uncountable nouns include abstract nouns, grains, some food materials, liquids, gases, etc.

Singular and Plural Nouns
Certain rules are observed to convert singular nouns into plural nouns.

1. Most singular nouns form plurals by adding -s.
   Example: house ——> houses
dog ——> dogs

2. Singular nouns ending in s, x, z, ch, sh form plurals by adding -es.
   Example: wish ——> wishes
   church ——> churches

3. Singular nouns ending in y preceded by a consonant form the plural by dropping the y and adding -ies.
   Example: army ——> armies
city ——> cities

4. Singular nouns ending in y preceded by a vowel form the plural by adding -s.
   Example: boy ——> boys
   ray ——> rays

5. Singular nouns ending in -f or -fe form the plural by dropping the f and adding -ves before adding the -s.
   Example: leaf ——> leaves
   wolf ——> wolves

6. Singular nouns ending in o form the plural by adding -es or -s.
   Example: hero ——> heroes
   photo ——> photos

Activity 3: Turn Over
Prepare some cards with singular nouns and the same number of cards with their plural forms (as many as there are groups). Ask students to sit in groups of 4 and keep the cards face down. They have to turn over two cards. If the singular and plural match, the student scores a point or otherwise they have to put the cards back.  

Variation
You can have a whole class activity with large cards and place them on the floor.
Some exceptions:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>women</td>
<td>quite</td>
<td>quizzes</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>cactus</td>
<td>cacti</td>
<td>roof</td>
<td>roofs</td>
</tr>
</tbody>
</table>

**Noun Phrases**

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun.

Example:

Ryan forgot Linda’s birthday. → noun phrase

A noun phrase is either the subject or the object of the verb in a sentence.

Examples:

- The old man is driving a car.
- The man is driving a red car.

Pre-reading

Point out what is odd in the given images. Discuss.

---

**Teaching Trail**

- Tell students that they will do a role play for this unit.
- Ask them to volunteer for the role play. Assign them the roles of Lion, Dorothy, scarecrow, Tin Woodman, and narrator.
- Allow students to take turns with the roles so that everyone gets a chance to enact.
- Take a break at the end of each page and ask comprehension questions. Also discuss the questions given beside the text.
- Focus on the reading first, explain difficult words and then ask students to write a summary of each scene.

---

**Critical Thinking:** Making judgements

**Communication:** Showing reflection and growth through word choice

**Teaching Trail**

- Divide students into groups of 8.
- Assign one picture to two groups. Ask them to carefully observe the picture and do the exercise in their groups.
- Ask the groups with the same pictures to share their ideas.

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**Critical Thinking:** Making predictions and inferences

**Logical Thinking:** Analysis, Reasoning, Making Connections, Gathering Information to Solve a Problem

**Communication:** Listening Actively

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**Reading**

Read a play based on extracts from “The Wizard of Oz,” a tale of a girl, Dorothy, who gets lost in the magical world of Oz. Her only survivor is the Wizard of Oz. In Oz she meets many strange characters who become her friends and accompany her in her onward journey.

Act 2

Scene 2

Dorothy Saves the Scarecrow

Setting

The setting shows green fields with crops swaying all around. Not far away in a corn field, a scarecrow is placed high on a pole to keep birds away from the ripe corn.

Characters:

- Dorothy: a 12-year-old girl
- Toto: a little dog
- Scarecrow: a straw man

(Dorothy climbs on top of the fence and sits on it to rest. As she looks into the ‘quarrel, stuffed head and painted face of the scarecrow, it winks at her. She thinks she is imagining, when the scarecrow winks its head in a friendly manner. Dorothy climbs down the fence and walks up to it.)

Scarecrow: (with a slight quirk) Good day! Dorothy: Did you speak?

Scarecrow: Certainly. How do you do?

Dorothy: I’m pretty well—thank you. How do you do?

Scarecrow: I’m not feeling well because it is very tiring and dull being ‘parched’ up here night and day to scare away crows.

Dorothy: Can’t you get down?

Scarecrow: Well, that would be tough! You see, this pole is stuck to my back. If you will please take away the pole, I shall be greatly obliged to you.

(Dorothy lifts the figure off the pole and sets it free.)

Scarecrow: Thank you very much. I feel like a new man. Who are you?

Where are you going?
Once the play has been read, divide the class into groups of six. Tell them they are going to play a game of taboo. Invite one student from a group and give him a character's name. The student has to communicate the name to the group without speaking it. For example: for Dorothy, the speaker cannot speak her name but can use obvious descriptive words such as girl, human, etc. Carry out the exercise till each group has had 3-4 turns.
1. Answer the following questions:
   a. Why is Dorothy going to the Emerald City?
   b. What is the only thing in the world that the scarecrow is afraid of?
   c. Why does the lion feel he has been a coward all along?
   d. What happened when the lion tried to attack Tin Woodman?
   e. What do Scarecrow, Tin Woodman, and Lion want from the Wizard of Oz?
   2. Draw a character sketch of Dorothy based on the text.
   3. Dorothy tells the Scarecrow, “If Oz will not give you any brains you will be no worse off than you are now!” We often hesitate to ask for help because we feel scared or ashamed. Do you think it’s worth asking for help even if we feel scared or ashamed? Discuss your opinion.
   4. Use an adjective from the text or one of your own to describe the following characters:
      - Dorothy
      - Scarecrow
      - Toto
      - Lion
      - Tin Woodman

5. Answer the following questions and draw inferences with the help of the evidence from the play and your prior knowledge.

<table>
<thead>
<tr>
<th>Question</th>
<th>Evidence from the Play</th>
<th>Prior Knowledge</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Was Scarecrow comfortable with not having a brain?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Why did Tin Woodman think that the lion had a heart disease?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Was the lion born a coward?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teaching Trail**

- Read questions. Discuss the answers.

**Activity 5: Howzzat!**

Ask students to work in groups of 5 and write before each dialogue how it should be said. For example, happily, as a complaint, in a surprised tone, normally, etc. Have them share a few examples, with the correct intonation.

**Answer Key**

1. a. Dorothy is going to the Emerald city to ask the Wizard of Oz to send her back to Kansas.
   b. The only thing that the scarecrow is afraid of is a lighted match.
   c. The lion thinks it is a mystery. He supposes that he was born a coward. He says that all the other animals expect him to be brave, perhaps that makes him feel afraid.
   d. The lion nearly blunted his claws when he tried to attack Tin Woodman.
   e. The Scarecrow wants a brain, the Tin Woodman wants a heart and Lion wants courage.

2. Dorothy – brave, not afraid when the scarecrow speaks to her, does not find it odd that he can. Not afraid of the lion – scolds him. Helpful and kind – allows all of them to go with her to Emerald city. Loves her dog Toto – protects him.

3. Answers may vary. Accept all appropriate responses.

4. Answers may vary. Accept all appropriate responses.
   - Dorothy: bright
   - Scarecrow: intelligent
   - Toto: curious
   - Lion: cowardly
   - Tin Woodman: sensitive
5. Answers may vary.

<table>
<thead>
<tr>
<th>Evidence from the Play</th>
<th>Prior Knowledge</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Then I will come with you to Oz as I really want some brains.</td>
<td>Brain is a vital organ, every being needs it.</td>
<td>The Scarecrow was not comfortable with not having a brain.</td>
</tr>
<tr>
<td>b. Lion: I know it. It is my greatest sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat faster. Tin Woodman: Perhaps you have a heart disease.</td>
<td>Heart diseases do not make people cowards.</td>
<td>Tin Woodman thinks that a sick heart makes people cowards. He feels no fear; in fact he feels no emotion. This might be because he does not have a heart.</td>
</tr>
<tr>
<td>c. Whenever I’ve met a man I’ve been awfully scared; but I just roared at him, and he ran away as fast as he could. If the elephants, tigers or bears ever try to fight me, I almost run away—I’m such a coward; but as soon as they hear me roar they all try to get away from me, and of course I let them go.</td>
<td>It takes courage to face dangers and things you are scared of.</td>
<td>Lion was not born a coward. He was scared of many things but he did not run away from them. Instead he figured out a way of scaring the beings he was afraid of.</td>
</tr>
</tbody>
</table>

**Communication:** Articulating: oral and written

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

**Teaching Trail**

- Let students read the four words.
- Ask them if they know what the highlighted letters are called.
- Note their responses on the board.
- Explain the meaning of suffixes and prefixes using the examples given on Page 124.
- Ask students to read the list of suffixes and prefixes and their meaning with examples as given on Page 124.
- Tell them to work in pairs to think of more words with the suffixes and prefixes given.

---

**Vocabulary**

Read the following words from the play:

- friendly
  (friend-ly)
- awfully
  (aw-ful-ly)
- ashamed
  (ash-amed)
- unhappy
  (un-hap-py)

Note the highlighted set of letters. When read on their own, they make no sense. But when these sets of letters are added before or after a word, they add sense to it. They can change the meaning, gender, tense and the form of the word.

**Prefixes and Suffixes**

Sets of letters that are added before the root word are called prefixes.
Sets of letters that are added after the root word are called suffixes.

Let’s find out various ways in which prefixes affect root words.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>de-</td>
<td>reverse, opposite meaning</td>
<td>decode</td>
</tr>
<tr>
<td>un-</td>
<td>opposite meaning, not</td>
<td>unequal</td>
</tr>
<tr>
<td>ill-, im-, in-, non-</td>
<td>not, without</td>
<td>illogical, immutable, inequality, non-fiction</td>
</tr>
<tr>
<td>mis-</td>
<td>bad, wrong</td>
<td>misleading, misplace</td>
</tr>
<tr>
<td>pre-</td>
<td>before, before</td>
<td>prehistoric</td>
</tr>
<tr>
<td>pro-</td>
<td>forward, after</td>
<td>proactive</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>react, reappear</td>
</tr>
</tbody>
</table>

Let’s find out various ways in which suffixes affect root words.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>able to, with the quality of</td>
<td>comfortable, portable</td>
</tr>
<tr>
<td>-ful, -ible, -less</td>
<td>makes adjective</td>
<td>respectful, reversible, friendless</td>
</tr>
<tr>
<td>-er</td>
<td>makes comparative degree of adjective</td>
<td>cooler</td>
</tr>
<tr>
<td>-est</td>
<td>makes superlative degree of adjective</td>
<td>roughest</td>
</tr>
<tr>
<td>-ily, -ly</td>
<td>Makes adverbs</td>
<td>readily, greatly</td>
</tr>
</tbody>
</table>
**Activity 6: Root Plant**

Give coloured charts to each pair of students. Write a list of root words on the board. Ask students to draw a large plant with at least 4 to 5 flowers. They have to cut out the chart paper to make the flowers. In the middle of each flower, they should write one prefix/suffix and on the petals 5 words that use that prefix/suffix.

**Variation**

Students can write the root word in the middle and all the suffixes or prefixes that can be used with that root word on the petals.

---

### Answer Key

<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ungrateful</td>
<td>un-</td>
<td>grate</td>
<td>-ful</td>
</tr>
<tr>
<td></td>
<td>tallest</td>
<td></td>
<td>tall</td>
<td>-est</td>
</tr>
<tr>
<td></td>
<td>disappear</td>
<td>dis-</td>
<td>appear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>replay</td>
<td>re-</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strangely</td>
<td>strange</td>
<td></td>
<td>-ly</td>
</tr>
<tr>
<td></td>
<td>becoming</td>
<td>be-</td>
<td>come</td>
<td>-ing</td>
</tr>
</tbody>
</table>

2. a. completely   b. youngest   c. reheat   d. dishonest   e. mismatch   f. repairable

---

**Critical Thinking:** Analysis, reasoning, Making judgements

**Communicating:** Articulating

**Teaching Trail**

- Revise nouns- numbers and phrases.
- Read the questions and explain what is to be done.
- Give time to students to independently complete the exercise. Discuss answers.

---

### Answer Key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Puppy</td>
</tr>
<tr>
<td></td>
<td>puppies</td>
</tr>
<tr>
<td>Toy</td>
<td>toys</td>
</tr>
<tr>
<td>Dwarf</td>
<td>Dwarves</td>
</tr>
<tr>
<td>book</td>
<td>Books</td>
</tr>
<tr>
<td>paper</td>
<td>Papers</td>
</tr>
<tr>
<td>bread</td>
<td>Breads</td>
</tr>
<tr>
<td>chair</td>
<td>Chairs</td>
</tr>
<tr>
<td>milk</td>
<td>Milk</td>
</tr>
</tbody>
</table>

---

### Practising Grammar

**Nouns-Numbers and Phrases**

- **Let's Catch Up**

  Nouns can be classified as:
  - Countable and Uncountable
  - Singular and Plural

  A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun.
2. a. We use homemade butter (U) to make cakes (C).
   b. Arun drinks two cups (C) of milk (U) every day.
   c. The price (U) of oil (U) is dynamic in India—it changes on a daily basis.
   d. I saw some people (U) at the mountain (C) peak in the middle of the night (C).
   e. Humans (C) are the main cause of environmental pollution (U).

3. Hair strands of
   Money little
   Minutes few
   Time much
   furniture pieces of
   Water glass of
   Salt teaspoon of
   paper ream of

Answers may vary.

Strands of hair blew across her face in the wind.

You should spend a little money on food and save the rest for tomorrow.

Seeta will reach here in a few minutes.

How much time do you need to complete your homework?

Bring all the pieces of furniture first and then we'll arrange them properly.

Please give me a glass of water to drink.

She put a teaspoon of salt in her lemonade.

A ream of paper is required for the printouts.

1. Write the plurals of the following nouns:

   puppy toy dwarf book bread chair milk insect sheep belief

2. Underline the nouns in the given sentences and write C on top of countable nouns and U on top of uncountable nouns.
   a. We use homemade butter to make cakes.
   b. Arun drinks two cups of milk every day.
   c. The price of oil is dynamic in India—it changes on a daily basis.
   d. I saw some people at the mountain peak in the middle of the night.
   e. Humans are the main cause of environmental pollution.

3. Match the following uncountable nouns with their given measures:

<table>
<thead>
<tr>
<th>Uncountable Nouns</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>teaspoon of</td>
</tr>
<tr>
<td>money</td>
<td>ream of</td>
</tr>
<tr>
<td>minutes</td>
<td>pieces of</td>
</tr>
<tr>
<td>time</td>
<td>strands of</td>
</tr>
<tr>
<td>furniture</td>
<td>few</td>
</tr>
<tr>
<td>water</td>
<td>little</td>
</tr>
<tr>
<td>salt</td>
<td>much</td>
</tr>
<tr>
<td>paper</td>
<td>glass of</td>
</tr>
</tbody>
</table>

Now, use these phrases in sentences of your own.

### Speaking

Imagine you are in a shop where your parents are buying dresses. You are completely bored and sit on a stool near two mannequins. Suddenly, you realise that they are speaking.

<table>
<thead>
<tr>
<th>Vocabulary you can use</th>
</tr>
</thead>
<tbody>
<tr>
<td>check out</td>
</tr>
<tr>
<td>cashier</td>
</tr>
<tr>
<td>trolley</td>
</tr>
<tr>
<td>loyalty cards</td>
</tr>
<tr>
<td>fitting rooms</td>
</tr>
<tr>
<td>colours and sizes</td>
</tr>
<tr>
<td>try something on waist</td>
</tr>
<tr>
<td>length</td>
</tr>
<tr>
<td>collar</td>
</tr>
<tr>
<td>jumpsuit</td>
</tr>
<tr>
<td>men's wear</td>
</tr>
<tr>
<td>women's wear</td>
</tr>
<tr>
<td>shirts</td>
</tr>
<tr>
<td>trousers</td>
</tr>
<tr>
<td>dresses</td>
</tr>
<tr>
<td>to bargain</td>
</tr>
<tr>
<td>exchange</td>
</tr>
</tbody>
</table>

### Skills in focus

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

**Creativity:** Generating Original Ideas

### Teaching Trail

- Read the tips to answer the question.
- Have a class drill—read the vocabulary in the box on the right. Explain terms that students may not understand.
- Ask students to work in groups of 4 and think of what they want to write in their role play.
- Allow time to plan and prepare their role play.
- Ask each group to then present their role play.
- Help the groups in planning and preparation.
Writing

An acrostic poem is a poem where usually the first letter of a line spells out a word, phrase, message or idea.

Read the following poems.

Put three words
On each line
Easy if you
Make it rhyme

Happy place with
Open windows
Making memories
Enjoying life

Now, write an acrostic poem of your choice.

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

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

Skills in focus

Teaching Trail

Write the following sentences on the board:

○ This is a nice movie, isn't it?
○ Sona can sing, can't she?
○ You won't leave early, will you?

Point out that a question tag is added to the end of a statement. Underline the verbs in each sentence. Point out how, when the verb is positive, the question tag becomes negative (is – isn’t; can – can’t), and when the statement is negative, the question tag becomes positive (won’t - will).

Tell students that in question tags, we use contractions like isn’t, can’t, won’t, etc.

Ask students to read the examples.

Tell them to complete the exercise independently.

Skills in focus

Teaching Trail

• Explain what an acrostic poem is.
• Read the poem with the students.
• Ask them to work in pairs to write their own poem in their notebooks.

Activity 7: Acronyms

Ask students to work in groups of 4 and make acronyms and their full forms with familiar words like friends, worry, work etc.

Answer Key

1. a. don't they? b. aren't we? c. did he? d. didn't you? e. haven't they? f. don't you?
2. a. Let us pray for our friend's quick recovery, should we? b. You promise you won't let the secret out, don't you? c. Each boy has his own water bottle, hasn't he? d. I am going to the party with you, aren't I? e. Rashi is out of danger, isn't she?
Critical Thinking: Analysis, Reasoning, and inferences

Communicating: Articulating

Creativity: Generating original ideas

Teaching Trail

- Ask students to share the importance of laughing.
- Capture their response on the board.
- Tell them to take turns with their partners to read the poem.
- Ask comprehension questions.
- Explain what a rhyming couplet is.

Comprehension Questions

- Who does the green wood laughs with?
- Why do the meadows laugh with 'lively green'?
- Who sings 'Ha ha he'?
- What is spread on the table?

Poem Appreciation

Answer the following questions:
1. The poet feels that the meadows laugh because they are a lively, green and full of life, and they appear happy.
2. Painted birds refers to the birds of various colours. The poet has used imagery.
3. The tone of the poem is that of happiness and joy.
4. The title fits the poem as it describes how everything in nature laughs and is joyous. It is like a song too. Another title could be Laugh With Me because the poem also shows how we can be happy if everything around us is happy and beautiful.

Rhyming Couplets in the poem
1. When the green woods laugh with the voice of joy,
   And the dimpling stream runs laughing by;
2. When the air does laugh with our merry wit,
   And the green hill laughs with the noise of it;
3. When the meadows laugh with lively green,
   And the grasshopper laughs in the merry scene,
4. When Mary and Susan and Emily
   With their sweet round mouths sing “Ha, ha he!”
5. Come live, and be merry, and join with me,
   To sing the sweet chorus of “Ha, ha, he!”

**PROJECT WORK**

**Play**
Ask students to observe a group of children from their school and record what they are saying or doing. Using their notes, ask them to write a play of their own. They can improvise to make it funny.

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

**Communication:**  Articulating, Valuing Contributions

**Skills in focus**

**Teaching Trail**
- Ask: While talking to someone what do you get to know from the other person’s body language?
- Discuss how our body language speaks about our personality.
- In groups, allow students to enact each body posture and discuss whether it is positive or negative.

**Answer Key**

<table>
<thead>
<tr>
<th>Positive/Confident/Strong</th>
<th>Negative/Disinterested/Defensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Non-Verbal Communication**

Our body language speaks a lot about our personality. Study the images below.

Read the following body postures and classify them in the correct column. Play in teams. One student at a time from a team can enact a body posture while his team members could classify it.

- Sitting in a slouched posture with head downcast
- Sitting or standing upright with hands by your side
- Body turned away from you
- Writing or doodling
- Nodding and responding
- Eyes downcast, maintaining little eye contact
- Using a firm handshake
- Maintaining eye contact

---
Activity 1: Understanding

1. a. perched   b. obliged   c. brains   d. unfriendly   e. blunted   f. coward

2. Answers may vary.
   coward – I don’t think that Toto is unfriendly.
   perched – The cat was perched on top of the pole.

3. | Word  | Synonym |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>strange</td>
<td>queer</td>
</tr>
<tr>
<td>bark</td>
<td>growls</td>
</tr>
<tr>
<td>quickly</td>
<td>fast</td>
</tr>
<tr>
<td>step</td>
<td>tread</td>
</tr>
<tr>
<td>boring</td>
<td>dull</td>
</tr>
</tbody>
</table>

4. a. i. Scarecrow said these lines to Dorothy.
   ii. The speaker felt tired and dull because he was perched night and day on a pole to scare away crows.

b. i. Dorothy said these words to Scarecrow.
   ii. Oz was a wizard.
   iii. The expression means that even if he does not get a brain he will still be the same and not worse off. Going to the wizard is a chance worth taking.
   iv. The speaker was going to meet the Wizard of Oz in Emerald city.

5. a. When Dorothy looked at the Scarecrow it winked at her and then nodded its head in a friendly manner.
   The scarecrow asked Dorothy to take away the pole as it was stuck to his back.
   c. The lion was afraid of Dorothy as she shouted at him and called him a big coward for trying to bite Toto.
   d. Tin Woodman said that the lion should be happy if he had a heart disease as it would prove that he had heart.

Activity 2: Vocabulary

1. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>mis-</td>
<td>bad, wrong</td>
<td>mismatch, misrepresentation</td>
</tr>
<tr>
<td>un-</td>
<td>opposite meaning, not</td>
<td>unequal, unlawful</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>reappear, react</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview, prehistoric</td>
</tr>
<tr>
<td>pro-</td>
<td>forward, after</td>
<td>proactive, project</td>
</tr>
<tr>
<td>de-</td>
<td>reverse, opposite meaning</td>
<td>decolour, decode</td>
</tr>
<tr>
<td>il-, im-</td>
<td>not</td>
<td>illogical, immature</td>
</tr>
<tr>
<td>in-, non-</td>
<td>without</td>
<td>inequality, non-fiction</td>
</tr>
</tbody>
</table>
2. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-est</td>
<td>makes superlative degree of adjectives</td>
<td>tallest, oldest</td>
</tr>
<tr>
<td>-able</td>
<td>able to, with the quality of</td>
<td>readable, doable</td>
</tr>
<tr>
<td>-ful, -ible, -less</td>
<td>makes adjective</td>
<td>grateful, reversible, harmless</td>
</tr>
<tr>
<td>-er</td>
<td>Makes the comparative degree of adjectives</td>
<td>hotter, shorter</td>
</tr>
<tr>
<td>-ily, -ly</td>
<td>makes adverbs</td>
<td>greedily, hardly</td>
</tr>
</tbody>
</table>

3. b. redo – re+do; meaning: do again
   c. unbelievable – un+believe+able; meaning: not something that can be believed
   d. undoubtedly – un+doubted+ly; meaning: without doubt
   e. illogically – il+logical+ly; meaning: with no good reason or explanation
   f. disrespectful – dis+respect+ful; meaning: showing a lack of respect or courtesy

**Activity 3: Grammar**

1. | Countable Nouns | Uncountable Nouns |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>army – armies</td>
<td>Music</td>
</tr>
<tr>
<td>cookie - cookies</td>
<td>Advice</td>
</tr>
<tr>
<td>dish – dishes</td>
<td>Information</td>
</tr>
<tr>
<td>child - children</td>
<td>Sunshine</td>
</tr>
<tr>
<td>octopus – octopuses</td>
<td>Furniture</td>
</tr>
<tr>
<td>wolf – wolves</td>
<td>Honey</td>
</tr>
<tr>
<td>policeman - policemen</td>
<td>Sand</td>
</tr>
<tr>
<td>sheep - sheep</td>
<td>Clay</td>
</tr>
</tbody>
</table>

2. a. spoonful b. cup c. bar  d. drops 
   e. slice f. tube  g. grain  h. bag

3. b. **All** my money was spent on buying candy. Subject
   c. He gave a few toys to me. Object
   d. I was looking at the short man standing near the tree. Object
   e. **All** new schools will have been built by then. Subject
   f. **A** girl in blue dress waved and smiled at me. Subject

4. a. that b. our c. a few/some  d. all e. Every  f. the

5. Answers may vary. Accept all appropriate responses.
   a. my classmate b. big bags / really heavy bags. c. deserted island
   d. final goal. e. All the people f. a red sweater

**Activity 4: Writing**

Open-ended question

**Activity 5: Celebrating Poetry**

1. a. i. William Blake is the poet.
   ii. Susan, Emily and Mary are the three girls in the poem.
   iii. The poet has personified the meadows by saying they laugh, which is a human characteristic.
b. i. The poet means that there are many colourful birds.
   ii. ‘Me’ is the narrator.
   iii. The activity of eating food is described in the second line, with the words table, cherries, nuts, spread.

2. The setting is a meadow or a wooded area.

3. Each line in the poem conveys the feeling of happiness. In particular words ‘like laugh, ha ha he, merry voice of joy, lively green, sweet chorus convey a feeling of happiness.

**Activity 6: Comprehension**

1. a. i. dreamland          b. iii. entertain
2. aabb ccdd eebb aaff
3. a. The poet finds the strangest things to eat and see in the land of Nod.
   b. The poet visits the land of Nod every night – it is the world of dreams as he sleeps.
4. a. Nobody can accompany the poet as the poet goes to the land of Nod or the land of dreams when he is asleep.
   b. I never can get back by day
       Nor can remember plain and clear
       The curious music that I hear.
   c. Answers may vary. Accept all appropriate responses.
LESSON TARGETS

Getting Started and Listening
• Describe and outline an imaginary story
• Listen for details
• Recall information

Say it Right: Shift in Stress
• Noun -verb stress in two-syllable words
• Understand how a shift in syllable stress can change meanings of words

Language Ladder: Finite and Non-finite Verbs
• Explain finite verbs
• List a few examples of finite verbs
• Explain non-finite verbs and their types
• Compare and differentiate between finite and non-finite verbs

Reading: Rip Van Winkle
• Check for predictions
• Develop correct reading habits, read silently
• Read for pleasure
• Understand the structure of a graphic story

Understanding
• Make inferences based on comprehension of a text

Vocabulary: Strong Adjectives
• Explain strong adjectives
• Use strong adjectives in sentences

Practising Grammar: Finite and non-finite Verbs
• Identify finite and non-finite verbs
• Sort non-finite verbs into gerunds, infinitives and participles

Speaking: A Rapid-Fire Trip
• Form questions
• Play rapid-fire in groups

Writing: Newspaper Report
• Identify the features and format of a newspaper report
• Learn how to write a newspaper report using all elements

Plug-In: Inverted Commas
• Learn about the different rules to use inverted commas
• Use inverted commas in sentences

Celebrating Poetry: Vagabond
• Understand the language, tone, message of the poem
• Identify the author’s purpose

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

Enrichment
• Vocabulary development – reporting verbs
As he approached the village, he was surprised to see things had changed.

He was met by the elders who greeted him in the village square.

With a smile, the elders welcomed him, saying, "Welcome, stranger. We have been waiting for you.

Things are different here. We have built a new home for ourselves, away from the noise and the chaos that used to

As he started to speak, the elders continued, "We have created a place where we can live in peace and harmony.

We have learned from the mistakes of the past and have made a new beginning.

We hope you can join us in this new way of life."
<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>• Exercise (page 130)</td>
<td></td>
<td>1</td>
</tr>
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<td></td>
<td></td>
<td>• Activity 1 – Time Travel</td>
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<td>2</td>
<td>Listening: Listen to a Sci-fi story</td>
<td>• Listening for Details</td>
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<td></td>
<td></td>
<td>• Exercise (page 131)</td>
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<tr>
<td>3</td>
<td>Say it Right: Shift in Stress</td>
<td>• Learning about noun – verb stress in two-syllable words (page 131)</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (Page 132)</td>
<td></td>
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<td>• Activity 2 – Shift the Stress</td>
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<tr>
<td>4</td>
<td>Language Ladder: Finite and Non-finite Verbs</td>
<td>• Learning about finite and non-finite verbs</td>
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<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Activity 3 – Spot the Verbs</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Classroom Discussion</td>
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<td></td>
<td>• Read along</td>
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<td>• In-text comprehension practice</td>
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<td>• Reading for pleasure</td>
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<td>6</td>
<td>Understanding</td>
<td>• Answering questions</td>
<td>Activity 1 (Page 93-94)</td>
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<td>• Activity 4 – It’s Quiz Time!</td>
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<td>• Exercise (page 138-139)</td>
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<td>7</td>
<td>Vocabulary: Strong Adjectives</td>
<td>• Learning to use strong adjectives</td>
<td>Activity 2 (Page 95)</td>
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<td>• Activity 5 – Describing Your Partner</td>
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<td>• Exercise (page 140)</td>
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<td>8</td>
<td>Practising Grammar: Finite and Non-finite Verbs</td>
<td>• Exercise (Page 140-141)</td>
<td>Activity 3 (Pages 96-97)</td>
<td>1</td>
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<tr>
<td>9</td>
<td>Speaking: A Rapid-fire Trip</td>
<td>• Asking and answering questions</td>
<td></td>
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<td></td>
<td></td>
<td>• Playing rapid fire rounds</td>
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<tr>
<td>10</td>
<td>Writing: Newspaper Report</td>
<td>• Learning the format for a newspaper report</td>
<td>Activity 4 (Page 98-99)</td>
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<td>• Activity 6 – It’s News Time</td>
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<td>• Exercise (page 142)</td>
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<td>11</td>
<td>Plug-in: Inverted Commas</td>
<td>• Learning the use of inverted commas</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 142)</td>
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<td>12</td>
<td>Celebrating Poetry</td>
<td>• Reading &amp; Recitation</td>
<td>Activity 5 (Page 100)</td>
<td>1</td>
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<td></td>
<td>• Discussion</td>
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<td>13</td>
<td>Poem Appreciation</td>
<td>• Answering questions</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 144)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Enrichment: Reporting verbs</td>
<td>• Using reporting verbs</td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 145)</td>
<td></td>
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<tr>
<td>15</td>
<td>Project Work: Travelogue</td>
<td>• Movie Trailer</td>
<td></td>
<td>2</td>
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</tbody>
</table>
Skills in focus

**Communication:** Articulating Thoughts, Listening Effectively, Speaking confidently

**Logical thinking:** Analysis

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

**Creativity:** generating original ideas

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**Teaching Trail**

- Initiate a class discussion.
- Ask the students: Do you like travelling? What does travelling mean to you? What do you learn when you travel?
- Read the introductory text to the class and discuss.

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**Teaching Trail**

- Read the text in Getting Started.
- Ask students to read the pointers given in helping Hand and discuss answers in pairs.

---

**Activity Time 1 – Time Travel**

Tell students that they will be time travelling today. Divide students into groups of four. Ask the students to imagine that they have a time travelling machine. They have to choose a time and place they would want to visit. It could be past or future. Then, prepare a small skit to present what the time they travelled to looks like. Invite each group to present their skit.
Dr Denny, a scientist, discovered that he could slow down time in an area. He could use this to visit the future (and stop over anywhere along the way), but he could never go back. At first, he used the device to prolong his own life, as a day spent inside the time-bubble was equivalent to 5 years outside. So, he stayed there for 5 days. Later, curiosity compelled him to travel into the distant future in search of new wonders and a fresh start.

Dr Denny found a future world that was full of wonders. He began to build a new life for himself in the future world. The moment something started going wrong, he escaped it by travelling forward yet again. Eventually, the urge to travel forward became irresistible as he searched for a life free of problems and hardships.

When the scientist came to the end of his life, he realised that, while he had seen more than most people, he hadn’t really lived at all. He had spent his whole life running for a life without any hurdle.

**Answer Key**

a. Dr Denny discovered that he could slow down the time in an area.

b. Dr Denny could prolong his own life by staying in the device for days, as a day spent inside the time-bubble was equivalent to 5 years outside.

c. Curiosity compelled Dr Denny to travel into the distant future in search of new wonders and a fresh start.

d. The scientist’s urge to travel forward became irresistible as he searched for a life free of problems and hardships.

e. Dr Denny realised that, while he had seen more than most people, but he hadn’t really lived at all. He had spent his whole life running for a life without any hurdle.
**Verb Noun**

- The air pollution in Delhi is increasing at an alarming rate.
- All the employees will get an increase of 5% as bonus.
- The teacher permits the students to take a five-minute break.
- Adarsh is going to America on work permit.
- The singer will record his song tomorrow.
- A passport is a record of your travels abroad.
- He attributed his success to hard work and luck.
- Patience is a key attribute of a teacher.
- India may no longer import Chinese products.
- The country’s imports have fallen this year.

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

**Critical Thinking:** Making Connections

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

---

**Activity Time 2 – Shift the Stress**

Divide the students into groups. Assign two stories from the course book to each group. In groups, find words with two syllables. Ask students which of the words they found can be used both as nouns and verbs. Each group has to find at least four such word pairs. Ask the groups to make sentences for each word, using the word as a noun and a verb. Invite each group to present their words. Let other groups decide if they have presented the syllable stress correctly or not.

1. **Verb** | **Noun**
   - Increase | The air pollution in Delhi is increasing at an alarming rate. All the employees will get an increase of 5% as bonus.
   - Permit | The teacher permits the students to take a five-minute break. Adarsh is going to America on work permit.
   - Record | The singer will record his song tomorrow. A passport is a record of your travels abroad.
   - Attribute | He attributed his success to hard work and luck. Patience is a key attribute of a teacher.
   - Import | India may no longer import Chinese products. The country’s imports have fallen this year.

2. a. proDUCE
   b. proTEST
   c. reCALL
   d. adDRESS
   e. conDUCT

---

**Teaching Trail**

- Write on the board: object. Ask students to pronounce it.
- Ask students: How many syllables are there in this word? Lead them to answer that there are two syllables in this word.
- Write on the board: OBject and obJECT.
- Instruct students to pronounce the word in both ways (laying stress on the first syllable and then on the second syllable), and observe the difference and shift in the syllable stress of the word.
- Write on the board the sentences: A duster is an OBject. I obJECT to being called a liar.
- Explain to them: In the first sentence, the word with the stress on the first syllable is a noun. In the second sentence, it is a verb.
- When a word changes from noun to verb, the stress shifts from the first to the second syllable, and the meaning of the word changes.
- Read the explanation given on page 131.
- Allow students to complete the exercise in pairs.
**Critical Thinking:** Making Connections, Reflecting

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

**Collaboration:** Leading the group/ following as a group member, Encouraging group members, Suggesting/ accepting new ideas

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**Language Ladder**

**Finite and Non-finite Verbs**

<table>
<thead>
<tr>
<th>Finite Verbs</th>
<th>Non-finite Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>show the action done by the subject</td>
<td>do not show the action done by the subject</td>
</tr>
<tr>
<td>Example: He goes to a music academy.</td>
<td>Example: I love to sing.</td>
</tr>
<tr>
<td>They go to a music academy.</td>
<td>We love to sing.</td>
</tr>
<tr>
<td>change with the number of the subject</td>
<td>do not change with the number of the subject</td>
</tr>
<tr>
<td>Example: He goes to a music academy.</td>
<td>Example: I love to sing.</td>
</tr>
<tr>
<td>They go to a music academy.</td>
<td>We love to sing.</td>
</tr>
<tr>
<td>change with the person of the subject</td>
<td>do not change with the person of the subject</td>
</tr>
<tr>
<td>Example: He goes to a music academy.</td>
<td>Example: I love to sing.</td>
</tr>
<tr>
<td>He went to a music academy.</td>
<td>We love to sing.</td>
</tr>
<tr>
<td>He had gone to a music academy.</td>
<td>Example: He loves to sing.</td>
</tr>
<tr>
<td>change with the tense of the sentence</td>
<td>do not change with the tense of the sentence</td>
</tr>
<tr>
<td>Example: He goes to a music academy.</td>
<td>Example: He loves to sing.</td>
</tr>
<tr>
<td>He went to a music academy.</td>
<td>He loved to sing.</td>
</tr>
</tbody>
</table>

Finite verbs are affected by the number of person of the subject and tense. Whereas, non-finite verbs are not affected by the number of person of the subject. Let's learn about the different types of non-finite verbs.

---

**Activity 3 – Spot the Verbs**

- **Teaching Trail**
  - Write on the board: They lived in a small village. He walks three miles every day. We were hoping for good weather today.
  - Ask students to identify the verbs and give the person and tense of each.
  - Explain: In these sentences, the verbs give us information about person and tense. Such verbs are called finite verbs.
  - Write on the board:
    » I hate camping.
    » I want to go there.

---

**Advance Preparation:** Make sentence slips with 8 sentences. Make sure you use finite verbs, gerunds, participles and infinitives. (one set of slips for each group)

**Activity:** Divide the class into groups of four. Distribute sentence slips to each group. Instruct them to identify and underline the verbs in the sentence slips. On the back of slips, they must write which is finite and which is a non-finite verb and identify which non-finite verb is a gerund or a participle or an infinitive. Once all groups are done, discuss answers in the class.

---

**We ate our roasted marshmallows**

**Ask students to identify the verbs.** Tell students that these verb forms indicate an action or state but give no information about who or when; these are examples of non-finite verb forms.

**Read the sentences and the explanation on page 132-133.**

**Ask questions to gauge student understanding.**
Comprehension Questions

• Who is the story about?
• Who did Rip escape from?
• What happened with Rip in the mountains?

Critical Thinking: Gathering information, Reflecting, evaluating and concluding
Creativity: Generating original ideas

Teaching Trail
- Divide the class into pairs.
- Read the pre-reading text.
- Let students discuss the question in pairs.
- Tell them to share their responses about what will change and how.
- Accept all the responses from the students.

Critical Thinking: Problem solving, Reflecting, evaluating and concluding, Making predictions, judgements and inferences
Logical Thinking: Analysis, Reasoning, Making Connections

Teaching Trail
- Before students start reading, ask them to predict what the story is about.
- As the text is read in the class:
  » draw students’ attention to the highlighted words and their pronunciation
  » explain difficult words
  » take breaks and ask relevant comprehension questions including the ones given beside the text
  » discuss key points in the text

Pre-reading
Imagine you find a time machine and travel to past and return after 20 years. Tick (✓) the objects that you think will change after 20 years.

Reading
Rip Van Winkle was a native of a village situated at the foot of the Catskill Mountains. He was a good-natured fellow who was ready to attend to anybody's business but his own.

One day, Rip, unconscious, scrambled to one of the highest parts of the Catskill Mountains where he met a stranger, who carried liquor. Rip tasted the liquor and repeated the draught. Soon, his senses were overpowered, and he fell into a deep sleep. When he got up, his dog Wolf had disappeared. Rip turned his steps homewards.

Comprehension Questions

• Who is the story about?
• Who did Rip escape from?
• What happened with Rip in the mountains?

Page 133

Comprehension Questions

• Why was Rip surprised when he approached the village?
• Why were the villagers angry with Rip?
• Who was Rip looking for?
• How long do you think Rip stayed in the mountains?
• What do you think happened next?
Comprehension Questions

- Why was Rip feeling puzzled?
- Why did Rip ask about different people?
- How did Rip feel when he got to know the whereabouts of these people?
- Why did Rip ask about Rip Van Winkle?

As he approached the village, he found that things had changed. He was soon crowded by a throng of people, who, by their appearance, seemed to be more disposed to question than to believe. Rip Van Winkle asked one of them if he had seen a man who resembled him.

He went off to the army in the beginning of the war; some say he was killed at the storming of Stony Point; others say he was drowned in a squall off the coast of Antiqua's Nose. I don't know—he never came back.

Rip was saddened by the changes and was found himself alone in the world. He was puzzled by such enormous lapse of time. He cried out in despair.

What could Rip Van Winkle be feeling at the moment?

With a great difficulty, the old man asked Rip what he came to the village for.

Does nobody here know Rip Van Winkle?

Oh, Rip Van Winkle! That's Rip Van Winkle, leaning against the tree.

Page 135

Comprehension Questions

- Why was Rip confused?
- Do you think people thought Rip crazy or dishonest?
- Why do you think Rip asked the woman her name?
- Do you think the people believed Rip?
- What do you think happened next?

Page 136 and 137

Comprehension Questions

- How did the crowd feel about Rip once the old woman identified him?
- How does a graphic story help us understand a text better?
- What do you think might have happened after this?
Skills in focus

Critical Thinking: Reflecting, evaluating and concluding
Collaboration: Asking questions to the group and the teacher, Leading the group/ following as a group member
Creativity: Generating original ideas, Trying new things

Activity 4 – It’s Quiz Time!

Tell students that everyone will get a chance to be a quiz master. Let them quickly skim through the text and write two questions based on the story. Tell them to make sure questions are not simply knowledge-based questions; they must make inference based questions as well. Once all students have written their questions, divide them in groups of five. Let students quiz their group members about Rip Van Winkle.

Answer Key

1. a. False   b. True   c. True   d. False   e. False
2. near - away   unfaithful – loyal   peace – riot   fresh – rotten   tiny – great
3. a. Rip Van Winkle walked into an election when he returned to town.
   b. Rip asked for Nicholas Vedder, Brom Dutcher, Van Bummel. Van Bummel was a school teacher.
   c. Rip began to doubt his own identity because he saw a boy named Rip Van Winkle leaning against a tree.
   d. Rip had taken along a gun when he disappeared.
   e. This idiom was used when the man in the cocked hat pointed towards a boy leaning against a tree, whose name was Rip Van Winkle. The idiom means someone else had taken his name and identity.
4. a. He was a good-natured fellow who was ready to attend to anybody’s business but his own.
    b. I am a poor, quite man, a native of the place and a loyal subject of the king.
4. Complete this table by providing evidences from the story for the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rip Van Winkle</td>
<td>a helpful man</td>
</tr>
<tr>
<td>Rip Van Winkle</td>
<td>was honest</td>
</tr>
</tbody>
</table>

Read the following sentences.

- Priya was **very angry** with her dog when it tore her assignment sheets.
  
  Now, replace the phrase **very angry** with the word **furious**.
- The queen had a **very big** palace.
  
  Now, replace the phrase **very big** with the word **huge**.
- The water in the lake was **really cold**.
  
  Now, replace the phrase **really cold** with the word **freezing**.

Here is a list of words that you can use instead of ‘very’ or ‘really’.

<table>
<thead>
<tr>
<th>Instead of ‘very’ or ‘really’</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td>afraid</td>
</tr>
<tr>
<td>bad</td>
<td>bad</td>
</tr>
<tr>
<td>bright</td>
<td>bright</td>
</tr>
<tr>
<td>calm</td>
<td>calm</td>
</tr>
<tr>
<td>costly</td>
<td>costly</td>
</tr>
<tr>
<td>intelligent</td>
<td>brilliant</td>
</tr>
<tr>
<td>slow</td>
<td>sluggish</td>
</tr>
</tbody>
</table>

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

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

**Teaching Trail**

- Show students a picture of an object or a person.
- Ask students to describe the picture with different words.
- Ask students: What are these words called? Why do we use them? Lead them to answer that these words are called adjectives. We use them to modify a noun.
- Write on the board:
  
  * My dog is **very bad** at following instructions.
  
  * My dog is **awful** at following instructions.
- Ask students: Which sentence sound better? Why?
- Read the sentences and explanation on page 139.

**Activity Time 5 – Describing your Partner**

Divide students into pairs. Ask them to describe each other. Tell them to use strong adjectives to describe their partners. This can be a great exercise and also a great activity for teaching students positive social interactions, focusing on positive aspects of their classmates and developing empathy and sensitivity to one another.

**Answer Key**

Answers may vary. Accept all appropriate responses.

a. stupid  
b. sorrowful

c. starving  
d. captivating/ fascinating

e. gorgeous  
f. delicious

g. sweltering  
h. pathetic

i. thrilled
Critical Thinking: Analysis, reasoning, Making judgments
Communication: Articulating, Showing reflection and growth through word choice

Teaching Trail

• Revise the topic.
• Discuss finite and non-finite verbs and their types.
• Discuss when we use non-finite verbs and how to identify them.

Answer Key

1. a. loves (finite)
   b. went (finite) to welcome (non-finite)
   c. opened (finite) to look (non-finite)
   d. wants (finite)
   e. blown (non-finite)

2. | Verb    | Past Participles | Present Participles |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Break</td>
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<td>torn</td>
<td>tearing</td>
</tr>
<tr>
<td>Go</td>
<td>gone</td>
<td>going</td>
</tr>
<tr>
<td>Weep</td>
<td>wept</td>
<td>weeping</td>
</tr>
</tbody>
</table>

3. MAPJEYKSKIC
   DPOCTOALLO
   FWRRHUTEO
   OPLOYINGWAKE
   INFVHIENBSI
   SHOEYBIVTEN
   HTELUGHING
   TNLANNIOGD
   RTPINTINGPW
   DISNPPINTE
   QVIGYDKMKS

   a. travelling
   b. cooking
   c. playing
   d. painting
   e. laughing

Fill in the blanks using appropriate strong adjectives.

a. Shaan told me he didn’t do his homework because his dog had eaten his book. That’s a __________ (really silly) excuse.

b. After Peter’s dog died in an accident, he was in a __________ (very sad) condition at least for a whole month.

c. I’m so hungry that I could eat a horse! I’m absolutely __________ (very hungry).

d. Lilly’s stories about her world tour are __________ (really interesting).

e. I have never seen such a pretty baby girl in my whole life. She’s __________ (very beautiful).

f. These cupcakes are __________ (really tasty)!

g. When we went inside her house, we had to take our blazers off as it was __________ (really hot) inside.

h. The roads in your town are in a __________ (really bad) condition.

i. We were __________ (very excited) when we were told about the school trip to a space museum.

Practising Grammar

Finite and Non-finite Verbs

Let’s Catch Up

Finite verbs are affected by the number of person of the subject and tenses.
Non-finite verbs are not affected by the number of person of the subject and tenses. They are classified as:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past and Present Participles</th>
<th>Gerunds</th>
</tr>
</thead>
</table>

1. Fill in the blanks with an appropriate verb of your choice. State whether it is finite or non-finite.

a. Bunny __________ mangoes. (finite/non-finite)

b. Jyoti __________ to the door __________ the guests. (finite/non-finite, finite/non-finite)

c. He __________ the drawer __________ for his spectacles. (finite/non-finite, finite/non-finite)

d. Ram __________ some sugar. (finite/non-finite)

e. The trees were __________ down by the wind. (finite/non-finite)

2. Write the past and present participles of the following verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participles</th>
<th>Present Participles</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>given</td>
<td>giving</td>
</tr>
<tr>
<td>give</td>
<td>torn</td>
<td>tearing</td>
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<tr>
<td>tear</td>
<td>go</td>
<td>going</td>
</tr>
<tr>
<td>weep</td>
<td></td>
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</tbody>
</table>
Communication: Using clear and articulate speech, Speaking confidently, Providing expression and enthusiasm, Listening actively

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

3. Fill in the blanks with appropriate gerunds. You can choose them from the word grid.
   a. Shama is afraid of ___________ alone by aeroplane.
   b. Eva is fond of ___________.
   c. I like ___________ football.
   d. He loves ___________ on the canvas.
   e. She kept ___________ after listening to your jokes.

<table>
<thead>
<tr>
<th>M</th>
<th>A</th>
<th>P</th>
<th>J</th>
<th>E</th>
<th>Y</th>
<th>K</th>
<th>S</th>
<th>K</th>
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<tbody>
<tr>
<td>D</td>
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<td>Q</td>
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<td>D</td>
<td>K</td>
<td>M</td>
<td>I</td>
<td>K</td>
<td>S</td>
</tr>
</tbody>
</table>

Speaking

A Rapid-fire Trip

Get into groups of three students, each to conduct a rapid-fire round. One student will ask questions and the other two will answer them instantly. The one who answers the questions more rapidly wins the game. Make sure the questions are related to travel only. The questions could be as follows:

- What is the most unusual form of transport you have used?
- What are the things you always carry while travelling?
- What was your best holiday ever? When? Why?
- Have you ever gotten lost while travelling? If so, tell about it.
- Would you like to travel for a few years non-stop?
- Given a chance, whom would you like to travel the whole world with?
- Given a chance to travel time and explore places in the future, what places would you travel and why?
- Given a chance to travel time and explore places in the past, what places would you travel and why?
- If you got to travel to the land of your dreams and fantasies, what would it be?

Teaching Trail

- Divide the class into groups of three.
- Read the question and explain what the students need to speak about.
- Ask them to use the given sample questions to write their own questions.
- Give preparation time to each pair.
- Invite a student volunteer to demonstrate how a rapid-fire round is done.
- Let each group member have a rapid-fire round in his/her group.
**Critical Thinking:** Making decisions and determining relationships, Reflecting, evaluating and concluding, Making inferences

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

---

**Teaching Trail**

- Ask students: Have you ever read a newspaper report? What details do we find in a newspaper report?
- Walk students through the format given on Page 142.
- Introduce the basic structure or format for writing a newspaper report.
- Let the students attempt the given question as homework.

---

**Activity Time 6 – It’s News Time!**

Tell students to imagine that they were at Rip Van Winkle’s village when he returned after twenty years. Have then write a newspaper report about Rip Van Winkle’s return and what happened at the village.

---

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

**Communication:** Articulating

---

**Teaching Trail**

- Introduce inverted commas.
- Ask the students to guess when inverted commas are used.
- Read the explanation given on page 142.
- Explain how and when we use inverted commas.
- Ask students to work in pairs and write 2 sentences each using inverted commas for direct speech and for quotation.

---

**Writing**

**Newspaper Report**

**Writing**

**Newspaper Report**

**Who?**

**What?**

**Where?**

**When?**

**Why?**

**How?**

Read the following newspaper report:

**CITY HOSPITAL PLANS 12 HOUR OPD**

Mumbai, 08 July. City hospital declares to open OPD for specialties from 7 am to 7 pm benefiting maximum patients during increased OPD hours. Director Dr. Moomtah said that heads of general medicine, pediatrics, surgery, orthopedics, ENT and dental departments prepared a roadmap last month which gave direction to the present changes. “The decision was taken on a request by the Union Health Minister,” said Dr. Moomtah.

The OPD catered to 4000 patients daily and with the new timings would be able to cater to approximately 5500 patients daily.

Today, while going to school you noticed a strange man near the traffic signal. Write a newspaper report describing the incidence. Whom did you see? Where did you see that person? What was he/she doing then?

---

**Plug-In**

**Inverted Commas**

Inverted commas are used to enclose reported speech. Einstein said, “In the middle of difficulty lies opportunity.”

---

**Answer Key**

a. The teacher informed, “All the students will participate in the event.”

b. Raghav said, “I need a set of paints for my project.”

c. “And when all the wars are over, a butterfly will still be beautiful,” said Ruskin Bond.

d. “Can I write the poem after finishing my grammar exercise?” asked the student.

e. In the words of William Shakespeare, “No legacy is so rich as honesty.”
Critical Thinking: Analysis, Making connections, predictions and inferences, Drawing Conclusions

Communicating: Articulating thoughts: oral and written

Teaching Trail

• Read the title of the poem. Ask students: What do you think the poem is about?
• Introduce the theme of the poem; ask them to look at the picture on page 143-144 and predict what the poem may be about.
• Ask students: Do you like walking? What brings joy to your life?
• What do you think is the tone of the poem?

Reading

Read the poem at an appropriate pace. Read with proper pauses, stress and intonation. Explain new words and ask relevant comprehension questions after the poem is read aloud:

What kind of life does the vagabond want?

What does the speaker mean by the words ‘blue fingers’?

Identify the rhyme scheme. Why has the poet used a mixed rhyme scheme in the poem?

Answer Key

1. a. ii. wanderer  
b. i. friends

2. The poet is happy with his life and desires very little. He is in love with the life he leads. He does not have any complaint about anything or anyone. Instead he derives simple pleasure from nature. He is happy with the jolly heaven above, the path on which he is travelling, sleeping under the stars and drinking water from the river. He is cheerful and content wherever he is and with whatever he has.

3. Answers may vary. Accept all appropriate responses.

4. “Wealth I seek not hope nor love, 
   Nor a friend to know me”

The above lines show that the poet does not desire material possessions of any kind. He is not interested in worldly pleasures like wealth, hope, love or even a friend.

Poetic Devices

Life I love, Let the lave
Bed in the bush, Biting the blue finger
Let what will
• Ask students: Can you think of any other word apart from ‘said’ that we can use in indirect speech?

• Explain to the students that we can use different saying verbs that tell us how the words were spoken, instead of said. It makes our writing more interesting.

• Read the words and sentence given on page 145.

• Let students attempt the exercise in pairs.

• Discuss answers in the class.
PROJECT WORK

**Movie Trailer**

Ask students to write/enact a trailer for the story they read earlier in the unit. Tell them a trailer offers a quick preview of the best moments of a movie. The students have to do the same for the story. They can make a comic strip that serves as a trailer to the story. They can even enact it.

---

**Workbook Answer Key**

**Activity 1: Understanding**

1. a. F  b. T  c. F  d. T  e. F

2. adherent  unconsciously  politician  despair  yonder

3. a. The only alternative with Rip Van Winkle to escape his nagging wife was to take a gun and stroll away in the woods.
   b. Rip Van Winkle was crowded by politicians who gazed at his strange appearance.
   c. The man in the cocked hat restored order and asked Rip what he came there for.
   d. Rip was saddened by the changes and found himself alone in the world.
   e. Rip Van Winkle’s daughter told him that the dog came home without him.

4. a. i) Rip Van Winkle said the above lines to the man in the cocked hat.
    ii) He was pointing at a boy who was leaning against a tree nearby. The boy’s name was Rip Van Winkle.
    iii) The phrase means to take someone’s position.
    iv) The speaker found himself in a strange predicament. The village he lived in was not the same, his neighbours and friends had died. All this baffled him, and he even started to doubt his identity.
   b. i) Judith Gardenier said these words to her Rip Van Winkle.
    ii) Rip Van Winkle wife’s death is being talked about here.
    iii) The speaker of these lines is the daughter of Rip Van Winkle.

5. a. Please Note: The word 'Tory' is a misprint. The correct word here is 'troublemaker'. The crowd called Rip Van Winkle a troublemaker because he brought a gun on his shoulder to the election.
   b. Rip Van Winkle was puzzled because everything had changed overnight. He knew no one and no one knew him in the village where he had lived his whole life.
   c. Rip Van Winkle was able to disclose his identity when an old woman recognized him as her old neighbour.
   d. Rip Van Winkle’s daughter told him her father had disappeared twenty years ago and nobody knew what had happened to him.
   e. The story of Rip Van Winkle is set in the Kaatskills Mountains, America.
**Activity 2: Vocabulary**

1. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>very bright</td>
<td>luminous</td>
</tr>
<tr>
<td>very eager</td>
<td>keen</td>
</tr>
<tr>
<td>really calm</td>
<td>serene</td>
</tr>
<tr>
<td>very dear</td>
<td>cherished</td>
</tr>
<tr>
<td>very confused</td>
<td>perplexed</td>
</tr>
<tr>
<td>very thirsty</td>
<td>parched</td>
</tr>
<tr>
<td>very bad</td>
<td>awful</td>
</tr>
<tr>
<td>really afraid</td>
<td>fearful</td>
</tr>
<tr>
<td>very wet</td>
<td>soaked</td>
</tr>
<tr>
<td>filthy</td>
<td>really dirt</td>
</tr>
<tr>
<td>exact</td>
<td>very accurate</td>
</tr>
<tr>
<td>starving</td>
<td>very hungry</td>
</tr>
<tr>
<td>distressed</td>
<td>really worried</td>
</tr>
<tr>
<td>enduring</td>
<td>very long term</td>
</tr>
<tr>
<td>pungent</td>
<td>very smelly</td>
</tr>
<tr>
<td>apologetic</td>
<td>really sorry</td>
</tr>
</tbody>
</table>

2.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>filthy</td>
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<td>pungent</td>
<td>very smelly</td>
</tr>
<tr>
<td>apologetic</td>
<td>really sorry</td>
</tr>
</tbody>
</table>

3. a. brilliant b. hilarious c. thrilled
d. exhausted e. enormous f. occupied

**Activity 3: Grammar**

1. a. goes - F b. to play - I c. gardening - G d. went - F
e. burning - P f. tired - P

2. b. They are used to lift and move heavy building materials.
   c. They are used to cut grass/ mow a lawn.
   d. They are used to cut papers, clothes, rope, etc.
   e. Knives are used to cut vegetables.
   f. They are used to magnify microscopic objects.

3. b. We were happy to stay at my uncle's place.
   c. I have decided to work hard.
   d. She was surprised to receive the gift.

4. Answers may vary. Accept all appropriate responses.

5.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participle</th>
<th>Present Participle</th>
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</tr>
<tr>
<td>buy</td>
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<td>buying</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>dealing</td>
</tr>
<tr>
<td>fly</td>
<td>flown</td>
<td>flying</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>meeting</td>
</tr>
</tbody>
</table>
6. Answers may vary. Accept all appropriate responses.

**Activity 4: Writing**
1. Open-ended
2. Open-ended

**Activity 5: Celebrating Poetry**
1. a. i. The Vagabond spends his night under the ceiling of the sky with a bush for a bed.
ii. The Vagabond eats his bread by dipping it in the fresh waters of a river.
iii. The last line explains this is the kind of life he wants forever. The narrator can live this way all his life, or in his words, 'for ever'.

b. i. The frosty fields are compared with flour.
ii. The word ‘haven’ here refers to the warmth of a fireside shelter in winter.
iii. The line means that the vagabond will not allow winter to force him indoors. He will wander outdoors even in winter.

2. The vagabond wants to live his life on the road. He wants a life where he can sleep outside, go wherever he wishes to go and eat whenever hungry.

**Activity 6: Comprehension**
1. a. robbed  b. unprotected  c. definitely  d. set up/ sailed around  e. buried
2. a. T  b. T  c. F  d. F  e. T
3. a. The sailors who robbed unprotected sailing ships were called pirates.

b. The first known pirates stole treasures from ships and became so rich that they bought land in Africa and set up their own nation there, called the Barbary States.

c. The pirates in the Caribbean Sea were nicknamed ‘the Buccaneers’ because of a type of dried meat that they liked to eat.

d. Black Beard roamed the Atlantic coast of the United States.

e. The people still look for Black Beard’s buried treasure along the Atlantic coast of the United States.
LESSON TARGETS

Getting Started and Listening
• Understand difficult situations
• Listen for details
• Recall information

Say it Right: ‘th’ sound
• Understand the sound and pronunciation of words with ‘th’
• Pronounce words with ‘th’ sounds correctly
• List words with ‘th’ sounds

Language Ladder: Active and Passive Voice
• Learn the rules of active and passive voice
• Write sentences in active and passive voice
• Change active to passive and vice versa

Reading: The Naive Friend
• Purposive Reading
• Infer character feelings and emotions based on actions
• Identify the main idea

Understanding
• Make inferences based on comprehension of the text
• Discuss and respond to the text

Vocabulary: Phrasal Verbs
• Understand what are phrasal verbs
• Use phrasal verbs in sentences
• Enact phrasal verbs

Practising Grammar: Active and Passive Voice
• Write sentences in active and passive voice
• Change active to passive and vice versa

Speaking: Sharing an Experience
• Think, Pair and share their experiences
• Class presentation

Writing: Article
• Understand the structure of an article
• Write their own article

Plug In: Coma
• Learn the rules of using coma
• Use coma correctly in sentences

Celebrating Poetry: Be a Friend
• Chorus reading and understanding the meaning of the poem
• In text comprehension poem
• Poetic device used on the poem

Enrichment
• Being Prepared for an Emergency
<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 146)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listen for Instructions</td>
<td>• Listening for Instructions • Exercise (Page 147)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Say It Right: ‘th’ sound</td>
<td>• Reading and Sound Identification • Exercise (Page 148) • Activity 1: Think and Write</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Grammar: Active and Passive Voice</td>
<td>• Activity 2: What has Changed?</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Exercise (Page 149) • Activity 3: Real Life • In-Text Comprehension Practice</td>
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<td>6</td>
<td>Understanding</td>
<td>• Exercise (Page 154)</td>
<td>Activity 1 (Page 103-104)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Phrasal verbs</td>
<td>• Activity 4: Charade • Exercise (Page 155)</td>
<td>Activity 2 (Page 105)</td>
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<td>8</td>
<td>Practising Grammar: Active and Passive Voice</td>
<td>• Exercise (Page 155)</td>
<td>Activity 3 (Page 106-107)</td>
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</tr>
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<td>9</td>
<td>Speaking: Sharing Experience</td>
<td>• Conversation on Then and Now • Class Presentation</td>
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<td>10</td>
<td>Writing: Article</td>
<td>• Features of Comic Strip • Activity 5: Safety Magazine • Exercise (Page 156)</td>
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<td>2</td>
</tr>
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<td>11</td>
<td>Plug-in: Comma</td>
<td>• Exercise (Page 157) • Activity 6: Use a Comma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry: Be a Friend</td>
<td>• Understanding the features of informational text</td>
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<td></td>
</tr>
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<td>13</td>
<td>Poem Appreciation</td>
<td>• Exercise (Page 159)</td>
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<td></td>
</tr>
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<td>14</td>
<td>Enrichment</td>
<td>• Being Prepared for an Emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Work</td>
<td>• Helping Calendar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skills in focus

**Communication:** Listening actively, using clear and articulate speech

**Creativity:** Improving upon ideas

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

**Teaching Trail**

- Ask the students to read the introductory text on Page 146.
- Tell them to discuss with their partners what it means. They can support their ideas using personal experiences.
- Have a few pairs share their ideas.

**Answer Key**

![Answer Key Image]

**Listening Text**

Put the vegetables in the refrigerator, but first look for some eggs in the egg carton. If you find eggs in the egg carton, then put the vegetables in the blue tray on the chest of drawers.

Keep the fruit basket beside the toaster if the toaster’s switch is on. If it is off, then keep the fruit basket on the refrigerator.

If you find corn flakes in the refrigerator then add some honey to the glass of milk kept on the table.

To plug the charger, keep the laptop on the table on which the toaster is kept.

Keep the bottles from the refrigerator on the table only if there is a tray on the table. Otherwise, keep them on the vacant chair near the vegetables.
Communication: Speaking confidently, providing expression and enthusiasm

The Naive Friend

Listening
Listen carefully and place the objects appropriately by connecting them with a line.

Say it Right
Read these words aloud.

voiced th words /ð/  
unvoiced th words /θ/

thunder  
thinkful  
their

voiced th words /ð/  
unvoiced th words /θ/

breath  
thumb  
these  
breathe

Did you notice that the sound of -th is different in the first and second set of words? In the first set of words, ‘th’ is voiceless, which means it produces no vibration in the vocal cord; whereas in the second it is voiced.

The vowel ‘v’ plays an important role in determining the ‘th’ sound.
When ‘v’ is added to ‘breath’ (voiceless) it turns into ‘breathe’ (voiced).

Teaching Trail

Ask the students to read the words in both the circles on Page 147.
Ask: Did you notice any difference in the sound ‘th’ makes?
Tell them to read further.
Give a few more examples.
Explain how an ‘e’ changes the sound.

Reading Café

To make the voiced and unvoiced ‘th’ sounds, we place the tip of our tongue between our top and bottom teeth. Then blow air through the space between the tongue and the top teeth. We also blow air through the top teeth. This makes the unvoiced ‘th’ sound. When we add voice to it, the voiced ‘th’ sound is produced.

Activity 1: Think and Write

Divide the class into five groups. Provide chart papers to each group and coloured pens. Ask each group to make as many words they can think of using the two different ways of pronouncing the ‘th’ sound in 5 minutes. They must use different colour pens for each sound. They must write sentences using at least one word from each category.

Variation

They can also make their own tongue twisters.
Answer Key

Today was Ann’s tenth birthday celebration. Her mother invited Susan, Jane and me for the party. We went together to Ann’s house. Their house is not far from mine. Ann introduced us to her father, mother, brother and cousins. We were thirsty so auntie served us soft drink. Then it was time for some party games. We had to run to the finish line without breaking the thread. After the games Ann cut her birthday cake and I couldn’t resist gazing at the mouth watering food served at the dining table. Later, we thanked everyone and returned home.

<table>
<thead>
<tr>
<th>Voiced</th>
<th>Voiceless</th>
</tr>
</thead>
<tbody>
<tr>
<td>the, brother, mother, father, together, their, without, then</td>
<td>birthday, tenth, mouth, thread, thirsty, thanked</td>
</tr>
</tbody>
</table>

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

Skills in focus

- Explain what is active voice and what is passive voice using the examples given on Page 148.
- Then discuss the rules of changing active voice to passive voice and vice versa.
- Ask students to find at least one example of active voice and one example of passive from their notebooks.

Teaching Trail

- Explain what is active voice and what is passive voice using the examples given on Page 148.
- Then discuss the rules of changing active voice to passive voice and vice versa.
- Ask students to find at least one example of active voice and one example of passive from their notebooks.

Activity 2: What has changed?

Divide the class into 5 groups. Ask 2 members of each group to stand outside. The other members should change the position of a few things in the class. It should be visible. Have the members outside come in and tell what has changed using passive voice.
**Critical Thinking: **Reflection, making judgements and inferences

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

### Teaching Trail

- Ask the students to read the situation and tick what they will do in that situation.
- Ask a few volunteers to share their responses.

### Answer Key

1. b. You’ll help him up and rush back home, and call an elder.
2. a. You’ll immediately rush to call your neighbours for help.

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

### Comprehension Questions

- Why were Keshav and his sister thrilled?
- What does the text tell us about their parents?
- Why was Shyama worried?
- What does ‘air of an intellectual’ mean?
- What did they decide to help the chicks?
Divide the students into groups of 4. Ask them to glance through the story again and discuss in their groups what had happened. Then, on a paper, tell them to write what would have they done if they were in Keshav’s and Shyama’s place.
Understanding

1. Select the most appropriate option for the following:
   a. The children conversed and discussed everything amongst themselves because ...
      i. they didn’t want their parents to know about their activities
      ii. their parents were busy with their respective jobs
      iii. Keshav was very intelligent so he guided Shyama
   b. Shyama kept quiet in front of her mother because ...
      i. she never wanted her brother to be slapped
      ii. she didn’t understand what her mother was asking
      iii. she wanted Keshav to speak
   c. After the eggs broke, the birds ...
      i. laid fresh eggs
      ii. became sad and didn’t come out of the nest
      iii. left the house and never returned

2. Answer the following questions.
   a. Why were Keshav and Shyama forced to satisfy their queries by discussing amongst themselves?
   b. How did the children arrange food and water for the chicks?
   c. What did Keshav do to shade the eggs from the scorching sun?

3. Complete the table by giving evidence from the story for the following statements. Also, draw inferences from the evidences.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence from the story</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The children were ready to take risks to save the birds.</td>
<td>Shyama scooped out a handful of rice grains from the bag stealthily when her mother was looking the other way. Keshav managed to find a stone bowl which he filled with water.</td>
<td>The children were very concerned about the birds and the eggs. So, they were ready to take risks to save them from scorching heat.</td>
</tr>
<tr>
<td>b. The children didn’t have ill intentions when they disturbed the eggs.</td>
<td>Keshav positioned a waste paper basket against the branch of a tree so that its shadow fell on the nest and shade the eggs from the scorching sun.</td>
<td>The children were thrilled and had empathy towards the eggs. They were curious and only they disturbed the eggs to help the birds.</td>
</tr>
</tbody>
</table>

4. Make sentences from any five words with suffixes -ly, -ness, -able, -ity and -al from the chapter.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffix</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

by discussing amongst themselves as there was no one who could answer their questions – their mother was busy with house hold chores while their father was always busy with his reading and writing.

b. Shyama scooped out a handful of rice grains from the bag stealthily when her mother was looking the other way. Keshav managed to find a stone bowl which he filled with water.

c. Keshav positioned a waste paper basket against the branch of a tree so that its shadow fell on the nest and shade the eggs from the scorching sun.

3. 

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence from the story</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children were ready to take risks to save the birds.</td>
<td>Shyama scooped out a handful of rice grains from the bag stealthily when her mother was looking the other way. The moment the children realised their mother had fallen asleep, they climbed out of the bed and quietly went outside.</td>
<td>The children were very concerned about the birds and the eggs. So, they were ready to take risks to save them from scorching heat.</td>
</tr>
<tr>
<td>The children did not have ill intentions when they disturbed the eggs.</td>
<td>Keshav said, “I will spread the rags; the poor eggs are lying on straw.” The eggs are nicely lying on the rag now; once they hatch, we will adopt the chicks.</td>
<td>The children were thrilled and had empathy towards the eggs. They were curious and only they disturbed the eggs to help the birds.</td>
</tr>
</tbody>
</table>

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

Teaching Trail

- Ask the students to read each question and write the answers in their notebooks.
- Tell them to do the matching in the textbook.

Answer Key

1. a. ii. their parents were busy in their respective jobs.
   b. i. she never wanted her brother to be slapped.
   c. iii. left the house and never returned.

2. a. Keshav and Shyama were forced to satisfy their queries by discussing amongst themselves as there was no one who could answer their questions – their mother was busy with house hold chores while their father was always busy with his reading and writing.

b. Shyama scooped out a handful of rice grains from the bag stealthily when her mother was looking the other way. Keshav managed to find a stone bowl which he filled with water.

c. Keshav positioned a waste paper basket against the branch of a tree so that its shadow fell on the nest and shade the eggs from the scorching sun.
4. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffix</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. incessantly</td>
<td>-ly</td>
<td>She incessantly talked about last night’s cricket match.</td>
</tr>
<tr>
<td>b. inquisitiveness</td>
<td>-ness</td>
<td>The children and their inquisitiveness are liked by everyone.</td>
</tr>
<tr>
<td>c. uncomfortable</td>
<td>-able</td>
<td>Shyam was uncomfortable in presence of his father.</td>
</tr>
<tr>
<td>d. curiosity</td>
<td>-ity</td>
<td>The children looked at their new teacher with curiosity.</td>
</tr>
<tr>
<td>e. intellectual</td>
<td>-ity</td>
<td>Ram was an intellectual man.</td>
</tr>
</tbody>
</table>

5. Keshav and Shyama intended to save the eggs but unfortunately lost them due to their mistake. They never had anyone to guide them or talk to them. Their parents were also equally responsible for this loss as they were always busy with their respective jobs. The mother with the household chores whiles their father with his reading and writing. If the parents would have given some time to the children they would have know better than to disturb the nest.

---

**Teaching Trail**

- Explain what are phrasal verbs using the information on Page 155. Before students attempt the exercise, ask them to guess the meanings of the phrasal verbs given in the exercise.
- Tell them that phrasal verbs can have multiple meanings.
- Write the correct responses on the board.
- Ask the students to attempt the questions independently.

**Activity 4: Charade**

Prepare phrasal word cards which students can act out. Fold them and place them in a bowl. Ask students to pick any one card and act it out. Other students should guess what the word phrase is. You can give hints if needed.

---

**Answer Key**

Answers may vary. Accept all appropriate responses.

1. She was a single mother so she had to bring up her children on her own.
2. Ram was curious to find out what was happening next door.
3. If you can do this today, then don’t put off for tomorrow.
4. Throw away the old chair lying in the verandah.
5. The nanny had to look after the children.
Critical Thinking: Analysis, reasoning, Making judgments

Communication: Articulating

Practising Grammar

**Active and Passive Voice**

**Let’s Catch Up**

Active Voice: The subject is the doer of the action.
Passive Voice: The subject is the receiver of the action.

1. Change the voice in the given sentences.
   a. He was awarded by the principal for his outstanding performance.
   b. Ravi sold the complete stock in the market.
   c. The company will increase the price of the raw materials by next month.
   d. Classical dance is being taught at the amphitheatre by the dance teacher.
   e. She added some sugar and coffee powder to the milk.

**Answer Key**

1. a. The principal awarded him for his outstanding performance.
   b. The complete stock was sold by Ravi in the market.
   c. The price of the raw materials will be increased by the company next month.
   d. The dance teacher is teaching classical dance at the amphitheatre.
   e. Some sugar and coffee powder was added by her to the milk.

2. a. Aakash is relocating with his parents. His friends gave him a farewell party. Shreshtha, the party planner thanked everyone helping out. Read what every individual did and rewrite the sentences in passive voice.
   b. Madhu decorated the hall with balloons and flowers.
   c. Amolesh arranged the furniture.
   d. Shyam served the cold drinks.
   e. Raj clicked the photographs.
   f. Aanya packed the farewell gift.

**Teaching Trail**

- Recapitulate active and passive voice.
- Read the questions and explain what is to be done.
- Give time to students to do the exercise independently.

**Sharing an Experience**

Discuss an event of your life where you tried to help someone, but your effort did not yield the desired result. You can choose any one of the following topics for discussion:

1. trying to help a friend with his/her homework
2. trying to rescue an animal
3. trying to give first aid to someone
4. trying to help your mom in the kitchen
5. trying to help your younger sibling

**Helping Hand**

- What did you try to do?
- What outcome had you expected of your action?
- What went wrong?
- What was the actual outcome? What was the response of the involved people?

Skills in focus

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

**Creativity**: Generating Original Ideas

**Teaching Trail**

- Divide the class into 5 groups.
- Let them read the question and Helping Hand.
- Tell the groups to pick a topic and discuss about it.
- Ask them brainstorm ideas for their topic and decide on any one idea to present in the class.
- Have each group present their ideas.
Teaching Trail

- Ask the students to read the article.
- Discuss with them the features of an article.
- Show them more examples.
- Ask the students to write their article.

Activity 5: Safety Magazine

Ask the students to write their articles on a coloured sheet and paste pictures along with it. As a whole class, tell them to assemble all the articles and create a magazine. They must create the cover page, index, and ad pages.

Activity 6: Use a Comma

Ask the students to pair up and write 10 sentences using comma incorrectly. Tell the pairs to share their sentences with the next pair. They have to rectify the error and write which rule is applied in the sentence. Then ask them to share it with the next group which should check if the previous group has done the work correctly. Give it back to the original pair who should then give a final check.

Critical Thinking: Reflecting, evaluating and concluding
Communication (written): Using appropriate tone and vocabulary for the intended audience

Reading the following article on Road Safety.

<table>
<thead>
<tr>
<th>Title</th>
<th>ROAD SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Road safety measures refer to the measures adopted to avert accidents and injuries. They ensure safety of driver, and other motor vehicles.</td>
</tr>
<tr>
<td>Statistics</td>
<td>Road accidents occur due to negligent driving and disregard of traffic rules. Being careful, alert and following traffic rules can ensure lower rate of injuries and deaths because of road accidents. Statistics reveal that road traffic injuries are the leading cause of death of young people. Half of the victims of road accidents consist of cyclists, motorcyclists and pedestrians. It is therefore very essential to follow traffic rules; use over bridge for crossing the road, use helmets and seat belts while driving.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Awareness regarding road safety can be created among the masses through campaigns, seminars, workshops and as a part of curriculum in schools. It is the duty of every citizen to respect traffic rules and signs on the road.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>In a nutshell, it is the responsibility of the public and administration to make the roads safe to travel.</td>
</tr>
</tbody>
</table>

Write an article for your school magazine emphasizing on the importance of adopting safety measures during excursions.

Plug-In

The comma is used:
1. between two long independent clauses connected by conjunctions
   - For example: I was prepared well for the test, but the teacher said the test was rescheduled.
2. between all objects in a list of three or more objects
   - For example: Add bread, butter, eggs and cheese to the shopping list.
3. to show non restrictive word groups:
   - These words only add information and do not restrict our knowledge of the subject. If omitted, these words do not change the meaning of the sentence.
   - For example: Seema wore the pink dress, which was made of satin cloth.
4. with linking words like ‘however’
   - For example: I left early from home; however, I missed the bus.
5. with contradicting word groups.
   - For example: Shubham chose baseball, not basketball, for his evening sport.

Insert commas at appropriate places.
- After finishing his homework, John went to play.
- I want to buy stencil map pencil and eraser from the market.
- David visited The Taj Mahal, The Golden Temple, Amer Fort and Jal Mahal during his visit to India.
- The words spoken by the Chairperson touched everyone’s heart “I shall always treat every employee as my family member”.
- I have finished my Math problems but Raj is still writing his history questions.

Critical Thinking: Analysis, Reasoning, and inferring, Solving problems, resolving conflicts
Collaboration: Asking questions, group work, Suggesting/accepting new ideas

Teaching Trail

- Write on the board: My friend Rekha, is a fantastic guitarist.
- Ask: What is the problem in the sentence?
- Explain the rules of using comma.
- Tell the students to do the question independently.
Answer Key

a. After finishing his homework, John went to play.
b. I want to buy stencil, map, pencil and eraser from the market.
c. David visited The Taj Mahal, The Golden Temple, Amer Fort and Jal Mahal during his visit to India.
d. The words spoken by the Chairperson touched everyone’s heart, “I shall always treat every employee as my family member.”
e. I have finished my math problems, but Raj is still writing his history questions.

Celebrating Poetry

Be a Friend
—Edgar A. Guest

Be a friend. You don't need money;
Just a 'disposition sunny;
Just the wish to help another;
Get along some way or other;
Just a kindly hand extended
Out to one who's 'unbefriended;
Just the will to give or lend,
This will make you someone's friend.

Be a friend. You don't need glory;
Friendship is a simple story.
Pass by 'trifling' errors blindly,
Gaze on honest effort kindly,
Cheer the youth who bravely trying,
Pity him who sadly sighing;
Just a little labour spend
On the duties of a friend.

Be a friend. The pay is bigger
(Though not written by a figure)
Than is earned by people clever
In what's merely 'self-endevour'.
You'll have friends instead of neighbours
For the profits of your labours;
You'll be richer in the end
Than a prince, if you're a friend.

Duties of a friend – to forget errors, to appreciate the honest effort, sympathize with the one who is crying, to cheer the one who is trying.

3. The most valuable gift according to the poet is to have a friend. The lines which suggest this are – You’ll be richer in the end
Than a Prince, if you’re a friend.

4. money-sunny other-another story-glory kindly-blindly endeavour-clever

Poetic Devices: The rhyming scheme of the poem is

aa bb cc dd
aa ee ff d
bb bb gg bb

Skills in focus

Critical Thinking: Analysis, Reasoning, and inferences
Communication: Articulating
Creativity: Generating original ideas

Teaching Trail

- Ask the students to share the importance of laughing.
- Capture their response on the board.
- Tell them to read the poem along with you. Read the first 4 lines to set the pace and then ask the students to jump in.
- Ask comprehension questions.
- Explain what rhyme scheme is.

Answer Key

1. To be a friend one needs to have a cheerful personality and a desire to help others.

2. Qualities of a friend – to help another, to give or to lend, to extend a hand to the one who has no friend.
Helping Calendar
Ask the students to create a calendar. For each month tell them to draw a situation and write what can be done to help others in that situation. These situations could be small or big like someone drowning or a person twisting his/her foot.
Workbook Answer Key

Activity 1: Understanding
1. a. cornice  b. hatched  c. shield  d. squeal  e. distressed
2. a. F  b. F  c. T  d. T  e. F
3. a. incessantly  b. curiosity  c. discomfort  d. positioned  e. cautiously
4. a. Keshav said these words to Shyama.
   b. Shyama said these words to Keshav.
   c. Keshav said these words to Shyama.
   d. Keshav said these words to Shyama.
   e. Mother said these words to Keshav and Shyama.
5. a. Keshav and Shyama satisfied their queries by conversing with each other.
   b. Keshav positioned the basket against the branch of a tree so that its shadow fell on the nest and protected it from hot sun.
   c. The birds dropped the eggs so they broke. The disturbed nest made the bird think that it was in danger and so it abandoned its nest.
   d. Keshav and Shyama learnt that human beings should not disturb a bird’s eggs or its nest as a disturbed nest makes it think it’s in danger so, it abandons its nest.
6. Answers may vary. Accept all appropriate responses.

Activity 2: Vocabulary
1. a. brought up  b. finds out  c. look after  d. put off  e. falling out
2. Answers may vary. Accept all appropriate responses.

Activity 3: Grammar
1. a. active  b. passive  c. passive  d. active  e. active
2. 1. The ingredients are to measured first.
   2. Then sugar and butter are added in a bowl and beaten well.
   3. After that a mixture of flour and baking powder is added and mixed well.
   4. Then essence is added.
   5. And then baking tray is greased and the batter is poured in the tray.
   6. At last the batter is baked in a preheated oven at 180 degrees Celsius for 40 minutes.
3. a. The eggs were laid by bird.
   b. The birds’ nest was found by Keshav and his sister.
   c. A handful of grains were scooped out by Shyama from the bag.
   d. The basket was positioned against the branch of a tree by Keshav.
4. a. The competition will be judged by a famous musician.
   b. The river will be polluted if they build a factory here.
c. The decision will be taken tomorrow by the judge.
d. The phone will be tested by an experienced test pilot.

5. a. A book on Indian cuisine was being read by me.
b. The lead role in the play is being played by a new student.
c. The puzzles were being solved by them quickly.
d. A letter is being written by her to the principal.

Activity 4: Writing
1. Open-ended question
2. Open-ended question

Activity 5: Celebrating Poetry
1. a. The poet says that money is not required to be a friend. One only needs a cheerful character to make friends.
b. To be somebody’s friend one needs to help another, extend a hand to someone who does not have a friend and to give or to lend.
c. The poet is Edgar A. Guest.

2. It doesn't cost money to be a good friend.  ✓
   We have been willing to reach out to others and make friends.  ✓
   We should encourage our friends and stand for them.  ✓
   We should not forgive our friends for their mistakes.
   It is important to talk about our worries and problems with our friends.

3. The third stanza points out that although smart or clever people earn a lot of money but being a friend gives more profit. Being a friend you will be richer in the end.

4. Answers may vary. Accept all appropriate responses.

Activity 6: Comprehension
1. a. iii. those who want to learn first aid and help others.
   b. iii. 10th January at 2 p.m.
   c. iv. care group members will be at the booth to answer queries
   d. iii. visiting a home for the elderly

2. a. Deepak Nair enjoys meeting other Care group members. Being a member of the Care Group has helped him make many friends.
b. The specialized first aid courses empower the members to respond appropriately to emergencies at home and abroad.
c. The main aim of the poster is to educate and inform students about the Care Group and encourage them to join the group.