

My English Book



Class - V



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My English Book

Class V

(Experimental Edition)

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PREFACE

The Govt. of Odisha has decided to strengthen the teaching/learning of English in Odia medium Govt. Schools. The English Language Teaching Institute (ELTI) has already prepared a handbook on teaching English at the primary level. About sixty thousand teachers have been trained with the help of the book, during 2016-2017 and each teacher has been provided with a copy of the book. Next, the ELTI with the help of SCERT and OPEPA has prepared this new series of textbooks in English from Class-III to Class- VIII based on sound principles of English Language Teaching and principles of pedagogy enshrined in NCF 2005 . The books have been tried out with real learners and teachers. Necessary corrections have been made accordingly. I wish the teachers to read the introduction and notes for them provided in the books and teach the books accordingly. I also want the Inspecting Officials to go through the textbooks and supervise classes accordingly. The workbooks are carefully built into the textbooks. The teachers should use the books following a learner-centered approach and make learners do the tasks. They should correct learners' scripts and provide feedback. The Inspecting Officials are expected to supervise this regularly. Each textbook has also in-built tests to test the performance of both the learners and teachers. Language indicators for each class are also provided at the end of the book for the guidance of both the teachers and Inspecting Officials. This will help the parents to check the progress of their wards. Attempts are also being made to prepare similar textbooks in other subjects from the coming years based on these sound principles. But unfortunately, our attempts to strengthen teaching/learning through good textbooks failed to yield expected results due to wide spread prevalent of cheap bazar notes (Meaning Books) prepared only with the motives of commercial gains. These books provide cheap ready-made helps by working out the tasks/activities thereby preventing students from getting/developing skills and restrict them from the pleasure of doing the workbook tasks/activities on their own.

I am sure, the new series will help our learners excel in all the four language skills of English --- Listening, Speaking, Reading and Writing. I thank the Editors and the Reviewers for their sincere efforts in preparing the excellent materials. I also thank Dr. Manmatha Kundu, the Academic Adviser and Mr. Indramani Tripathy, the Director of ELTI under whose academic and administrative guidance the books were prepared.

Any suggestions for the improvement of the book are welcome.

Commissioner-cum-Secretary
Department of School and Mass Education,
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INTRODUCTION

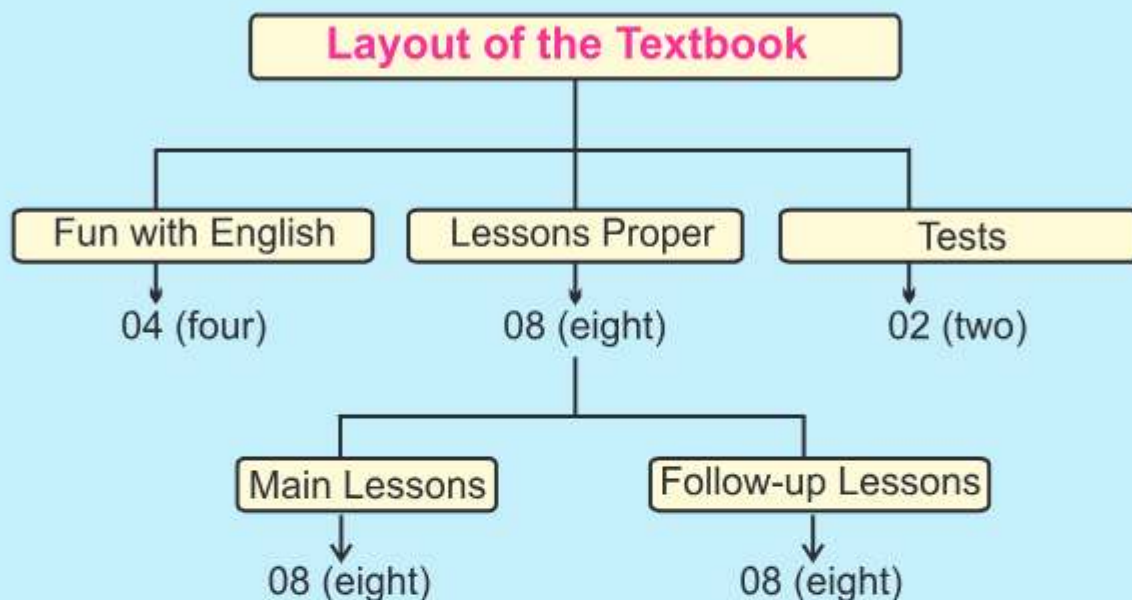
The Secret of Language Learning

Language is mostly learned through exposure and use in meaningful contexts. While the exposure to language is mainly done through listening and reading, use is done through speaking and writing. The more one listens to a language and reads in a language, the more s/he gets exposed to the language. Exposure lays the foundation of a language and also the foundation for using the language. One cannot use (speak) the language unless one has sufficiently listened to the language. One cannot write the language unless one has widely read the language. And both the exposure and use are to be done in the meaningful contexts. What one listens and reads should be useful and interesting to him/her. Similarly, what one speaks and writes should also be interesting and useful for the user. In other words, all these are to be done in context and the user should be involved in activities. This is the secret behind learning any language.

The question, therefore, is how we can restructure our teaching and learning of English. First, our learners should be sufficiently exposed to English through listening. In case of acquiring mother tongue, a child listens to the language for long to be able to speak. Listening to the language lays the foundation for speaking. Do we provide enough exposure to English through listening before teaching our learners to speak and write in our schools? Certainly not. We usually tend to start teaching of English from reading and writing. This is why our learners face difficulties in learning English in Odia medium schools. In order to do this, we have to reverse the current trend of teaching English. Instead of beginning teaching of reading and writing, we should first develop the listening and speaking skills of our learners through storytelling and TPR (Total Physical Response) activities. The current primer of English (Class- III) has, therefore, been revised and rewritten with enough pre-primer activities (Storytelling, Rhymes, Known English Words, TPR etc.) before learners learn to read and write.

The Textbook

The class V English textbook has also been revised and rewritten keeping in mind the development of listening and speaking skills of our learners along with the skills of reading and writing. In this book, there are enough listening and speaking activities provided under each lesson mainly through listening and speaking activities. The lessons in the book are reorganized as follows :



The four “Fun with English” lessons are simple and interesting. There are poems, rhymes and stories with very interesting mind-engaging activities, hence the name. The main purpose of this section is to help learners learn what they have not learned before. Currently, majority of learners are below their class level, in terms of skills, more so in English classes. If their skills are not levelled up through right kind of learning, the main lessons will not work and the teacher will take recourse to reading aloud, and explaining the text often in Odia and somehow to complete the course as they were accustomed to do before. The tasks provided, therefore, are tasks for beginners (Class- III and class- IV) such as handwriting, writing words, phrases and simple sentences mostly of copying kind- Listen and Talk, See and Write. These four “Fun with English” lessons serve as steps for reaching the lessons proper.

Lessons Proper

There are eight lessons – four prose pieces and four poems. These pieces are very carefully chosen, the main criteria of selection being simplicity (language) and interest value for the young learners of 10-11 years old. Each lesson has three major sections: Pre-reading, While-reading and Post-reading. The purpose of pre-reading is motivating the learners to read the text. The while-reading phase is devoted to interactive reading. The learner is taught to interact (communicate) with the writer through the text. This is the most important phase of the lesson. If this part is not properly done, the next phase, post-reading becomes futile. The post-reading phase is devoted to interesting learning activities based on the text. While doing these activities, the learner reads and rereads the text on his/her own without being conscious of the fact that s/he is reading so many times. The activities become the main product and learning skills come as by-product.

Follow-up Lessons

These are, in fact, sub-lessons of the main lessons. In this book there is only one sub-lesson under each main lesson. The sub-lessons are shorter and simpler than the main lessons. These are called follow-up lessons. The themes are related to the theme of the main lessons. Compared to the main lessons, the sub-lessons are less controlled in the sense that both the teacher and learners are given freedom to work on their own, the primary purpose being the development of autonomous learning. While the questions and activities are provided in the main lessons by the editors, teachers are encouraged to frame their own questions and activities for sub-lessons. Similarly the learners are encouraged to read and comprehend the text and do the activities on their own with less guidance from the teachers. Learners are encouraged to self-correct and peer-correct their own writings. The other purpose of these sub-lessons is to relate the main text to their daily life experiences and use of English. In other words, they are discouraged to be textbook centric. Earlier, all these sub-texts were called 'tail-pieces' to be read and enjoyed by the learners. In addition to the sub-lessons, a few tail-pieces have also been provided in some lessons.

Tests

There are two tests, one after the 3rd lesson and the other at the end. The tests are of 100 marks each. The tests intend to test the English language skills of the learners, the skills expected to be developed through these lessons. The test results will provide feedback to both the learners and the teachers- the learners will get the feedback whether they have developed the English language skills studying the text or

not and the teacher will get the feedback whether they have been successful in helping the learners develop the expected English language skills or not. The tests will also help teachers frame similar tests to be administered to students on a regular basis .

Interlinking materials and Methods

During the early phase of textbook writing, methods of teaching were not reflected in the textbook. So the teachers used their own ways of handling the text. Attempts have, therefore, been made to link the material with method. The material writers while preparing the textbook, visualised the method the teacher is to use to transact the material in the classroom. In fact , now it is realized that method is more important than the materials shown through the mathematical calculations: Good Materials + Bad Method= No result, Bad Materials+ Good Method= Some results. As a result, only those persons having first hand experience of teaching are asked to prepare materials, and try them out with real learners is made obligatory. In this book, we have changed the current trend in our education. We have linked the materials with the methods. The general approach suggested is learner-centred and activity –oriented approach with some specific techniques of teaching such as BS (Brainstorming), Chain-drill, VMDT (Visual Memory Development Technique) and MT (Mental Talk). A brief description of these four techniques is provided in Appendix-II; Notes on Techniques.

ପ୍ରିୟ ଛାତ୍ରଛାତ୍ରୀ

ତୁମେମାନେ ସହଜରେ କିପରି ଇଂରାଜୀ ଶିଖିବ ସେଥିପାଇଁ ଏ ବହିଟି ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଇଂରାଜୀ ଶିଖିବା ସମୟରେ ତୁମମାନଙ୍କୁ ଆମେ କିଛି କହିବାକୁ ଚାହୁଁ । ତୁମେ ସବୁ ଶୁଣିବତ ?

ଇଂରାଜୀ ଶିଖିବା କଣ ପାଇଁ ଦରକାର ? ଏ ବିଷୟରେ ନିଶ୍ଚୟ ତୁମମାନଙ୍କର କିଛି ଧାରଣା ଅଛି । ପ୍ରଥମ କଥା ହେଲା ଇଂରାଜୀ ତୁମମାନଙ୍କପାଇଁ ଏକ ବାଧ୍ୟତାମୂଳକ ବିଷୟ । କଲେଜ ପାଠ ସାରିବା ପର୍ଯ୍ୟନ୍ତ । ଏହା ବ୍ୟତୀତ ତୁମେମାନେ ଯଦି ମେଟ୍ରିକ୍ ପାଠ ପରେ ପୂର୍ବରୁ ଠାରୁ ବିଜ୍ଞାନ ପଢ଼ିବା ପାଇଁ ଚାହିଁବ, ସେ ପାଠସବୁ ତୁମମାନଙ୍କୁ ଇଂରାଜୀ ଭାଷା ମାଧ୍ୟମରେ ପଢ଼ିବା ପାଇଁ ପଡ଼ିବ ଏବଂ ତାପରେ ଯଦି ମେଡିକେଲ ବା ଇଞ୍ଜିନିୟରିଂ ପଢ଼ିବ, ସେସବୁ ପାଠ ତୁମମାନଙ୍କୁ ଇଂରାଜୀ ହିଁ ପଢ଼ିବାକୁ ପଡ଼ିବ । ଆମ ରାଜ୍ୟ ବାହାରକୁ ଗଲେ ତୁମମାନଙ୍କୁ ଇଂରାଜୀରେ କଥାବାର୍ତ୍ତା କରିବାକୁ ପଡ଼ିବ । ବଡ଼ହୋଇ ଚାକିରୀ କଲେ ଚାକିରୀର କାମ ପାଇଁ ଇଂରାଜୀ ନିହାତି ଜାଣିବାକୁ ପଡ଼ିବ । ଆଉ ଯଦି ଚାକିରୀ ପାଇଁ ଦେଶ ବାହାରକୁ ଯିବାକୁ ପଡ଼ିବ, ଇଂରାଜୀ ନହେଲେ ନ ଚଲେ ।

ତେଣୁ ପ୍ରଶ୍ନ ଉଠେ ଇଂରାଜୀ ଶିଖିବା କିମିତି ? ଇଂରାଜୀ ଶିଖିବା ବିଷୟରେ ଆମମାନଙ୍କର କିଛି ଭୁଲ୍ ଧାରଣା ଅଛି । ଆମ ସେସବୁ ଭୁଲ୍ ଧାରଣାକୁ ଦୂର କରିବାକୁ ପଡ଼ିବ । ପ୍ରଥମ ଭୁଲ୍ ଧାରଣା ହେଲା ଇଂରାଜୀ ଗୋଟିଏ କଷ୍ଟ ବିଷୟ । ସତରେ

ତାହା ନୁହଁ । ଅନେକ ଦିଗରୁ ଇଂରାଜୀ ଭାଷା ଓଡ଼ିଆ ଠାରୁ ସହଜ । ପ୍ରଥମ କଥା ହେଲା ଇଂରାଜୀ ଅକ୍ଷର ଲେଖା ଓଡ଼ିଆ ଅକ୍ଷର ଲେଖା ଠାରୁ ସହଜ । ଯିଏ ଓଡ଼ିଆ ଲେଖା ଶିଖି ସାରିଛି ଇଂରାଜୀ ଲେଖା ତା ପାଇଁ କିଛି ନୁହଁ । ଓଡ଼ିଆ ଲେଖାରେ କଷ୍ଟ ହେଲା ଯୁକ୍ତାକ୍ଷର । ଇଂରାଜୀରେ ଯୁକ୍ତାକ୍ଷର ନାହିଁ କହିଲେ ଚଳେ । ଆମର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ଗୋଟିଏ ଭାଷା ଅନ୍ୟ ଭାଷାଠାରୁ ବେଶ୍ ଅଲଗା । ଏଇ ଯେମିତି ଆମେ ଭାରତୀୟ ଓଡ଼ିଆ ଠାରୁ ଇଂରାଜୀ ବେଶ୍ ଅଲଗା । ସତରେ ତାହା ନୁହଁ । ସବୁ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ପାଖାପାଖି ଅଣୀ ପ୍ରତିଶତ ସାମଞ୍ଜସ୍ୟ ରହିଛି । ଭାଷାମାନଙ୍କର ମୁଖ୍ୟ ଦକ୍ଷତା (ଶୁଣିବା, କହିବା, ପଢ଼ିବା, ଲେଖିବା) ମାନଙ୍କ ମଧ୍ୟରେ ମଧ୍ୟ ସେମିତି ସାମଞ୍ଜସ୍ୟ ରହିଛି । ତା ଅର୍ଥ ହେଲା ଗୋଟିଏ ଭାଷା ଜାଣିଥିବା ଲୋକ ପାଇଁ ଅନ୍ୟ ଭାଷା ଶିଖିବା ସହଜ । ଯଦି ଜଣେ ଓଡ଼ିଆ ଭାଷା, ଶିଖିଛି, ତା ପାଇଁ ଇଂରାଜୀ ବା ଯେ କୌଣସି ଭାଷା ଶିଖିବା ସହଜ ।

ଆମମାନଙ୍କର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ସ୍କୁଲକୁ ଇଂରାଜୀ ଶିଖିବା ପାଇଁ ଆସିବା ପୂର୍ବରୁ ଆମେ କିଛି ଇଂରାଜୀ ଜାଣି ନାହୁଁ । ଇଂରାଜୀ ଆମମାନଙ୍କ ପାଇଁ ପୁରାପୁରି ଗୋଟିଏ ନୂଆ ବିଷୟ । ଏ ଧାରଣା କିନ୍ତୁ ଠିକ୍ ନୁହଁ । ଆମ ପରିବେଶରୁ ତୁମେ ସବୁ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖି ସାରିଛ । ଏଇ ଦେଖୁନ କେବଳ ସାଇକେଲ୍ ସମ୍ବନ୍ଧରେ ତୁମେମାନେ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଛ । ସାଇକେଲ୍‌ର ସବୁ ପାର୍ଟସ୍‌ର ନାମ କହିଲ । ବହୁ ପାର୍ଟସ୍‌ର ଓଡ଼ିଆ ଆମେ ଜାଣିନୁ । ଏଇ ଯେମିତି ହେଡ୍‌ଲେ, ବ୍ରେକ୍, ଟ୍ୟୁବ୍, ଟାୟାର ଇତ୍ୟାଦି ଇତ୍ୟାଦି । ସେମିତି ତମେ ଯାନବାହାନ, ଖାଦ୍ୟପେୟ, ଡ୍ରେସ୍, ଖେଳ, ଡାକ୍ତରଖାନା, ସିନେମା ଟିଭି, ଟ୍ରେନ୍ ଆଦି ବିଷୟରେ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିଛ । କେବଳ ମୋବାଇଲ୍ ପାଇଁ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଅଛି ଦେଖିଲ । ସ୍କୁଲରେ ଇଂରାଜୀ ଶିଖିବା ପୂର୍ବରୁ ଚାନ୍, ରୁଷିଆ ଭଳି ଦେଶମାନଙ୍କର ଛାତ୍ରଛାତ୍ରୀ କେବଳ ୧୦ କି ୧୫ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଥିଲା ବେଳେ ତୁମେମାନେ ପାଖାପାଖି ହଜାରେ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିସାରିଛ । ତେଣୁ ଇଂରାଜୀ ଶିଖିବା କାହାପାଇଁ ସହଜ- ତୁମମାନଙ୍କ ପାଇଁ ନା ସେମାନଙ୍କ ପାଇଁ ?

ଆମମାନଙ୍କର ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା, ଇଂରାଜୀ ମିଡ଼ିୟମ୍ ସ୍କୁଲରେ ପାଠ ପଢ଼ିଲେ ବା ଇଂରାଜୀ ପ୍ରଥମ ଶ୍ରେଣୀରୁ ପଢ଼ିଲେ, ଇଂରାଜୀ ଭଲ ହେବ ତାହା ଠିକ୍ ନୁହଁ । ବରଂ ପ୍ରଥମରୁ ମାତୃଭାଷାରେ ବେଶ୍ କିଛି ବର୍ଷ ଭଲ ପାଠ ପଢ଼ି ପରେ ଇଂରାଜୀ ପଢ଼ିଲେ ଇଂରାଜୀ ଭାଷା ଜ୍ଞାନ ଭଲ ହୁଏ । ଇଂରାଜୀ ଶିଖିବା କେତେ ତଳ କ୍ଲାସରୁ ଶିଖିଲ, ତାହା ଉପରେ ନିର୍ଭର କରେ ନାହିଁ । ନିର୍ଭର କରେ ଇଂରାଜୀ କେମିତି ପଢ଼ାଯାଉଛି, ତାର ପାଠ୍ୟପୁସ୍ତକ, ପାଠ୍ୟ ପଦ୍ଧତି ଏବଂ ଶିକ୍ଷକଙ୍କର ଦକ୍ଷତା ଉପରେ । ଏହା ବ୍ୟତୀତ ତୁମର ନିଷ୍ଠା ଓ ଆଗ୍ରହ ତୁମ ଇଂରାଜୀ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାକୁ ସହଜ କରାଇବ ।



FUN WITH ENGLISH

THE MONKEY FROM RIGER



Session-1

- **Socialisation**

- I **Pre-reading**

- Look at the picture. In one of the pictures a monkey is riding a tiger. Will the monkey be happy riding a tiger ? In the other picture, the tiger is there but the monkey is not there. Where did the monkey go ? Let's read the poem and enjoy it.

- II **While-reading**

Text

There was a monkey from Riger,
Who rode on a tiger.
They returned from the ride,
With the monkey inside.
And the smile on the face of the tiger,
There was a monkey from Riger.

- Teacher reads aloud the poem. Students listen to him/her closing their books.
- Teacher reads aloud the text pointing at words; students listen and see their texts pointing at the words.
- Teacher reads aloud one line, students repeat after him/her in chorus.

Session-2

- **Students read the poem silently.**
- **Comprehension Questions**
 1. Who are there in the poem ?
 2. Who rode on a tiger ?
 3. The monkey was from ?
 4. What does 'they' stand for ?
 5. Where was the monkey when they came back ?
 6. Who was smiling ?
 7. Why was the tiger smiling ?
 8. What is Riger, the name of a person or a place ?
 9. How do you know it is the name of a place ?

Session-3

III Post-reading

1 VMDT (Visual Memory Development Technique) :

monkey, tiger, face of the tiger, face of monkey, Riger, smile

2 **Listening** : Your teacher reads aloud some of the words listed below. You listen to him/her attentively and tick the words s/he reads aloud.- monkey, rider, rode, ride, inside, smile, face, returned

3 **Speaking** : (i) The monkey and the tiger. (ii) A monkey from Riger rode on a tiger.

Teacher demonstrates, reads aloud these lines. One student reads aloud the first line, the next student next line

4 **Mental Talk** : (i) The monkey and the tiger. (ii) A monkey from Riger rode on a tiger.

Session-4

5 Writing :

Answer the following questions :

(i) Who are there in the poem ?

(ii) Who rode on a tiger ?

(iii) What does 'they' stand for ?

(iv) Who was smiling ?

(v) Where was the monkey ?

LESSON - 2

THE LITTLE ROUND BUN (1)



Session-1

● Socialisation

I Pre-reading

- Look at the picture. Who are there in the picture ? Why has the bun legs, eyes and ears ? Is it like a living creature in this story ? Read the story to know more about it.

II While-reading

Text

Once upon a time, there lived an old man and an old woman. One day the old man said, "Do make a bun for me, my dear."

The old woman took flour from a box, made dough out of flour. And from the dough, she made a little round bun. She baked it and put it on the window sill to cool.

The little round bun lay there for sometime. Then it rolled from the window to a bench, from bench to the floor and from the floor to the door. From the door it rolled out of the gate. It rolled on and on.

By and by it met a rabbit on the way. The rabbit said,

"Stop little round bun, I'm going to eat you up."

"Don't do that, rabbit. Let me sing you a song" said the bun and it began to sing.

“Taken out of flour box
Made into a dough
And baked in the oven
And cooled on the sill.
I ran away from Grandpa
I ran away from Grandma
And I'll run away from the rabbit
This minute I'll.”
And off it rolled away.

- The teacher tells the story with the help of the picture with action. Students only listen to him/her closing their books.
- The teacher reads aloud the story, students listen to him/her and see their text.
- The teacher reads aloud one sentence, students repeat it after him/her. They should follow the teacher.
- Read the text silently and answer the questions that follow.

- **Comprehension Questions**

1. What is the story about ?
2. Who are there in the story ?
3. Who made a bun ?
4. Who did she make the bun for ?
5. What did she make out of the flour ?
6. What did she make out of the dough ?
7. What did she do next ?
8. First the bun rolled from _____ ?
9. Where did it roll from the bench ?
10. Finally it rolled out of ?
11. Who did it meet on the way ?
12. What did the rabbit want to do with the bun ?
13. Who sang a song ?
14. Do you think the rabbit will eat it up ?

Session-2

III Post-reading

1 VMDT (Visual Memory Development Technique) :

old man, window, Grandpa, minute, Grandma

2 Listening :

Your teacher will read aloud the last four lines of the song. Listen to him/her and fill in the gaps.

I _____ away from Grandpa,

I ran away from _____ ,

And I'll run away from the _____ ,

This _____ I'll.

Correct your script looking at the text.

3 Speaking :

(a) Chain drill : "Stop, little round bun."

(b) Dialogues : Teacher vs. Students, Students vs. students

Rabbit : "I'm going to eat you up."

Bun : "Don't do that."

4 Mental Talk :

(i) First two lines of the song.

(ii) "Let me sing you a song."

Session-3

5 Writing : Answer the following questions.

(i) What is the story about ?

(ii) Who made a bun ?

(iii) What did she make out of the flour ?

(iv) What did she make out of the dough ?

LESSON - 3

THE LITTLE ROUND BUN (2)

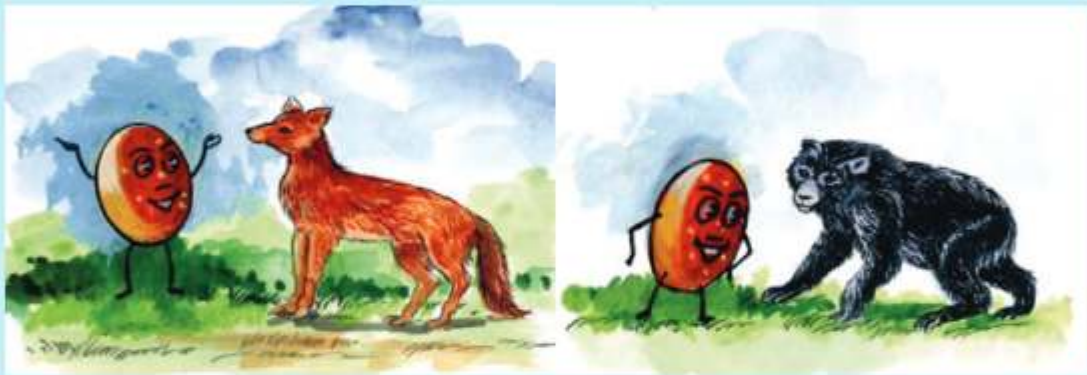
Session-1

● Socialisation

I Pre-reading



- Look at the picture. Who will the bun meet next ? Will they eat it up ? Let's read the story and see.



II While-reading

TEXT

By and by the little round bun met a wolf. The wolf said, "Stop, little round bun. I'm going to eat you up."

"Don't do that wolf. Let me sing you a song," said the bun and it began to sing.

"Taken Grandma,
I ran away from the rabbit,
And I'll run away from the wolf,
This minute I'll",
And off it rolled away.

Next the little round bun met a bear and sang the same song. And off it rolled away.

Follow four steps of the previous lesson (2).

Session-2

● Comprehension Questions

1. Whom did the bun meet in this part of the story ?
2. Did the wolf want to eat him up ?
3. Did the bun sing a song to the wolf ?
4. Is this song similar to or different from the song he sang before the rabbit ?
5. Was he able to run away from the wolf ?
6. Did he also sing the same song to the bear ?
7. Was he able to run away from the bear ?

Session-3

III Post-reading

1 VMDT (Visual Memory Development Technique) :

little round bun, met a wolf, met a bear

2 Listening : Your teacher will read aloud the first four lines of the song. You listen to him/her mindfully and fill in the gaps.

Taken out of flour _____,
Made _____ a dough,
And baked in the _____,
And _____ on the sill.

3 Speaking :

- (a) Chain drill : "By and by the little round bun met a wolf."
(b) Dialogues : Teacher vs. Students, Students vs. Students
Wolf : "I'm going to eat you up."
Bun : "Don't do that wolf."

4 Mental Talk : "I ran away from Grandpa." "I ran away from Grandma."

Session-4

5

Writing :

(a) Answer the following questions.

(i) Whom did the bun meet first in this part ?

(ii) Whom did the bun meet next ?

(iii) Did he sing the same song to both ?

(b) Write in detail what the bun did with the bear. You can do this by reading what he did to the rabbit and the wolf. He did the same thing here also.

LESSON - 4

THE LITTLE ROUND BUN (3)



Session-1

● Socialisation:

I

Pre-reading

- See the picture. Now answer these questions : Who did the bun meet in this part of the story ? Will he be able to run away or the fox will eat him up ? Read and see.

TEXT

1. By and by the little round bun met a fox. "Stop, little round bun", said the fox. "I'm going to eat you up."
2. "Don't do that", said the bun. "I'm going to sing you a little song", and he sang the song.
3. The fox said, "Oh, what a pretty little song ! Only I'm afraid I don't hear well. Do hop on to my nose pretty bun and sing the song again, please."
4. The little round bun jumped on to the tip of the fox's nose and sang the song again.
"Thank you, little, pretty, round Bun", said the fox.
5. "It's a lovely song indeed. ! Do hop on to my tongue and sing it once again for the last time."
6. Little round bun jumped on to the fox's tongue, and SNAP ! The fox swallowed it up and it was the last ! No one saw the little round bun ever after.

II While-reading

Follow the four steps of lesson (2).

• Comprehension Questions

1. Whom did the bun meet finally ?
2. The bun sang the song to the fox. But the fox said that he could not hear well. Is it true ? Or is he telling a lie ?
3. The fox told a lie. Why ?
4. Did the bun know that the fox told a lie ?
Say, why ?
5. Why did the fox say, "Sing it once again for the last time."
6. What does 'SNAP' mean ? Why is it all in capitals ?

Session-2

III Post-reading

1 VMDT (Visual Memory Development Technique) :

fox, bun, on the nose of the fox, SNAP

2 Listening :

- (a) Your teacher will read aloud some of the words from the list below. Tick the words your teacher reads out.
pretty, nose, hop, tongue, snap, tip, indeed
- (b) Your teacher will read aloud the paragraph 3. You listen to him/her and fill in the gaps.

The fox said, "_____ a pretty little _____ ! Only I'm afraid, I don't _____ well. Do _____ on to my _____ pretty _____ and sing the _____ again please."

3 Speaking :

Chain drill : "Oh, what a pretty little song !"

4 Mental Talk : "Do hop on to my tongue and sing it once again for the last time."

Session-3

5 Writing :

(a) Answer the following questions.

(i) Whom did the bun meet finally ?

(ii) Why did the fox tell a lie ?

(iii) Whom did the bun meet from the beginning to the end of the story ?

(iv) Who is the cleverest of all ?

(b) Write the little round bun's song given in lesson -2

First line is written for you. Write the next three lines

Taken out of flour box.

**Session-1**● **Socialisation**I **Pre-reading**● **Let's sing a rhyme**

Rain, rain,
Go away,
Little Johnny,
Wants to play,
Come again,
Another day.



- Teacher reads aloud the rhyme, students listen (two times).
- Teacher reads aloud one line, students repeat it after him/her in chorus (two times).
- Teacher reads aloud line by line. Students follow the lines in their books.
- Teacher reads aloud one line, students repeat it after him/her.
- Students read the rhyme silently and answer the following questions.
 1. Who says Rain to go away - the poet or the mother or the father of Johnny?
 2. Why does s/he want Rain to go away ?
 3. Who will come again another day ?

We have sung and read a rhyme on rain. Let's read a poem on rain.

Session-2

II While-reading

RAIN

- Students read the poem silently.

Text

The rain is raining all around,
It falls on field and tree;
It rains on the umbrellas here,
And on the ships at sea.

Rain on the green grass,
And rain on the tree;
And rain on the house top,
But not upon me.



- Teacher reads aloud the poem, student listens to him/her closing their books. Teacher asks "What is the poem about ?"
- Teacher reads aloud the poem second time, students listen and see their books.
- Teacher reads aloud one line, students repeat after him/her (all the lines this way).
- Students read the poem silently.
- **Comprehension Questions**

1. What is the poem about ?
2. Where does it rain ? Say the places / things.
(Teacher frames four more similar questions)
3. Why doesn't it rain on the child/poet ?
4. How many times 'rain' is used in the poem ?
5. Who is 'me' in the poem ?

(May be the poet and may be a child. Poets write poems for children. And when they write poems for children, they make the child talk in the poem.)

Session-3

III Post-reading

1

VMDT (Visual Memory Development Technique) :

Whole poem : in which stanza..... umbrella, ships, grass,
house, trees.

Part : Stanza 2 : house top, green grass, not upon me.

2

Comprehension Activities

(a) **MCQ : Write the correct alternative to complete the sentence.**

(i) Rain is raining on_____.

(A) field

(B) tree

(C) river

(D) the men in ships

(ii) Rain drops do not fall on_____.

(A) umbrella

(B) the poet/child

(C) house top

(D) green grass

(b) **Listed below are some words. Put them under two stanzas.**(see the text)

house-top, trees, grass, umbrella, ships, sea.

Stanza -1

Stanza -2

Session-4

3

Listening

(a) Your teacher will read aloud some of the words listed below. Tick(✓)the words with your teacher reads aloud.

rain, field, grass, house, upon, green, umbrella, sea, ships

(b) Your teacher will read aloud the 2nd stanza. You listen to him and fill in the blanks.

Rain on the green _____

And rain on the _____

And rain on the house _____

But not upon _____

Session-5

4 Speaking

Chain drill : "Rain is raining all around."

Reading aloud : Teacher vs. Students
Students vs. Students

Teacher reads aloud one line, students the next line (all the lines in the poem)

Mental Talk : "The rain is raining all around"

5 Vocabulary

Given below are some words. There are words hiding inside each of these words. You can get them by separating the letters into two or by changing their place. The last one is done for you.

On ____ top ____
the ____ rain ____ rain, in

Session-6

6 Usage

In 'green grass', the word 'green' describes 'grass' or tells about 'grass'. Given below under **A** are some such describing words first. Match them with the words under **B**.

A	B
big	umbrella
tall	house
green	tree
black	field

7 Writing

(a) Write four sentences using the words matched. One is done for you.

(i) The house is big _____

(ii) _____

(iii) _____

(iv) _____

Session-7

(b) Answer the following questions :

(i) What is the poem about ?

(ii) Where does rain fall in the second line ?

(iii) How many times 'rain' is used in the poem ?

(iv) How many stanzas are there in the poem ?

Session-8

(c) Write a poem on 'wind' of your own.

Making minimum changes in the first stanza. Let's write a four-lined poem on 'wind'. You have to replace 'rain' of first line with 'wind' and 'raining' with 'blowing'. Replace 'falls' and 'rains' in lines 2 and 3 with 'blows'. One done for you.

1. The wind is blowing all around

2.

3.

4.

FOLLOW UP LESSON

RAINY DAY

Session-1

● Socialisation

I Pre-reading

What do you see in a rainy day ?

You have already read a poem on 'Rain'. Here is a poem on 'Rainy Day'.
Let's read and enjoy it :

II While-reading

I put on my coat
And boot on my feet.
I put on my hat
And walked down the street.

The rain falls down
From the clouds above
Making bubbles on water
Is what I love.

(Teacher follows all the steps of pre-reading and while - reading of the main lesson)



Session-2

● Comprehension Questions

1. Who is 'I' in the poem ?
2. What did she put on ?
3. What did she do after putting on coat, boot and hat ?
4. Where does rain fall from ?
5. What does it make on water ?
6. What does the child love ?
7. Do you like rain ?

Session-3

III. Post-reading

1. VMDT (Visual Memory Development Technique)
2. Listening Teacher frames his/her own activities.
3. Speaking
4. MT

Session-4

5. Writing

(a) Answer the following questions.

(i) Who is 'I' in the poem ?

(ii) What did she put on ?

(iii) What did she do after putting on ?

(iv) Where does rain fall down from ?

Session-5

(b) Here is an incomplete paragraph on 'Rainy Day' given below.

Fill in the blank spaces and complete the paragraph.

A child put _____ her _____. She _____ boot. She _____ her _____. Then _____. The rain _____ from clouds. It makes _____ on water. She _____ all these very much.

Word Note : (The words/phrases have been defined mostly on their contextual meanings)

all around	-	on all places, ଚାରିଆଡ଼େ
bubbles	-	water bubbles, ପାଣି ଫୋଟକା
house tops	-	roofs, ଘରର ଛାତ
ships	-	ଜାହାଜ



LESSON - 2

RAJU AND THE ROOSTER



Session 1

I Pre-reading

● Socialisation

Sometimes young children are more intelligent than grown-up people. Do you agree? If yes, raise your hands. Let us read this lesson and know more about it.

II While - reading

● SGP-1 (Sense Group Paragraph)

● Comprehension question:

- Read paragraph 1 - 2 silently and answer the questions that follow.

1. Once there lived a boy named Raju with his parents and grandparents. They had about two dozens of hens and roosters. And chicks were difficult to count as they were many. The biggest of the roosters was called King as he had a big red crown. One day, King, the rooster was in a bad mood. He chased the hens, fought with other roosters and killed many chicks. Raju's father and grandfather wanted to catch King. But King flew up on to the mango tree and sat there all day long singing, "Cock koo doodle... do... doodle.. do doodle do" all the time.

2. First, Raju's mother tried to catch the rooster. She brought some grains of rice and threw the rice on the ground. She said, "King, my dear King, come down dear and have some grains of rice". King did not move an inch and said. "Cock koo-doodle doo. Cock-koo doodle -doo. No. No. No."

● Comprehension questions:

1. Who did Raju live with?
2. How many hens and roosters they had?
3. Why was it difficult to count the chicks?



4. What was the name of the biggest rooster ?
5. Why was he called King ?
6. What did King do when he was in a bad mood ?
7. Who tried to catch King ?
8. Why did they fail to catch King ?
9. What did the rooster do all day long ?
10. Who tried to catch the rooster ?
11. How did he try to catch the rooster ?
12. Was he able to catch the rooster ?

Session 2

SGP-2 (Sense Group Paragraph)

- Read paragraphs 3- 4 silently and answer the questions that follow.
3. Second, Raju's father tried to catch King, the rooster. He brought some grains of wheat and threw them on the ground. He said, "King, my dear King, come down dear and have some grains of wheat. King did not move an inch and said, "Cock-koo- doodle. doo, Cock-koo-doodle-doo. No. No. No."
 4. Third, the grandfather tried to catch the rooster. He bought some loaves of bread and threw them on the ground. He said, "King, my dear King, come down dear and have some crumbs of rice. King did not move an inch and said, "Cock-koo doodle doo, Cock koo-doodle-doo . No. No. No."
- **Comprehension questions:**
 1. Who tried to catch King next ?
 2. How did he try ?
 3. Was he able to catch the rooster ?
 4. Who tried next to catch the rooster ?
 5. Were they able to catch ?



Session 3

SGP-3 (Sense Group Paragraph)

- Read paragraphs 3- 4 silently and answer the questions that follow.
5. Finally, Raju came with a small old basket full of cockroaches. He knew well that what rosgollas are to men, cockroaches are to hens. He also knew well that King had been pampered a lot by his mother, father and grandfather. So, he did not call him at all. He just showed him the basket and opened it. King from the top of the tree saw some cockroaches crawling out of the basket. He could not wait any longer. He flew down the mango tree in no time and sat near Raju. As he

tried to swallow some from the basket, Raju caught him easily and the rooster had little time to say, "cock koo-doodle-do."

● **Comprehension questions:**

1. What did Raju bring for King ?
2. Who pampered King a lot ?
3. Why did King, the rooster come down ?
4. Who is more clever - the grown up persons or the young boy ?
5. Whom do you like in the story ? Give reasons.

III **Post-reading**

Session 4

1. VMDT (Visual Memory Development Technique) :

- (i) On the pictures of King on tree, Raju, King on the ground, cock-roaches
- (ii) Whole Text : Raju catching King, grandfather, mother, father
- (iii) Last para : What rasgollas are, Raju caught, cockroaches crawling out.

2. Comprehension Activities:

- (a) MCQs : Write the correct alternative given to complete the sentence
- (1) Raju lived with _____.
(A) his father (B) mother (C) grand parents (D) all of them.
 - (2) They had _____.
(A) one rooster (B) dozen of hens
(C) many chicks (D) a dozen of hens and roosters and many chicks
 - (3) One day King _____.
(A) chased cows (B) fought with Raju
(C) killed a hen (D) killed many chicks.

(4) Who was successful in catching King ?

(A) mother (B) Raju (C) father (D) Grandfather.

Session 5

(b) Who gave what ? Match **A** with **B**, then write four sentences. One is done for you as an example.

A

mother

grand father

Raju

father

B

cockroach

wheat

rice

bread

1. Mother gave rice to King.

2. _____

3. _____

4. _____

Session 6

3 Listening:

(a) Your teacher will read aloud some of the words given in the box. Tick(✓) the words.

parents, rooster, chicks, cockroach, catch, mango, wheat, rice

(b) Your teacher will read aloud paragraph 2. Listen to him/her and fill in the gaps.

First, Raju's _____ tried to _____ the rooster. She brought some grains of _____ and threw the _____ the _____ on the _____.

Session 7

4 Speaking

- (a) Chain-drill : King, my dear King, come down dear.
- (b) Dialogues : Tr vs Stds, stds vs stds (changing roles)

Mother : "Come down King"

King : "Cock-koo-doodle-doo"

Session 8

5 Vocabulary

- (a) Look at the pictures. They are not of the same size. Different words are used to describe them.



Rooster 1 is small, rooster 2 is big. Rooster 3 is bigger, Rooster 4 is the biggest of all. Now see the pictures below and write.



- (i) Tommy is a small dog.
 - (ii) Jacky is bigger than Tommy.
 - (iii) Rocky is bigger than Jacky.
 - (iv) Mutu is the _____ of all.
- (b) There are four pictures of cats. Write on them in the space as done before.



(i) _____

(ii) _____

(iii) _____

(iv) _____

Session 9

(c) Fill in the boxes.

tall	taller	tallest
	wiser	
		smallest
fast		
	thicker	
		happiest
	shorter	

6 Usage :

Mark the following sentence.

"What rasgollas are to men, cockroaches are to hens."

Now use the hints to write similar sentences. one is done for you.

(i) grass cow milk cat

What grass is to the cow, milk is to the cat.

(ii) balloon children doll babies

(iii) kitten cat puppy dog

Session 10

(a) Writing :

Answer the following questions

- (i) What was the name of the rooster ?

The name _____

- (ii) Why was it called so ?

It was _____

- (iii) Who finally caught King ?

Session 11

- (b) After that day's incident, Raju's grandmother told this to one of her friends. Read what she said and fill in gaps in the paragraph below.

"Do you know my dear what happened the other day ? Our King, the _____ was in a _____. He flew up to the _____ tree and did not come down. My daughter-in-law gave him rice. He did not come _____. My _____ gave him _____. He _____. But when my grandson, Raju gave him _____. He _____ out. Raju is a very _____ boy. He was cleverer than his _____, _____ and _____.

8 **Mental Talk :** What rasgollas are to men, cockroaches are to hens"

9 **Let us Think :**

Are children more intelligent than their parents ?

FOLLOW UP LESSON

HOW CLEVER SMALL CHILDREN ARE !

Session 1

I Pre-reading

● Socialisation

Sometimes children behave more cleverly than elders. Read the following story and see who are clever: children or the elders.

II While-reading

- Read the text silently and answer the questions that follow.

A father wanted to give medicine to his three years son, Pintu. The tablet of the medicine was very bitter. Pintu would not take it. What to do ? The father thought of a novel plan. Pintu liked banana very much. Father, therefore, put the tablet inside a ripe banana and gave it to Pintu to eat. Pintu took the banana to eat while playing with his friends. When he came back from play, father asked Pintu, "Did you eat the banana ?"

"Yes father", replied Pintu, "But there was a seed inside the banana. I threw it out ", added Pintu.

Read the text silently :

1. What is this story about ?
2. What is the son's name ?
3. Did Pintu have any health problems ? How do you know ?
4. What was the father's novel plan ?
5. What did he put inside the ripe banana ?
6. Did Pintu eat the tablet with the banana ?
7. Who is clever - father or son ?
8. Did Pintu know that the things inside the banana was a medicine ?

Session -2

5 Writing

(a) Answer the following questions.

(i). Who are there in the text ?

There are _____.

(ii). What is the name of the boy ?

The _____.

(iii). Who is clever ?

(iv) Whom do you like ? father or son ?

I like _____.

Session -3

(b) Read below what the father tells his wife about the incident and fill in the gaps.

Do you know what happened today morning ? I wanted to give medicine to _____ I _____ the tablet inside a _____. Then I gave it to Pintu to _____. He went out and _____ the banana. When he came back, I asked him, "_____ " Do you know what he said ? He said, _____

see how clever is our _____.

FOLLOW UP LESSON

GRASSHOPPER

I Pre-reading

(Find your own way of introducing this text)

II While-reading

1. There lived a mother, a father and their daughter in a town. The daughter was studying in class III. One day, they went to their village. The village had no electricity. In the evening, the only light they had was a kerosine lantern. The lantern was placed in the verandah. A lot of insects and some grasshoppers were moving round the lantern. The daughter pointing to a green grasshopper, asked his father, 'What is this father?' 'This is a grasshopper', replied the father. The daughter asked again "Why is it called a grasshopper"?



2. After week's stay in the village, they came back to the town where they lived. One day the daughter came running to her mother and said, "Mother, come". There is a househopper. Mother went inside the room and saw a wounded cockroach jumping up and down on the floor. She said, "This is not a househopper. This is a cockroach. You don't know the difference between a grasshopper and a cockroach, girl." But the



daughter said, "No this is a 'grasshopper' Mummy. It hops on the house." But the mother insisted, 'No, that is a cockroach, not a grasshopper. But the daughter argued, "If one that hops on grass, is called a grasshopper, why can't one that hops in house be called a househopper ?

Section 1

For teacher

- Divide the text into SGPs.
- Frame questions for both the SGPs.
- After the silent reading session, ask the questions.

III Post - reading

Session 2

5 Writing

(a) Answer the following questions.

(i) In which class was the daughter studying ?

(ii) What was the name of the insect ?

The _____ is _____

(iii) Is the daughter clever ?

(iv) Did the mother know about the event in the village ?

Session 3

- (b) Stated below what the mother and father talked about their daughter.
Read the text and fill in the gaps.

"Do you know what happened this morning ?" Riti came running to me from the other room and said, "_____
_____. I went inside and saw a _____ hopping
on the _____ Riti called this a _____ became
_____ on _____. How foolish Riti is ! she calls a _____ a
_____. The father said, 'You don't know. Riti is not foolish but _____. She is
not foolish but very _____. She is above to make a new English word."

"But there is no such _____ word in English dictionary" said the mother. "You are right. But this is how _____ words are made. This is creativity and our _____ is really very very creative".said the father.

Do you want to read a similar story ? Here it is. Read it.



There lived a couple in Bangalore. One winter morning they were on a walk. The road was unusually lonely. The weather was bit windy and foggy. The couple saw two boys doing something on a closed shutter of a shop." What are the two boys doing so early in the morning ?" the elderly woman asked her husband. "We are going that way, let's see", said the husband. When they came close, the boys ran away in a suspicious way. Coming close to the shutter, they saw the hand work of the boys. On the shutter it was written 'TO LET'. Probably the owner wanted to let it out, the clever boys had inserted a small 'i' inbetween 'TO' and 'LET' making it 'TOILET'. How intelligent the boys are !" exclaimed the wife. "But we fail them in English in our schools," said the husband.

Word Note : *(The words/phrases have been defined mostly on their contextual meanings)*

chased - ran after, ପଛରେ ଗୋଡ଼ାଇଲା

chicks - baby-hen, କୁକୁଡ଼ା ଛୁଆ



cockroach - ଅସରପା,



crawling - here movement of cockroach, ଗୁରୁତ୍ତି ବା ଘୋଷାରି ହୋଇ ଚାଲିବା

crumbs - small pieces, ଛୋଟ ଖଣ୍ଡ ବା ଚୁକୁଡ଼ା

flattered - praised somebody to please, ଖୋସାମତ କରିଥିଲେ

grasshopper - ଝିଣ୍ଟିକା,



insects - small flies and worms, କୀଟ ବା ପୋକ

insisted - put pressure to accept her veiw, ଜିଦ୍ କରି କହିଲେ

lantern - ଲଣ୍ତନ,



novel plan - new plan / idea, ଭଲ ନୂଆ ଉପାୟ

pampered - showed undue affection, ଗେହ୍ଲା କରିଥିଲେ, ପୁସୁଲେଇଲେ

resist - control, check, ଅଟକେଇବା, ରୋକିବା

rooster - ଗଞ୍ଜା,



seed - ମଞ୍ଜି,



swallow - eat without chewing, ଗିଳିବା

wounded - injured, ଆଘାତ ପାଇଥିଲେ

LESSON - 3

GOOD MORNING

Session-1

I Pre-reading

● Socialisation:

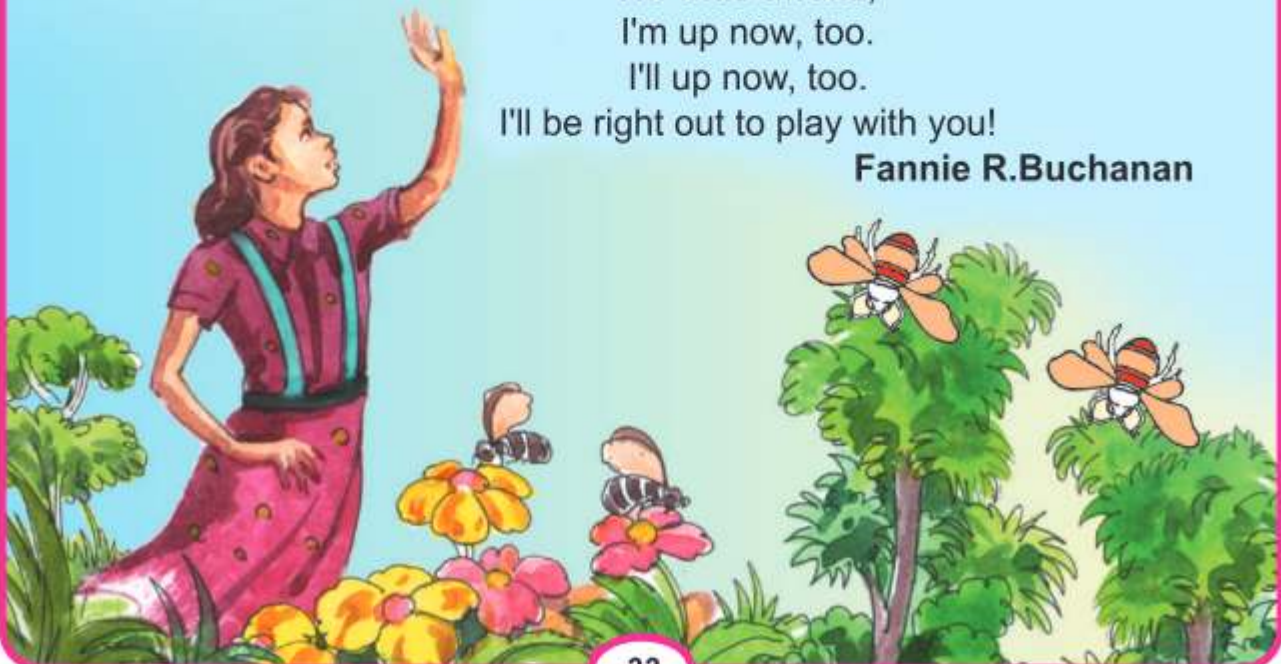
When do we say 'Good morning' ?

Whom do we say 'Good morning' to ? To some persons, isn't it ? But the girl in this poem does not say 'Good morning' to any person. Can you guess whom she says 'Good morning' to ? Let's read the poem and see.

II While-reading

Good Morning, sky;
Good Morning, sun;
Good Morning, little winds that run !
Good Morning, birds;
Good Morning, trees;
And creeping grass, and brownie bees!
How did you find out it was day?
Who told you night had gone away?
I'm wide awake;
I'm up now, too.
I'll up now, too.
I'll be right out to play with you!

Fannie R. Buchanan



- Your teacher reads the poem aloud .You listen to him/her without opening the book.

Your teacher asks you: Who are there in this poem ?

- Your teacher reads the poem aloud second time. You listen to him/her with your book open.
- Read the poem silently and answer the questions.

● **Comprehension Questions:**

1. Who says 'Good morning' in the poem ?
2. Whom does she say 'Good morning' to in the first stanza ?
3. Whom does she say 'Good morning' to in the 2nd stanza ?
4. Whom does she ask questions ?
5. What is her first question ?
6. What is her second question ?
7. Do the birds and others answer her questions ?
8. Can you answer her questions ?
9. How do they find out it to be a day? (may be the Sun)
10. What does she say about her ? Will she go out to play with the birds, trees.....?
11. Why does she say 'Good morning' to all the objects of nature and not to any person ? Guess why ? Is she a lover of nature ?
12. Is the girl happy ?

Session-2



Post-reading

1.

Visual Memory Development Technique (VMDT)

- (i) Whole poem:questions, sky and sun, bees, I'm up now.
- (ii) 3rd stanza:play with you, wide awake, 1st question

2**Comprehension Activities****(a) MCQs**

Choose the most appropriate answer from the multiple choices.

1. The girl doesn't say good morning to the _____.
(A) hills (C) sky
(B) winds (D) sun
2. The girl doesn't say good morning to _____.
(A) birds (C) river
(B) grass (D) bees
3. The girl is _____.
(A) worried (C) sad
(B) happy (D) angry
4. In the poem 'good morning' is used _____.
(A) 5 times (C) 4 times
(B) 3 times (D) 2 times

- (b) The lines of first two stanzas are given below. But these are not in order. Write them in order. Do not see the poem while doing this task. Write the serial number of the lines in boxes. Then check your answer with the poem in your book**

Good Morning, little winds that run !

Good Morning, sun;

Good Morning, sky;

And creeping grass, and brownie bees!

Good Morning, trees;

Good Morning, birds;

Session-3

3 Listening

Your teacher will read aloud the last three lines of the poem. You listen to him/her and fill in the gaps.

I'm awake;

I'm up _____ too.

I'll be right out to _____ with you.

4 Speaking

- (a) Your teacher will read aloud one line. Repeat after him/her. In this way do all the lines.
- (b) Chain-drill "I'll be right out to play with you."

Session-4

5 Vocabulary

'Creeping grass'

Here 'grass' is a naming word. 'Creeping' is a describing word. write the describing words for wind, sun, trees, girl, and birds. One is done .

- singing birds.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

6 Usage

Write the full form. One is done for you.

I'm - I am. (Say the class aloud the short and the long form)

I'll - _____ I've - _____

Don't - _____ Hasn't - _____

When do we use the short form - when we speak or write?

Session-5

7

Writing

(a) Answer the following questions.

(i) Is the child happy ?

(ii) Whom does the girl talk to ?

(iii) Whom does she say 'Good Morning' to in the first stanza?

(iv) Whom does she say 'Good Morning' to in the second stanza?

(b) See the last word of the last line 'you'.

Who does 'you' refer to here ? List them.

Sky, sun, _____

Write a sentence. 'The girl says, _____ to sky.

she says, _____ to sun

(c) Write rhyming words for sun, trees, day and two. The first one has been done for you.

sun-run, _____, _____, _____

(d) Given below is a new stanza to the poem. But the lines are not in order. Order and write them.

Good morning butterfly that I love

Good morning grasshopper

Good morning dove

Where can this new stanza be written in the poem –after the first, second or the last stanza?

h8

Mental Talk

Mentally talk the first stanza.

9

Let us Think

Is it possible to talk to birds, trees?

Do you like to talk to them sometimes?

Session-6

10

FOLLOW-UP LESSON

MORNING IN SPRING

TEXT

The year's at the Spring
And day's at the morn;
Morning at seven;
The hillside's dew-pearled;
The lark's on the wing
The snail's on the thorn;
God's in His Heaven,
All's right with the world.

Robert Browning



The verb 'is' in all the lines is used in its short form-'s; (The year's). Some sentences in the poem are with the short form of 'is'. Rewrite the sentences using the full form of 'is'. One is done for you.

The year is at the spring.

Word Note : *(The words/phrases have been defined mostly on their contextual meanings)*

brownie	- brown coloured, ଧୂସର ରଙ୍ଗର
creeping grass	- grass spreading on the ground, ଘାସ
dew-pearled	- dew drops looking pearls ମୁକ୍ତାପରି ଦେଖାଯାଉଥିବା ଶିଶିର ବିନ୍ଦୁ
find out	- to know, ଜାଣିବା
gone away	- (night time) over/passed, ରାତି ପାହିଯାଇଛି
lark	- a song-bird, ଏକ ପ୍ରକାର ଗାୟକ ପକ୍ଷୀ
morn	- morning, ସକାଳ
right out to play	- come out to play now, ସଙ୍ଗେ ସଙ୍ଗେ ଖେଳିବାକୁ ବାହାରିଲି
snail	- ଶେଣ୍ଠା 
spring	- spring season, ବସନ୍ତ ଋତୁ
wide awake	- fully aroused from sleep, ନିଦ ଛାଡ଼ି ଯାଇଛି, ଚେଇଁ ବସିଛି

THE FROG AND THE CROW

I Pre-reading



- Look at the picture and answer the questions:

1. What do you see in the picture ?
2. What are they doing ?
3. Can you guess what they are talking about ?

Let's read the story to know more about it.

II While-reading

● SGP-1

Text

- Read paragraphs 1 and 2 silently and answer the questions provided under SGP-1.

1. A frog lived in a pond. The frog was big. No other frog in the pond was as big as him. This made him proud. Most of the time in summer, he lived inside water. But most of the time in winter, he lived outside the water. In water, he felt sad for the fishes. They had to live always inside water, summer or winter. He felt proud as well. He can live both in water and on land. When on land he felt sad for other animals. They could not live in water. This made him still more proud. He was better than both fishes in water and animals on land. He could both swim and walk. He could jump as well. He felt sad for

animals that could only walk. "What a sad thing! One could only walk and could not jump !" he said to himself, "Life will be really boring to live only in water or on land; to walk or jump" .

2. Thus, the frog spent most of his time thinking about himself; how only he can live both inside and outside water, both walk and jump. "I am better than both fishes and animals." he said to himself again and again. When rain came, he said this louder and louder, "Croak, croak, croak. Listen you fools, you fishes – you can't live on land, but I can croak, croak, croak; You fools, you animals, you can't jump but I can,"

● **Comprehension Questions:**

1. Who are there in this part of the story ?
2. Where did the frog live ?
3. Where did it live in summer ?
4. Where did it live in winter ?
5. How did he feel in water ?
6. Why was the frog proud ?
7. What made him more proud ?
8. Why did he feel sad for animals ?
9. Why did he feel sad for fishes ?
10. How did he spend most of his time ?
11. What did he say louder when rain came ?
12. Who is 'I' in the last para ?
13. Do you like this type of behaviour of the frog ?
14. Now, the frog is so proud and saying croak, croak, croak loudly.
Will he continue like this ? (Read the last part to know what happened to him.)

● **SGP-2**

Read paragraphs 3-4 silently and answer the questions that follow.

3. The more he sang, the more proud he became. His voice became more and more sweet to him day by day. "Neither the fishes nor the animals can croak but I can," he said to himself and went on croaking, closing his

Session-2

eyes. A crow came and sat nearby. He heard the frog croaking. The frog opened his eyes and saw the crow close by and said to himself, "Poor crow! He can't live in water, he can't jump and he can't croak." Does the crow know that he can't swim or jump and croak like me? No, he does not. I'll let him know?" So he asked,

"Mr. Crow, can you swim like me?" "No, I can't", replied the crow and came little closer.

"Can you jump like me, Mr. Crow?", the frog asked.

"No, I can't," said the crow but came a step forward.

"Can you croak like me, Mr. Crow?" the frog asked again.

"No, I can't," said the crow coming a step nearer the frog.

4. Then the frog said in one breath, "You can't swim like me. You can't jump like me. You can't croak like me. Then, what can you do Mr. Crow?"

The crow said, "I can catch you like this Mr. Frog and fly away only."

And the crow caught the neck of the frog and flew away.



● Comprehension Questions

1. What happened when the frog sang more and more ?
2. What happened to his voice day by day ?
3. How did he sing when he became more proud ?
4. Who heard the frog singing in a sweet voice ?

5. Whom did the frog see when he opened his eyes ?
6. Why did he feel sorry for the crow ?
7. What questions did the frog ask the crow ?
8. What was the crow's reply ? What did the frog say to the crow in one breath ?
9. What did the crow do with the frog ?
10. In the last two sentences who is "I" and who is "You" ?
11. Why did the crow take away the frog ?
12. Who is really clever ? Who is proud ?
13. Who do you like most – the frog or the crow ?
14. What do you learn from this story ?

Session-3

III Post-reading

1. Visual Memory Development Technique (VMDT)

On pictures of : frog, crow

Whole text : frog inside water in summer, sad for animals, sweet voice,
live both outside and inside water, flew away

Part :

Para 3 : Place your index finger on:- more sweet, poor crow, can't jump

2. Comprehension Activities:

(a) MCQ

Choose the right answer from the options.

1. The frog lived in a _____.
(A) river (B) stream (C) pond (D) bush
2. The frog was _____.
(A) small and proud (B) big and proud
(C) small and simple (D) big and innocent

3. A crow saw the frog when the frog was _____.
(A) singing a song closing his eyes
(B) walking near the pond
(C) jumping happily
(D) swimming in the pond
4. The crow, in the story, is _____.
(A) proud (B) clever
(C) foolish (D) angry

(b) Match the dialogues:

Questions

- i. Can you jump like me ?
- ii. Can you croak like me?
- iii. Can you swim like me?

Answers

- A. No, I can't swim like you
- B. No, I can't jump like you.
- C. No, I can't croak like you.

Session-4

3. Listening

- (a) Your teacher will read aloud some words. You listen to him and tick the words s/he reads aloud.

proud, big, poor, sad, boring, water, land, summer, winter, walk, swim, jump

- (b) Listen to your teacher reading aloud a para and fill in the gaps.

A frog lived in a _____. The frog _____. No other frog in the pond was as _____ as him. This made him _____. Most of the time in _____, he lived inside _____. But most of the time in _____ he lived _____ the water. When in water, he felt _____ for the fishes. They had to live _____ inside water, summer or winter. He felt _____ as well. He can live both in _____ and on _____.

4. Speaking

(a) Reading Aloud

Your teacher reads aloud a sentence/part of a sentence, you repeat after him/her in chorus. In this way read aloud the first paragraph.

(b) Chain-drill

Frog: Can you jump like me, Mr. Crow ?

Crow: No, I can't.

(c) Dialogues:

Teacher vs. students ,stds vs. stds in two groups and finally two students.

Frog : Mr. Crow, can you swim like me ?

Crow : No. I can't.

Frog : Can you jump like me ?

Crow : No. I can't.

Frog : Can you croak like me ?

Crow : No. I can't.

Session-5

5 Vocabulary

I. Do the cross-word puzzle:

You have to make five words only. The words are there in your lesson. Read the clues and do the puzzle. One is done for you.

X	1 c	a	w	X
2 c				
X		3 f		
4				X

Down:

1. name of a bird

Across:

1. sound of a crow
2. sound of a frog
3. a crow can but a frog cannot.
4. a frog can but a crow cannot.

6 Usage

- (a) I can live on land. I can swim. I can jump. I can croak.

Look at the underlined words in each sentence above taken from this story. In each sentence the word '**can**' tells that the frog is able to do all this work, and '**cannot**' shows that one is not able to do the things.

- (b) Now write five things what your pet dog can do and your pet cat cannot do. One is done for you.

My Dog (can do.)

- My dog can bark.
- _____
- _____
- _____
- _____
- _____



My Cat (cannot do.)

- My cat cannot read.
- _____
- _____
- _____
- _____
- _____



- (c) Punctuate the following paragraph.

then the frog said in one breath you cannot swim like me you cannot jump like me you cannot croak like me then what can you do mr. crow

Session-6

7. Writing

(a) Answer the following questions

(i) Where did the frog live ?

(ii) What did it do in summer ?

(iii) Why was the frog proud ?

(iv) Why did he feel sorry for the crow ?

(v) What did the crow do with the frog ?

(vi) Why did the crow take away the frog ?

(b) Fill in the blanks writing the missing dialogues.

(You can see the story.)

Frog : _____

Crow : No, I can't swim like you.

Frog : Can you croak like me?

Crow : _____

Frog : _____

Crow : No, I can't jump like you.

8. Mental Talk

The frog is proud but the crow is clever.

9. Let us Think

Give another title of the story.

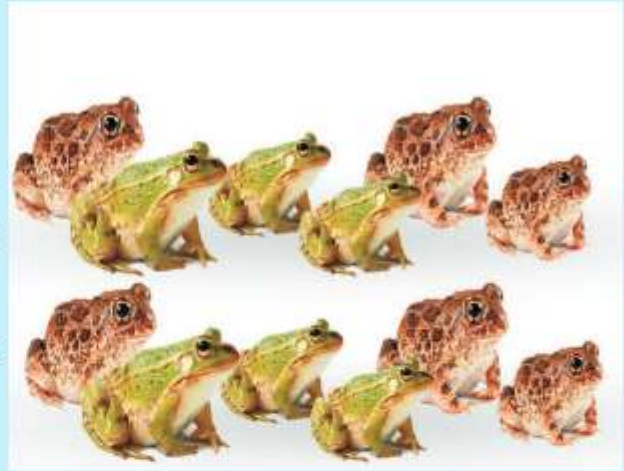
FOLLOW-UP LESSON

FROGS AT SCHOOL

Session-7

- Read an interesting poem below, enjoy and answer the questions that follow.

Twenty froggies went to school,
Down beside a rushy pool;
Twenty little coats of green,
Twenty vests all white and clean.
'We must be in time,' said they;
'First we study, and then we play;
That is how we keep the rule,
When we froggies go to school.



- Teacher follows all the steps of pre and while- reading of the main lesson.

- **Comprehension Question:**

1. Who are there in the poem ?
2. Where did they go ?
3. Where is their school ?
4. How many coats did they have ?
5. What was the colour of their coats ?
6. Who are 'We' in the poem ?
7. What do they do first ?
8. What do they do next ?

- Teacher frames activities for;

1. VMDT, 2. Listening, 3. Speaking and 4. Mental Talk.

- **Now write answers to the following questions.**

1. What is the name of your school ?

2. Where is your school ?

3. When do you go to your school ?

4. What do you wear ?

5. When do you study ?

6. When do you play ?

7. When do you come back from school ?

WORD NOTE : *(The words/phrases have been defined mostly on their contextual meanings)*

caught	-past tense of catch, ଧରିଲା
croak	-sound of the frog, ବେଙ୍ଗରାବ
froggies	-frog babies, ବେଙ୍ଗଛୁଆ
heard	-past of 'hear', ଶୁଣିଲା
in one breath	-quickly in one go, ଏକ ନିଃଶ୍ୱାସରେ
louder	-with more sound, ବଡ଼ପାଟିକରି
pond	-small area of water, pool, ପୋଖରୀ, ଗାଡ଼ିଆ,
proud	-haughty, ଗର୍ବୀ
really	-in reality, ପ୍ରକୃତପକ୍ଷେ, ବାସ୍ତବିକ
rushy	-having a lot of grass-like water plants, ଦଳ ବା ଘାସପୁର୍ଣ୍ଣ
sad	-sorrowful, ଦୁଃଖୀ
spent	-past form of 'spend', ବିତାଇଲା (ସମୟ)
summer	-hot season, ଗ୍ରୀଷ୍ମଋତୁ, ଖରାଦିନ
swim	-move through water, ପହଞ୍ଚିବା, ସତରଣ କରିବା
vests	-inner-wears, କାମିଜ, ତଳେ ପିନ୍ଧାଯାଉଥିବା ଗର୍ଜି
winter	-cold season, ଶୀତଋତୁ, ଥଣ୍ଡାଦିନ

TEST-1**Full Marks-100**

1. **Read the passage carefully and write the answers to the questions.** **10 marks**

A frog lived in a pond. It was big. No other frog in the pond was as big as it. This made it proud. Most of the time in summer, it lived inside water. But most of the time in winter, it lived on land. When it was winter, it felt sad for the fishes. They had to live inside water in summer and winter. It felt proud as well. It can live both in water and on land. When on land, it felt sad for other animals. They could not live in water. This made him still more proud.

- (i) Where did the frog live?

- (ii) What was it like ?

It was _____.

- (iii) What made it proud?

- (iv) What did it do in summer?

- (v) What made it more proud?

It can live _____ and _____. But the _____ and _____ cannot _____. It made it _____.

2. **Given below are some incomplete sentences. Complete them choosing the best options.** **10 marks**

- (i) Rain drops do not fall on the _____.

(A) umbrella (B) the child (C) house top (D) green grass

- (ii) Raju lived with _____.

(A) his father (C) his mother (B) grandparents (D) all of them

- (iii) The girl does not "Good morning" to _____.

(A) hills (C) sky (B) winds (D) sun

- (iv) The frog was _____.

(A) big and proud (C) small and proud

(B) small and simple (D) big and simple

(v) The girl in the poem "Good Morning" is _____.

(A) angry (C) sad (B) unhappy (D) happy

3. Look at the alphabet with the numbers from 1 to 26 alongside.

20 marks

A=1, B=2, C=3, D=4, E=5, F=6, G=7, H=8, I=9, J=10, K=11, L=12, M=13, N=14, O=15, P=16, Q=17, R=18, S=19, T=20, U=21, V=22, W=23, X=24, Y=25 and Z=26.

Try to make new words. The first one is done for you.

(i) 6,18,15,7 = FROG

(ii) 6,9,19,8 = _____

(iii) 3,18,15,23 = _____

(iv) 13,15,14,11,5,25 = _____

(v) 2,21,14 = _____

(vi) 23,15,12,6 = _____

(vii) 18,1,9,14 = _____

(viii) 18,15,15,19,20,5,18 = _____

(ix) 3,12,5,22,5,18 = _____

(x) 13,15,18,14,9,14,7 = _____

(xi) 19,16,18,9,14,7 = _____

4. Observe your school and answer the following questions. 10 marks

(i) Who is your headmaster?

_____ is our headmaster.

(ii) How many teachers are there?

There are _____

(iii) Who is your class teacher?

(iv) What does s/he teach you?

S/he teaches us _____

(v) Who is your most loving teacher?

My most loving teacher is _____

5. **Your teacher calls you some words from the words given below. Listen to him/her carefully and tick those words.** 5 marks

birds, chicks, banana, mother, rooster, rain, bun, jackal

6. **Write the names in English. (The teacher selects five names in Odia to be written in 3-5 letters, reads them aloud and learners write them in English.)** 10 marks

7. **Read the following poem silently and answer the following comprehension questions asked by your teacher.** 10 marks

There was a monkey from Riger,
Who rode on a tiger.
They returned from the ride,
With the monkey inside.
And the smile on the face of the tiger,
There was a monkey from Riger.

- (i) Who are there in this poem?
- (ii) Who rode on a tiger?
- (iii) Where was the monkey from?
- (iv) Where was the smile of the tiger?
- (v) Why was there the smile on the face of the tiger?

8. **Read the passage and answer the questions that follow. (10 marks)**

Radhu is proud of his father. Madhu is also proud of his father. One day Radhu said to Madhu, "My father is a very brave man. He has visited all the places." Has he visited Mount Everest? asked Madhu. "Oh, yes", replied Radhu. "Was it before or after Tenzing?" asked Madhu. "After Tenzing" replied Radhu. "When Tenzing reached there, my father was already there to serve him coffee." said Madhu.

- (i) Who are there in this story?

(ii) Who are proud of their fathers?

(iii) Who said his father had visited all the places?

(iv) Who said his father had visited Mount Everest before Tenzing?

(v) Is what Radhu and Madhu said true?

9. Read the following poem silently and answer the questions that follow. **15 marks**

I would not like to be a tiger in a zoo.

A tiger in zoo,

With people standing there to see

The things I do.

I would rather be in a jungle,

Beneath a jungle tree,

With only jungle animals

To stand and look at me.

(i) What is this poem about?

This poem is about _____

(ii) Does a tiger like to be in a zoo?

(iii) Who will stand there to see it?

(iv) Where does the tiger want to live?

The tiger wants to live in a _____

(v) Why does it want to live there?

It wants to live there because forest is a home for
_____.

LESSON - 5

CLOUDS



Session-1

I Pre-reading

- Have you seen white clouds floating in the blue sky ? Have you seen them sailing over mountains? What do they look like ? Sometimes they look like some animals, sometimes like bundles of wool, don't they ?
- Let's read a poem about 'clouds'.

II While-reading



White sheep, white sheep
On a blue hill.
When the winds stop
You all stand still.

You all run away
When the winds blow.
White sheep, white sheep.
Where do you go?

- Your teacher reads the poem aloud. You listen to him/her without opening your book.
The teacher asks you: Who are there in the poem?
- Your teacher reads the poem second time. You listen to him/her and follow the poem in your book.
- You read the poem silently and answer the questions.

Comprehension questions:

1. What is the poem about?
2. Who are called white sheep?
3. Who does 'you' stand for?

4. Where are the white sheep?
5. Are the white sheep on a blue hill?
6. When do they stand still?
7. When do they run away?
8. Who is asking, "Where do you go?" to the clouds - a child or a man?
9. Who are compared to white sheep?
10. What is compared to the blue hill ?
11. Do you like this comparison?

Session-2

III Post-reading

1. VMDT (Visual Memory Development Technique) :

Whole Poem

Finger on : winds blow, winds stop,
blue hill, stand still, run away

2. Comprehension Activities :

(a) MCQs : Choose the correct alternatives.

- (1) The poem is about _____.
(A) winds (B) white sheep
(C) sheep (D) clouds
- (2) When winds blow, clouds _____.
(A) stand still (B) run away
(C) sit on blue hill (D) look like white-sheep
- (3) When the winds stop, clouds _____.
(A) run away (B) stand still
(C) look like white sheep (D) sail over blue hills

Session-3

3. Listening :

- (a) Your teacher will give instruction, you act.
Stand up.

Fly
Swim
Laugh
Stand still
Sit down.

- (b) Your teacher reads aloud some words. Tick those which s/he reads aloud.

1. while, 2. blue, 3. away, 4. sheep, 5. winds, 6. run
7. stand, 8. stop, 9. blow, 10. white

4

Speaking :

- (a) Your teacher reads aloud two lines at a time, you repeat after him/her. Do all the lines from the poem in this way. Next your teacher, first two lines; you, next two lines, finally between two groups of students.

- (b) Chain-drill "White Sheep, White Sheep
Where do you go?"

- (c) Dialogues:

Practise the following dialogue.

Child : White sheep white ship, when do you stand still?

Clouds : When the winds stop, we stand still.

Child : White sheep white sheep, when do you go?

Child : When the winds blow, we go.

(Teacher vs. students, students vs. students, two students)

Session-4

5

Vocabulary :

- (a) Word-chain: Form word chain from the last letter of the words with the help of the following pictures.



G _ _ _ _ _

- (b) There are two colours in the poem. What are they?

Ans. _ _ _ _ _

Solve the cross-word. Look for six colours.

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

- (c) After you find the six colours , write them in the space given below.
One is done for you .

1. Black, 2. _ _ _ _ _ , 3. _ _ _ _ _ , 4. _ _ _ _ _
5. _ _ _ _ _ and 6. _ _ _ _ _ .

- (d) Complete the following six sentences using the colour words.
One is done for you.

1. The crow is black.
2. Orange is _ _ _ _ _ .
3. Marigold _ _ _ _ _ .
4. Parrot _ _ _ _ _ .
5. Sky _ _ _ _ _ .
6. Tomato _ _ _ _ _ .

- (e) Read this small poem and know some more colours.

The Rainbow

Red, orange, green, and blue,
Shiny yellow, purple, too
All the colours that you know,
Are there in the rainbow.

Session-5

6 Usage

(a) The clouds stand still. The wind blows.

Look at the above two sentences and mark the use and relation of two underlined words; the first word 'cloud' with 's' and the action word 'stand' without 's' in the first sentence and the opposite use in the second sentence.

Now fill in the blanks in the following sentences with the right words from the bracket.

[guides, sing, teach, gives, prepare, sings, go]

1. My friends _____ to school in time.
2. The girls _____ the prayer.
3. My younger sister also _____ the prayer with them.
4. My teachers _____ us well.
5. The cooks _____ our mid-day meals.
6. Our class teacher always _____ us.
7. The headmaster _____ us advice.

Session-6

7 Write answers to the following questions :

(I) who are called white sheep ?

(ii) Where are the white sheep?

(iii) What is compared to the blue hill?

(iv) When do the clouds run away?

(b) Write seven chain sentences. The first and the last are given for you. Fill in the blanks using the words given in brackets.

1. If there is cloud, there is rain (cloud, rain)
2. If there is _____, there is _____ (cold, rain)
3. If there is _____, there is _____ (cold, fever)
4. If there is _____, there is _____ (fever, doctor)
5. If there is _____, there is _____ (medicine, doctor)
6. If there is medicine, there is cure.

Session-7

8. Mental Talk :

White sheep, white sheep on a blue hill.

9. Let us think:

Have you watched clouds floating in the sky? Try to find shapes in the clouds. Sometimes they look like hills.....

FOLLOW-UP LESSON

1. MOON



Moon dear

- 1 Sometimes you look like
A full round white cake
But sometimes nowhere.
Sometimes you run a race
With clouds.
- 2 You seem to win at times
At times you lose the race
Oh yes, oh yes.
But I wish you to win
My dear, my dear
Moon dear,
- 3 Sometimes you look like
A full round white cake
But sometimes nowhere.
What about Sun ?
Do you ever meet him?

- 4 It will really be a fun
But strange !
When he appears,
He disappears.
- 5 Moon dear,
Sometimes you look like
A full round white cake
But sometimes nowhere.

(Teacher follows all the steps
of pre-reading and while-reading
of the main lesson.)

Comprehension Questions

1. What is the poem about?
 2. Sometimes the moon looks like _____.
 3. Sometimes it is _____.
 4. With whom does the moon run a race ?
 5. Sometimes it _____.
 6. What does the poet wish?
 7. What will really be a fun?
 8. What is strange?
 9. Who is "I" in this poem?
 10. Which lines are repeated ? How many times?
- Teacher frames his/her own activities on –VMDT, Listening, Speaking and Mental Talk.

Session-8

5 Writing

(a) Answer the following questions.

- (i) What is the poem about ?

The poem _____

- (ii) With whom does the moon run a race ?

The moon runs _____ with _____

- (iii) What does the poet wish?

The poet wishes _____

- (iv) What will really be a fun?

Sun meeting with _____

(b) Fill in the blanks and write a paragraph on moon. You may see the poem.

The poem is on _____

Moon sometimes looks like a _____

Sometimes it is _____

Sometimes it runs a _____

Sometimes it _____ . Sometimes it loses.

It will really be a _____ if sun meets _____

Session-9

6. Let us think :

- Who is 'I' in this poem- the poet or a small child or the poet thinking him/herself as a small child?
- Who is female and who is male- moon or the sun in our culture ?
- How many days are there in between a new moon day and a full moon day?

2. RAIN CLOUDS

Rain clouds , rain clouds in the sky ,
I really hope you're passing by
But in case you're here to stay,
I'll just go home instead to play.

Jean Warre

Word Note : (The words/phrases have been defined mostly on their contextual meanings)

appear	-	seen (when the sun is seen in the sky) - ଦେଖାଦିଏ
blow	-	move (wind) - ପବନ ବହିବା
blue hill	-	blue coloured hill - ନୀଳ ପର୍ବତ
clouds	-	 - ବାଦଲ, ମେଘଖଣ୍ଡ
disappear	-	go away, hide - ଲୁଚିଯିବା, ଅଦୃଶ୍ୟ ହେବା
stand still	-	stop without movement - ସ୍ଥିର ହୋଇ ଠିଆ ହେବା
strange	-	unusual - ଅଭୁତ, ବିଚିତ୍ର
white sheep-		- ମେଞ୍ଚା ଆକୃତି ଦେଖାଯାଉଥିବା ବାଦଲ ଖଣ୍ଡ ମାନ

LESSON - 6

THE LONGEST STORY



Session-1

I Pre-reading

Everyone of you likes listening and reading stories. Each story has a beginning, middle and an end. Have you ever heard or read a story which never ends? Here is a story for you. Read and see whether it ends or not.

II While-reading

SGP - 1

Text

● Read the paragraphs 1-5 silently and answer the questions that follow.

1. Once there was a king.

The king had a beautiful daughter. The king loved to tell stories. His daughter loved to listen to stories. The princess grew up listening to stories from her father.

2. One day the king declared, "one who can tell the longest story lasting more than ten



days will marry my daughter. And if one fails he will be my servant for the rest of his life." Story telling experts came from far-off places to tell the longest story and marry the princess.

3. First, a handsome young man told a story. The story lasted for three days and three nights. But on the fourth day the story came to an end. The young man was made the king's servant for the rest of his life.
4. Then came another young man from a distant country. He told a story which lasted for five days and five nights. But on the sixth day, the story came to an end. The young man was made servant at the royal palace for the rest of his life.
5. Next, another young man, a real expert in storytelling, came from another country. He told a story which lasted for six days and six nights. But on the seventh day the story came to an end. The young man became the king's servant for the rest of his life.

● **Comprehension questions**

1. Who are there in the story ?
2. Who loved to tell stories ?
3. Who loved to listen to stories ?
4. What did the king declare ?
5. Who came from far -off places to tell stories ?
6. Who came first to tell a story ?
7. How long did his story last ?
8. What happened to the young man ?
9. Who came next ?
10. How long did his story last ?
11. What happened to him ?
12. Who was the next story teller ?
13. Where did he come from ?
14. Was he successful in telling an unending story ?
15. What happened to him?
16. Do you think another story teller would come and tell a story ?

Session-2

SGP-2

- **Read the paragraphs 6 to 11 and answer the questions that follow.**

6. A long time passed. No one dared to tell the longest story. It seemed that the princess would remain unmarried. But one day a not-so-handsome poor young man from a village came to tell the longest story. He was not an expert in storytelling. Everyone thought that his story would not last even for a day. Indeed his story lasted for half an hour. But the king gave him his daughter in marriage. See how it all happened.
7. The young man started. "Once a happy-go-lucky ant was living in a small hole. He was fond of singing and dancing. Throughout the spring he only sang and danced. He did not store any food for winter. When winter came he had nothing to eat. So he went to an old ant to borrow some food. But the old ant was a miser. He asked the young ant many questions: What was he doing in spring ? Why didn't he store in spring for winter ? etc, etc. And finally he refused to lend him food. With great difficulty he managed the winter with very little food. When spring came, he did not sing and dance. He kept himself busy in collecting food and storing them for the winter. How did he do it ?



8. One day the young ant saw a big barn. The barn was full of grains. He got into the barn through the loft, brought one grain and stored the grain in his hole. Then again he went to the barn through the loft and brought another grain. Next again he went to the barn through the loft, carried away another grain.....
9. The story went on and on and on. Again the ant went to the barn through the loft brought a grain and stored it in his hole. The king could guess, the story would never end. The young man was very clever. He had thought of a story which would never come to an end. Then all of a sudden, the king declared, "You young man, if you end your story, I'll give you my daughter in marriage."

10. Finally, the happy go lucky ant got into the barn through the loft and brought the last grain and stored it in the hole for the winter.” concluded the young man.
11. The king gave him his daughter in marriage and the young man and the princess lived happily thereafter.



● **Comprehension questions :**

1. Why did it seem that the princess would remain unmarried ?
2. Who came to tell the longest story ?
3. Was he an expert in telling stories ?
4. What did everyone think of him ?
5. How did the young ant spend his time ?
6. Where did he go to borrow some food ?
7. Why didn't the old ant give him any food ?
8. What did the young ant do when spring came ?
9. What did the young ant see one day ?
10. What did it do then? How often ?
11. What did the king think of the story ?
12. When did the story teller end his story ?
13. What did the king do finally ?
14. Was the young story teller clever or foolish ?

Session-3

III **Post - reading**

1 Visual Memory Development Technique (VMDT) :

Picture – the young man – the king- the princess - the old ant – the young ant

Whole Text- The king had a beautiful daughter-loved to listen stories
–declaration of the king- the story teller 1,2, and 3- the last story teller

Part: The king – his daughter – young ant - begged for food- saw a big barn – brought grain – If you end your story, give you my daughter.

2 Comprehension Activities :

(a) MCQs :

Choose the correct option .

- (1) The king loved to _____.
(A) listen to stories
(B) tell stories
(C) write stories
(D) buy story books
- (2) There were _____ story tellers in this story.
(A) one (B) two (C) three (D) four
- (3) The last story teller was _____.
(A) a handsome young man
(B) a young man from a distant country
(C) a not- so- handsome poor young man from a village
(D) a handsome rich young man
- (4) The last story teller's story lasted for _____.
(A) three days and three nights
(B) five days and five nights
(C) six days and six nights
(D) half an hour
5. The king guessed the story would _____.
(A) come to an end
(B) please his daughter
(C) please him
(D) never end

6. The young happy-go-lucky ant was fond of _____.
- (A) singing
 - (B) singing and dancing
 - (C) storing food for winter
 - (D) collecting food for winter

Session-4

(b) Given below are some sentences. They are not in order. Write serial number in the space provided against each statement. One is done for you.

- (i) Once a princess wanted to listen to the longest story. 1
- (ii) A poor young man from a village came to tell the story. _____
- (iii) The king declared anyone who would tell the story more than ten days would marry his daughter. _____
- (iv) His story lasted only for half an hour. _____
- (v) Three story tellers came to tell their stories. _____
- (vi) They were made servants. _____
- (vii) He gave his daughter in marriage to him. _____
- (viii) Their stories did not last more than six days and six nights. _____
- (ix) The king knew the story would not end. _____

3. Listening :

Listen to your teacher reading aloud a paragraph. Fill in the blanks after listening.

Then for a long time no one dared to tell the _____ story. It seemed that the _____ would remain _____. But one day a not-so-handsome _____ from a _____ came to tell the longest _____. He was not an _____ in storytelling. Everyone thought that his story would not _____ even for a day. Indeed his story lasted for half an hour. But the king gave him his daughter in _____.

Session-5

4. Speaking :

- (a) Dialogue practice (Teacher vs. students, students vs. students , finally two students in pair)

Young ant	:	Good morning, sir !
Old ant	:	Good morning, young one!
Young ant	:	Can I have some food, please?
Old ant	:	Haven't you stored any food for winter?
Youn ant	:	No, I haven't.
Old ant	:	What did you do in spring?
Young ant	:	I sang and danced all through.
Old ant	:	Why not then go and enjoy music?
		We don't feed a sleeping lion.

- (b) Chain-drill :- (i) The young ant was busy in collecting food for winter.
(ii) The young ant was busy in storing food for winter.

Session-6

5. Vocabulary :

- (a) One or two words are hiding in each of the following words. Find them out.
Some are done for you.

- (i) father fat her
- (ii) remain main _____
- (iii) handsome _____
- (iv) country _____
- (v) another _____
- (vi) indeed _____
- (vii) happen _____

- (b) There are seven words in the following puzzle. Find them using the clues given.



- ## Session-7

Mark the underlined words in the following sentences.

The first young man's story lasted for three days.

His story came to an end on the fourth day.

In the first sentence, 'for' goes before a number (one, two). It answers to the question "How long?". But in the second sentence 'on' goes before a certain day for example, on the fifth day, on Monday It answers to the question "On which day?" Here are some sentences below. Fill in the blanks using '**for**' or '**on**' correctly.

- 70

- (v) My friend waited me _____ ten days.
- (vi) He asked me for money _____ the eleventh day.
- (vii) He met me _____ Sunday.
- (viii) He was with me _____ three days.
- (ix) He went back _____ Tuesday.
- (x) The last storyteller's story lasted _____ half an hour.

Session-8

7 Writing :

(a) Answer the following questions :

- (i) How did the princess grow up ?

- (ii) What did the king declare ?

- (iii) How many story tellers failed to tell the longest story ?

- (iv) What happened to the story tellers ?

- (v) Who came to tell the story at last? Was he successful?

- (vi) What was his story about ?

(vii) What did the king do finally ?

Session-9

8. Mental Talk :

"Clever people can even work better than experts."

9. Let us Think :

"Do we have kings and queens as they were there in the past ?"

Session-1

FOLLOW-UP LESSON

THE KING WHO LOVED STORIES

- **Read the following text silently and do the activities that follow.**

Once there was a king. He loved to listen to stories. He loved to listen to stories in the morning. He loved to listen to stories at noon. He loved to listen to stories in the afternoon. He loved to listen to stories in the evening and at night.

Listening to stories almost became a disease with him. He did not do any work. The only work he did was listening to stories. He appointed hundreds of story tellers to tell him stories. When the king was in the bathroom or when he was asleep, someone told him stories. But every story had an end. There was always a gap of time between the ending of a story and beginning of another story. This gap he did not like. So he wanted an endless story.

He promised to give half of his kingdom if one told him an endless story. Hundreds of story tellers came. But everyone's tale had an end. Then he promised to give the whole of his kingdom and his beautiful daughter if someone told him an endless story. But on one condition. If one failed, his head would be cut off. Being afraid of death, no one came

for a long time. But finally came a brave and handsome young man. He started;

“Once there was a great famine. A hundred thousands of locusts searched for food. They looked for food everywhere. Finally, they found a king's barn full of grain. But there was only one small hole, large enough for only one locust to get in. One got in, brought a grain and came out. Next another, next another, next another

The king was tired of listening to the story. And he knew the story would never come to an end . He, therefore, asked the brave young man to stop the story and gave him his kingdom and his daughter in marriage. From that day he was cured of his disease of listening to stories. He realised the truth once for all.

“If a story has no end, it stops to be a story.”

For the Teachers :

The teacher is to use the follow-up text like the main text. S/he is to follow steps and frame activities on his/her own. Some activities /hints are provided.

Session-2

(a) Answer the following questions

1. What did the king love to do ?

The king loved to _____

2. Why did the king want an endless story ?

Because there was a gap between _____

3. What did he promise to give first ?

First he promised _____

4. What did he promise to give next ?

(b) The young man tells his experience to one of his friends.

Fill in the blanks to complete what he told.

Once there _____. He loved to _____.

He listened to stories at noon. He _____. He

_____. He did not like a story to end. He, therefore,

wanted an _____ story. He promised to give _____ if one

told an _____ . I told and

_____ and got his

_____ and kingdom.

Session-3

Let us Think

When a story has no end, it stops to be a story.

Word Note : (The words/phrases have been defined mostly on their contextual meanings)

afraid of	- fear , ଭୟଭୀତ
borrow	- to use/take something from others on promise to return , ଧାର କରିବା
brave	- fearless, ସାହସୀ
concluded	- finished, ଶେଷ କଲେ
disease	- illness, ରୋଗ, ଅସୁସ୍ଥତା
expert	- a person having special skill and knowledge , ଦକ୍ଷ, ବିଶେଷ ଜ୍ଞାନୀ, ବିଶାରଦ
happy go lucky	- carefree , ଲାଗାମଛଡ଼ା, କାମ ନକରି ମଜା କରି ବୁଲୁଥିବା
indeed	- really , ବାସ୍ତବରେ, ପ୍ରକୃତରେ
miser	- one who does not like to spend money or give anything to others - , କୃପଣ
princess	- king's daughter , ରାଜକୁମାରୀ
tale	- story, ଗଳ୍ପ

LESSON - 7

WAKE UP! WAKE UP!

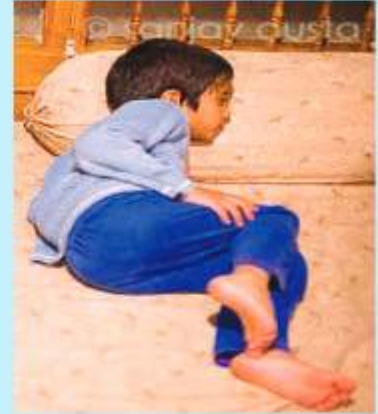


Session-1

I Pre-reading

Pre-reading questions:

- Do you get up early every morning? Why? Why not ?
- What can you hear and see around when you get up ?



II While-reading

Text

- Read the poem silently and answer the questions that follow.

Wake up! Wake up!
It's a lovely day.
Oh! Please get up.
And come and play.
The birds are singing in the trees,
You can hear the buzzing bees.

Wake up! Wake up!
It's a lovely day.
Oh! Please get up.
And come and play.
It's too much late to lie in bed,
So hurry up, you sleepy head.

Wash and dress
And come out.
Everyone is up and about.
The crow, the horses, the ducks
And the sheep. Wake up!



C. Fletcher

- Your teacher reads the poem aloud .You listen to him/her without opening the book. Your teacher asks you : What is this poem about ?
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem.
- **Comprehension Questions:**
 1. How many stanzas are there in the poem? How many lines are there in each stanza?
 2. Who is saying-"Wake up ! Wake up !?"
 3. How many times the word 'wake up' is repeated?
 4. How is the day ?
 5. Who are singing ?
 6. What are the bees doing ?
 7. Who is the 'sleepy head'?
 8. What will the child do after getting up? (wash, dress and play)
 9. Who have already got up? (bees, birds, crows horses, ducks)
 10. Which things in the poem do you like?

Session-2

III.

Post-reading

1.

VMDT (Visual Memory Development Technique) :

Whole Text : lovely day, get up, buzzing bees, sleepy head, the animals etc.....

Part (stanza-3): horse, sheep, dress, cow, wake up etc.....

2. Comprehension Activities :

Answer the following questions choosing the most appropriate answer from the options.

1. The poet in this poem seems to be _____.
(A) active (B) busy (C) sleepy (D) lazy
2. The birds are singing in the _____.
(A) sky (B) nests (C) trees (D) cages
3. Who are buzzing?
(A) The bees (B) The birds (C) The horses (D) The flies
4. The poet talks about _____.
(A) horses and crows (B) crows and ducks
(C) sheep and ducks (D) horses, ducks, crows and sheep

Session-3

3. Listening :

Your teacher will read aloud the last stanza of the poem. You listen to him/her and fill in the gaps.

Wash and _____ And come out. Everyone is up and about.

The crow, _____, _____

And the _____

Wake up !

- Listen to the poem carefully-(Teacher reads the poem aloud two times or more, gives examples to make the instruction clear)
 - (i) Tell me how many times the word, 'wake up' is used in the poem.
 - (ii) List the pair of rhyming words (Words in which last sounds are same).
- Listen to the statements and say which are true and which are false.
 - (1) The birds are dancing in the trees.
 - (2) The bees are buzzing.

3. The sentence, "It is a lovely day." is used once in the poem.
4. The 'sleepy head' refers to one who is still in bed.
5. There are three animals and two birds described in the poem.

4. Speaking :

Chain-drill:

- Wake up! Wake up! It's a lovely day.
- Oh! Please get up. And come and play.'
- It's too much late to lie in bed.

Session-4

5. Vocabulary :

- (a) Match words under 'A' with the words under 'B'. One has been done for you.

A		B
whinnying		dog
swimming		girl
singing		bees
barking		horse
dancing		duck
buzzing		birds

- (b) After matching make sentences.

e.g. The horse is whinnying.

.....

.....

.....

.....

.....

- (c) (Let's play this game)

There are some words related to the birds and animals. Find these words and circle them in the box of letters that is given below. One is done for you vertically. (HORSES)

V	R	A	B	B	I	T
N	H	D	C	O	W	C
B	O	U	H	V	M	A
I	R	C	E	E	K	T
O	S	K	C	R	O	W
X	E	F	H	P	Q	F
A	S	B	E	E	S	O
U	W	X	N	Y	O	X

- (d) Now, use the names and write sentences like the example given below.
e.g.

1. The cow gives us milk every day.

- (e) Arrange the words in the box that have same sounds at the end (rhyming words). The first one is done for you:

wake up	ducks	day	trees	frocks	get up
about	play	bed	out	bees	head
wake up	.....	.....	.....	.....	.....
get up	.....	.....	.....	.....	.....

Session-5

6. Usage

- (a) In the poem you can see the words like get up, wake up and hurry up.
We can use the small word 'up' after some words.

Given below are some words. You add 'up' and make pairs of words. See the example.

Get + up = get up

Hurry + =

Wake + =

Look + =

Put + =

(b) Punctuate the following lines of the 2nd stanza.

(You can see the poem.)

wake up wake up

its a lovely day

oh Please get up

and come and play

its much too late to lie in bed

so hurry up you sleepy head

Session-6

7. Writing

(a) Answer the following questions.

(i) Who are singing? Why are they singing?

(ii) What are the bees doing?

(iii) What will the child do when it gets up?

(iv) Who have already got up?

- (b)** Given below are the lines of the first stanza. They are not in order.
Rewrite them in order.

The birds are singing in the trees, _____
Wake up! Wake up ! _____
Oh! Please get up. _____
It's a lovely day. _____
You can hear the buzzing bees _____
And come and play. _____

- (c)** Rewrite the following sentences like the example given below.

Example: It's a lovely day. The day is lovely.

- (i) It's a beautiful garden. _____
(ii) It's a useful book. _____
(iii) It's an attractive sight. _____
(iv) It's an interesting game. _____
(v) It's a fine morning. _____

- (d) Order the following lines to get a stanza. Then add to the poem in the right place. Rewrite the poem. You can see the poem and use punctuation marks.

Hurry up it's time to play
They will play all day
Wake up you lazy boy
Get up and come to play

Session-7

8. Mental Talk

It's a lovely day. Let's play and enjoy.

9. Let us Think

Should we only play on a lovely day?

FOLLOW-UP LESSON A DAY FOR YOU

Session-8

It is important to start your day with a smile,

Look outside the window for a while ,

Look at the clear blue sky,

The birds are also flying high,

So , freshen up a bit for today,

As it is the start of a bright day.

Good morning to you.

Have a nice day!

(Teacher follows all the steps of pre-reading and while-reading stage of the main lesson.)



Session-9

Writing :

1. What is important ?

It is important to _____

2. Where should one look for a while?

3. Why should one fresh up ?

One should _____

because it _____

2 . Teachers like to give advice . You play the role of a teacher and write some advice from the poem. One is done for you.

(i) You should start your day with a smile.

(ii) _____

(iii) _____

(iv) _____

Word Note : (The words/phrases have been defined mostly on their contextual meanings)

buzzing bee - humming bee - ଗୁଣୁଗୁଣୁ କରୁଥିବା ମହୁମାଛି

fresh up - wash yourself and get ready - ଧୁଆଁଧୋଇ ହୋଇ ବାହାରି ପଡ଼ି

get up - leave bed - ଶେଯ ଛାଡ଼ି ଉଠିବା (ସକାଳୁ)

hurry up - quick, haste - ଶୀଘ୍ର, ଜଳଦି

lie in bed - remain in bed - ବିଛଣାରେ ଶୋଇ ରହିବା

up and about - active - କର୍ମରତ, କର୍ମଚଞ୍ଚଳ

wake up - rise from sleep - ନିଦରୁ ଉଠିବା

LESSON - 8

A MUG FOR MAHATMA



Session-1

I Pre-reading

Look at the two pictures. Each of them has a picture of a man. One is young. The other is old. Are they the same person or different? It is difficult to be simple. Long experience makes one simple. Let us read a lesson about Gandhi to understand this.



II While-reading

● SGP-1

TEXT

- Read the paragraph-1 silently and answer the questions that follow.

1. This is all about an incident during Gandhiji's Padayatra in Odisha in 1934. Gandhiji wanted not to spend a single pie on his visit. He would eat whatever was available. This was also his instruction for the villagers of Kadua where he spent a day.

● Comprehension Questions:

1. What is this paragraph about ?

2. When did Gandhiji have his padayatra in Odisha ?
3. Where did he stay? How long?
4. What did he tell people not to do?
5. What did he eat there?
6. Can you think how he spent his time there ?



Session-2

- SGP-1

- Read the paragraphs 2 - 3 and answer the questions that follows

2. Gandhiji got up very early in the morning. He shaved himself every day. A teacher who was in charge of looking after Gandhiji brought some water in an aluminium mug.
3. Gandhiji saw that the mug looked very new. He had doubts. Had the teachers bought a new mug for his use? Did they think that he wouldn't like to use an old mug or lota ? He stopped shaving. "When did you buy this mug?" he asked the teacher. A difficult question to answer. Who could remember the date of buying ? The Headmaster of the school came in. He said, "We didnot buy the mug sir. A rich man had donated a number of utensils, including the aluminium mug, a long time ago. It was in the store room. We brought it now for your use."

● Comprehension Questions

1. When did Gandhi get up?
2. What did he do then?
3. Who looked after Gandhiji?
4. What did he bring for him?
5. What was the mug made of ?
6. What did Gandhi see?
7. What was his doubt?
8. Why did Gandhi stop shaving?
9. What did Gandhi ask the teachers?
10. Why was it a difficult question?
11. Who came in?
12. What did he say?
13. Who donated the utensils?
14. Where was the aluminium mug?
15. Why did the teacher bring it then?

Session-3

● SGP-3

● Read the paragraph 4 - 5 and answer the questions that follows

4. Gandhiji was happy with his answer. He thought that he had disturbed the teachers. He folded his hands and said to them gently, "I hope none of you will misunderstand my words. My only request to you is this: we should all try to be sure that no money is spent on this Padayatra. If we need more, we spend more. None of us should make such mistake".
5. After this incident, the mug became an interest for everyone in the area. It is not to be seen now. But the story has lived long.

● Comprehension Questions

1. Were the teachers worried?
2. Did it upset Gandhi?
3. What did he do?

4. What did he say?
5. What was his only request to them?
6. 'None of us should make this mistake'. What does 'this mistake' refer to?
7. The mug was a great interest for everyone. Why?
8. Is the same mug seen now? Which line tells you so?
9. What has lived till today?
10. What kind of person was Gandhi – a showy one or a simple one?
11. Did Gandhiji like a simple or a luxurious life.
12. What was Gandhiji's ideal ? (simple living and high thinking)

Session-4

III Post-reading

1. Visual Memory Development Technique (VMDT):

Whole Text:

- A teacher brought water in an aluminium mug
- Gandhiji's Padayatra in Odisha in 1934
- The story has survived.
- The mug looked new.
- Gandhiji's request

Part-Para-1 : Kadua village , padayatra, 1934

2. Comprehension Activities:

(a) MCQs:

Choose the right option and fill in the blanks.

- (1) The Padayatra of Gandhi in Odisha took place in _____.
- | | |
|----------|----------|
| (A) 1930 | (B) 1932 |
| (C) 1934 | (D) 1935 |

(2) A teacher brought water in _____ mug.

- (A) a silver (B) a copper
(C) a gold (D) an aluminium

(3) Hearing the explanation from the Headmaster, Gandhiji was_____.

- (A) upset (B) displeased
(C) angry (D) happy

(4) In this lesson Gandhiji requested people to lead a _____ life.

- (A) luxurious (B) rich
(C) poor (D) simple

(b) (i) What did Gandhi tell people of Kadua ?

(ii) How did the teacher bring water to Gandhi?

(iii) Why did the teachers give him a new aluminium mug ?

(iv) Did the teachers buy that mug?

(v) Who donated the mug to school?

(vi) What was Gandhi's request to people?

Session-5

3. Listening:

Your teacher will read the following paragraph aloud. Listen to him carefully and fill in the blanks.

This is all about an _____ during Gandhiji's _____ in Odisha in 1934. Gandhiji had given _____ instruction that not a single pie was to be _____ on his visit. He would _____ whatever was available. This was also his instruction for the _____ of Kadua where he spent a day and a night.

3. Speaking:

(a) Chain-drill : "We should not increase our needs."

"If we need more, we spend more"

(b) Dialogue

(i) Gandhi : Did you buy this mug?

Teacher : I don't know, sir.

Gandhi : Who knows this ?

Teacher : I think our Headmaster .

(ii) Gandhi : When did you buy the mug?

Headmaster : No sir, I didn't buy it. A rich man donated it.

Session-6

5. Vocabulary

Look how words are made. Words become negative when we use 'dis-', mis- , un- etc before them. Examples-When the word 'pleasure' takes 'dis-'before it, it becomes 'displeasure'. Use 'dis-'before the following words to get some new words opposite in meaning. appear, honest, hearten. Use 'mis-'before the following words to get some new words opposite in meaning.

fortune, match, credit, understand

Use 'un-' before the following words to get some new words opposite in meaning.

happy, rest, easy, lucky

_____	_____	_____
_____	_____	_____
_____	_____	_____

Session-7

6. Usage

Look at the following sentences.

Gandhiji got up early.

He shaved himself early in the morning.

The action words in the above sentences 'get up' and 'shave' take simple past. It means actions that took place in the past or things that were true in the past.

Use the correct form of verbs in brackets and fill in the blanks. One is done for you.

- (i) Santosh _____ TV yesterday. (watch)

Santosh watched TV yesterday.

- (ii) Kalam _____ a lot of books in his childhood. (read)

- (iii) John _____ the harmonium in the school's Annual Function last month. (Play)

- (iv) My dog _____ mutton last night. (eat)

- (v) I _____ in a village last week. (live)

- (vi) Mary _____ a lot of money on clothes on her birthday last year. (spend)
- _____

Session-8

7.

Writing :

(a) Answer the following questions.

- (i) When did Gandhiji come to Odisha for a padayatra?

- (ii) What was his instruction to the people?

- (iii) Why was Gandhi not happy with the teachers at first?

- (iv) Did they actually buy the mug? Who told it?

- (v) What did Gandhi do when he saw teachers to be upset ?

- (vi) What did he request everyone ?

(b) Fill in the blanks choosing appropriate words given in the box below.

(A teacher was narrating one of his experiences to his wife. It was related to Gandhiji's staying at his school in Kadua.)

I was in charge of _____ Gandhiji . Gandhiji used to get up very _____ in the morning. He would _____ himself. When I knew that he wanted some water for his shaving, I _____ it for him in an aluminium _____. Gandhi saw that the mug looked _____. He asked, "When did you buy it?" I said, "I do not know. We may ask our _____." Our Headmaster came. He said, "We didn't buy it. A rich man had _____ it a long time ago. It was in the store-room." Listening this Gandhiji was _____ because he never wanted anyone to spend a pie on his visit.

brought , early, looking after, shave, new , mug ,
Headmaster, satisfied ,donated

Session-9

8.

Mental Talk:

"It is too difficult to be simple."

"Take care of your money; it will take care of you."

9.

Let us Think:

"Should we spend money unnecessarily?"

FOLLOW- UP LESSON

THE PENCIL STORY

1. Once Gandhi lost a small pencil. He asked the members of his Ashram to look for it. But they brought a new pencil for him. Gandhi did not like this. He said, "I want the old, the small one that was lost". And he was very happy when his men searched for it and brought him the old small pencil.



2. This is what Arun Gandhi , his grandson says about a similar incident in his life. 'Once I lost my pencil. I was then studying in a school. When I asked my grandfather to give me a new pencil, he asked , "Where is your old one I gave you?" I said, "I lost it". "Go back and look for it," my grandfather said. I then said , "It is very dark grandfather. I'll not be able to find it in the darkness". But my grandfather did not give in. He said, "Take this torch light and look for it". I took the torch light , searched for the pencil and got it.'
3. Just not with pencils , Gandhiji did not want to waste anything . He wrote letters on the backside of old letters. He made notes on the backside of old bills. This was also true of time. He was very punctual and never wasted a minute or even a second.

● **Comprehension Questions:**

1. Who is Arun Gandhi ?
2. Why did Arun Gandhi ask for a new pencil?
3. What did his grandfather say?
4. Why could he not go out to find the lost pencil ?
5. How did Gandhi help him ?
6. Did Arun get the lost pencil ?
7. What is the last sentence of the paragraph about ?
8. Why did Gandhiji write letters on the backside of letters ?

III Post-reading

Session-2

1. VMDT (Visual Memory Development Technique) :

Whole Text : Arun Gandhi , punctuality , pencil Arun lost

Paragraph 2 : back side of old letter, punctual , back of bills

2. Listening :

Your teacher reads aloud a passage about Gandhiji. (out of the text)

You listen to him and fill in the form.

Name : _____

Birth place : _____

Father's name : _____

Mother's name : _____

His wife's name : _____

Grandfather's name : _____

The year he was born : _____

The year of his death : _____

Session-3

3. Speaking :

Chain –drill: “ Gandhi cared for small things.”

Dialogue :

Arun : Grandpa, give me a new pencil.

Gandhi : Where is your old one?

Arun : I lost it.

Gandhi : Go back and look for it.

Session-4

4.

Vocabulary :

See how words are made . Short words become long when we add '-ness' to them. Add '-ness' to the words given below. One example is given.

Example :

(great + ness = greatness) good + _____ = _____

ill + _____ = _____ blind + _____ = _____

mad + _____ = _____ thin + _____ = _____

5.

Writing :

(a) Answer the following questions.

1. Who was Arun Gandhi ?

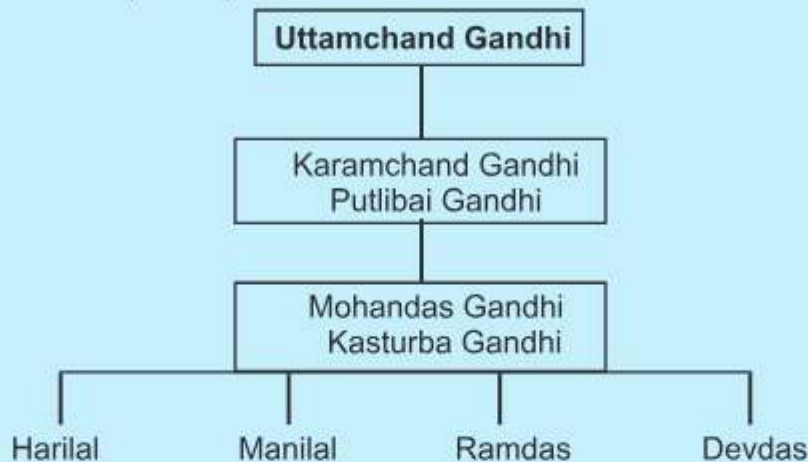
2. Why did Gandhiji write letters on the backside of a letter ?

3. Why could not Arun find the pencil ?

4. How did Gandhiji help him ?

Session-5

- (b) Given below is a family tree of Gandhiji. See the family tree and write about it. Helps are provided.



The name of Gandhi's _____ is _____.
_____. The name _____ is _____.
_____. The name of Gandhi's Mother is
_____. The name of _____
_____ wife is _____. They had
four sons. They are _____,
_____, _____,

For teacher

1. Read aloud the following passage for the listening activity under [2]. Mohandas Karamchand Gandhi was born on 2nd October 1869 at Porbandar. His father's name was Karamchand Gandhi. His mother's name was Putlibai Gandhi. Kasturba Gandhi was his life. They had four sons - Harilal, Manilal, Ramdas and Devdas. He passed away on 30th January, 1948.

6. Mental Talk:

"Waste not, want not."

Word Note : *(The words/phrases have been defined mostly on their contextual meanings)*

gave rise	- increased - ବଢ଼େଇଲା
incident	- something happened / matter - ଘଟଣା
instruction	- advice / direction - ନିର୍ଦ୍ଦେଶ, ଉପଦେଶ
look for	- to find - ଖୋଜିବା
misunderstand	- don't take it wrong, fail to understand - ଭୁଲ ବୁଝିନାହିଁ, କିଛି ମନେ କରନାହିଁ
punctual	- one who keeps to the time - ସମୟାନୁବର୍ତ୍ତୀ
searched	- tried to find out - ଖୋଜିଲେ
utensils	- vessels for kitchen - ବାସନ ଲୁସନ

TEST - 2

Full Mark - 100

1. Read the passage carefully and answer the questions that follow : [16]

Once a happy-go-lucky ant was living in a small hole. He was fond of singing and dancing. Throughout the spring he only sang and danced. He did not store any food for winter. When winter came, he had nothing to eat. So he went to an old ant to borrow some food. But the old ant was a miser. He asked the young ant many questions : "What were you doing in spring ? Why didn't you store food for winter ? etc". And finally he refused to lend him food. With great difficulty he managed the winter with a very little food. When spring came, he did not sing and dance. He kept himself busy in collecting food and storing them for winter.

Answer the questions :

1. Where was the ant living ?

2. What was the ant fond of ?

3. What did the ant do in spring ?

4. What happened to him in winter ?

5. Why did he go to the old ant ?

6. Why did the old ant refuse him to lend food ?

7. How did the young ant spend the winter ?

8. Did the ant learn a lesson from his suffering in the winter ?

2. Given below are some incomplete sentences. Complete them with suitable part-sentences choosing from the alternatives. [5]

- (i) The young ant was fond of _____
(A) collecting food for winter.
(B) borrowing food from others.
(C) singing and dancing
- (ii) When the young ant had no food in winter, _____
(A) he went to an old ant to borrow some food.
(B) he decided to spend the winter without food.
(C) he went out to play with other ants.
- (iii) When the old ant refused to lend him any food, _____
(A) he worked hard and managed to collect some food.
(B) he managed the winter with a little food.
(C) he cried throughout the winter.
- (iv) When the spring came, _____
(A) the young ant once again played and danced.
(B) the young ant collected food and stored for the winter.
(C) the young ant went to the old ant to learn how to collect food.
- (v) The old ant refused to lend any food to the young ant because _____
_____.
(A) he had a little food in his store.
(B) he wanted the young ant to suffer.
(C) he was a miser.

3. Fill in the blanks with suitable words given in the box. [3]

beautiful; expert; distant; princess; handsome; borrow; refuse; store.

- (i) The youngman was very _____.
- (ii) She is an _____ in dancing.
- (iii) I live in a _____ place.
- (iv) Priyanka is very _____ to look at.
- (v) Do not _____ money from your friends.
- (vi) _____ food for bad days.

4. Write the opposite words (antonyms) choosing from Group B for the words given in Group A [6

A	B	
beautiful	near	_____
princess	town	_____
day	prince	_____
long	ugly	_____
distant	night	_____
village	short	_____

5. Observe your classroom and answer the questions. [5

- How many students are there in your class ?
- How many boys and how many girls are there in your class ?
- How many benches / tables are there in your class ?
- How many windows and doors are there in your class ?
- How many blackboards are there your class?

6. Teacher reads out some words from the group of words given. Listen to him/her carefully and tick those words. (Teacher reads out five words) [5

king, daughter, servant, princess, expert, young, story, distant

7. Now speak the two words that are spoken (pronounced) alike. [5

market, tell, pleasure, cat, song, bell, ticket, mat, measure, long

8. Write these names in English [8

ସୁନାମଣୀ; ମଧୁମତି; ମିତୁ; ସୁଜାତା; ଡମ୍ବରୁ; ଅନାମ, କନକ, ସସ୍ମିତା

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

9. Read the following stanza taken from the poem 'Good morning' and answer the questions that follow : [9

Good morning, sky,
Good morning, sun.
Good morning, little winds that run.
Good morning, birds;
Good morning, trees ;

And creeping grass, and brownie bees.

● **Comprehension questions :**

(a) How many times 'Good morning' has been used in the stanza ?

(b) Which words have been used before 'grass' and 'bees' ?

_____ grass ; _____ bees.

(c) What do the little winds do ?

(d) Who does the child say 'Good morning' ?

Make a list –

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. **Match column A with column B**

[3

A	B
brownie	wind
creeping	bee
little	grass

11. **Read the poem and answer the questions that follow :**

[5

I love little pussy
Her coat is so warm.
And if I don't hurt her,
She'll do me no harm.
So I'll not pull her tail
Nor drive her away,
But pussy and I

Very gently will play.

Questions :

(a) What is the poem about ?

(b) Who is 'I' in the poem ?

(c) What does 'coat' refer to in this poem ?

(d) If the child hurts the cat, what will the cat do ?

(e) What does the child decide not to do with the cat ?

12. Read the passage and answer the questions that follow : [10

Manoj was sleeping in a train. A thief took away his suitcase. The next morning Manoj's friend told, 'your suitcase is stolen'. 'I know' said Manoj. 'But it does not matter. The thief will come back. He cannot open it. You see, I have the key.'

Questions

(a) Who are there in the story ? _____

(b) Where was Manoj sleeping ? _____

(c) Who took away Manoj's suitcase ? _____

(d) Will the thief comeback ? _____

(e) The key is with Manoj. How will the thief open the suitcase ?

13. Read the poem and answer the questions : [10

I am a big engine
puff, puff, puff,
waiting to set off
chuff, chuff, chuff,
I blow my whistle,
Toot, toot, toot.
The station bell is ringing,

Ding, dong, ding, dong.
Soon my wheels will turn around
And I'll be homeward bound.

Questions

- a) What is the poem about ? _____
- b) What is it waiting to do ? _____
- c) What does it blow ? _____
- d) How does the station bell ring ? _____
- e) When will its wheels move ? _____

14. Read the passage and answer the questions that follow. [10

Have you seen palm sparrows ? They are also called engineer birds. They make beautiful bag-like nests. Their nests hang from tall palm trees. They catch a lot of glow-worms. Do you know why ? They paste wet earth on their nests. And then stick the glow-worm to the wet earth. Why do they do so ? The glow - worms provide light to their homes.

- a) What is the text about ?

- b) Where do they live?

- c) Why are palm sparrows called engineer birds ?

- d) Why do they catch glow worms ?

- e) Are they clever ?

APPENDIX-I

NOTES FOR TEACHERS

In helping learners learn, the teacher's role is very crucial. A country's education is as good as its teachers. In order to help our learners learn English we wish you to read the introduction to class-III English Primer before you read the introduction of this book. We have revised all our English textbooks from class III to class VIII and all these books now follow a common pattern well supported by sound pedagogy. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English. In our introduction to class III English textbook, we have stated, in some details, the problems of teaching English in the first year of learning English and how we have solved these problems. There was a big gap between the class III and class IV English textbooks. We have bridged the gap by carefully redesigning both the textbooks. Now the class III students, who will read the new book, will have no problem in reading this book. But students who have studied the old book and now studying in class IV, are likely to have some problems.

But we have tried to solve these problems through the introduction of remedial trailer lessons to class IV textbook. Stated below are some suggestions for you on how to deal with different parts of a lesson.

Socialization – Every class should start with socialization and end with leave taking as suggested in the introduction to class III textbook.

Teacher: Good Morning students.

Students: Good Morning sir/madam.

Teacher: How are you students?

Students: Fine, thank you sir/madam. And you ?

Teacher : I'm fine, thank you.

Leave Taking

Teacher: Good bye students. See you in the next class. Have a good day.

Students: Thank you sir/madam. Good bye.

Trailer-Lessons

The main purpose of trailer lessons, as stated before, is to help the learners learn what they did not learn in the previous classes. It includes learning to write capital and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of this task, we have placed different tasks in between songs. Learners will sing a song together, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is little bit hard work. We will work hard and enjoy with a song. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-III; Notes on Methods.

After a session of writing, you are to see what the learners have written, correct their errors and provide feedback. If the class is large and you cannot see everyone's script, it is better to see some scripts, find common mistakes and provide class feedback (feedback for the whole class) using the blackboard. To help students who lag behind, who fail to do the task, you have to help them personally and/or ask your good students to help them (as most of the good students complete their tasks early). If we do not help them at this stage, they will be problem for us in future.

Each trailer lesson has six sessions, one session for one class of 45 minutes; duration.

Main Lessons

Each main lesson, as stated before, has three sessions- pre-reading, while-reading and post-reading.

Pre-reading

At this stage, your role is to motivate your learners to read the text and we have suggested ways to help you. All the instructions for you and your learners are to be spoken by you to the learners. You just see them, read aloud what is written as if you are speaking to your students. Finding a pre-reading activity is difficult if you have no better alternative, better stick to the one that is provided.

While-reading

This, as stated before, is the most important part of a lesson. Take extra care not to read aloud and explain. Allow students to read on their own and comprehend as much as they can. When you ask them to read silently, you do two things – see that all are engaged in reading and get yourself ready for the question answer part. Even if some of your students are incapable of reading, let them see the text. Even seeing the text and getting a picture of it will be of some help for learning, better than your explanation of the text. While asking questions, follow the suggestions provided in Appendix-III

Do not ask your students to write at this stage. This phase is purely for verbal transaction. Students will keep open their textbooks and locate the answers in their texts. Students who cannot read and comprehend will also gain if they just look at the text again and again. And if they do this for long, they will somehow learn to read. All our previous experiences are stored in our brain as pictures- the places and sights we have seen whether we have understood them fully or not. Let them store the picture of the page /paragraph in their mind in this way. Some comprehension questions can be asked both in English and Odia. Students can answer in words / phrases and at times in Odia, Student should not be forced to answer in complete sentences.

Post-reading

As stated before this phase has a series of mind engaging interesting activities for the students. Your job is to make the learners do these activities. While doing these activities, learners will most of the time, keep open their books and will be allowed to consult the text at the time of need. Remember, at this stage the learners will read and reread the text many a time on their own without being aware of the fact that they have read the text so many times. What they have not understood during while-reading phase, they understand now. The self-learning that you have initiated during while-reading now bears fruit. To do the activities, they read the text on their own again and again.

For easy transaction of post-reading activities of all the main lessons follow a common pattern. There are nine kinds of activities for each of the lessons bearing

the same number. For example, the VMDT activity bears the number -1 and comes first in all the main lessons. Let's describe what you have to do for each of the activity from activity 1 to 9.

1.VMDT (Visual Memory Development Technique)

Please read about this method in Appendix-II. The objective of this method is to develop the visual memory of the learners. Once visual memory is developed, learning becomes easy. Usually under this, two kinds of activities are provided – the whole text and the part of a text. First VMDT is done for the whole text and then for a smaller part of it. Learners take photograph of the part with their eye cameras and then locate the answer as per your question. Then open their eyes and verify. For each item this procedure is followed. Students are found to enjoy this activity very much. And the advantage of this activity is that the teachers need not always verify whether the learners have done the activity correctly or not. The teacher can see only some. The learners take the responsibility of identifying and correcting their own errors.

2.Comprehension Activities

The purpose of these activities is helping learners get an overall comprehension of the text. Different types of activities are provided in the text .

3. Listening

Listening lays the foundation for other language skills. Therefore, we have included listening activities – you are to read aloud either some words or a chunk (a small paragraph or a stanza) your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After your students do the task, you can provide class feedback, if the students are more in number. You write the correct answers on the blackboard. The learners self-correct their scripts.

4. Speaking

Usually three kinds of activities are included under speaking—reading aloud, chain-drill and dialogue. For reading aloud, follow the suggestions provided in Appendix-III; Rules of Reading Aloud.

For chain-drill read about the method stated before. The lines to be drilled are provided. If students are low – proficient and shy, you can first have a rehearsal – you read aloud the line, students repeat after you. Do this two times. You can also write the line on the blackboard in good handwriting.

For dialogues, follow the following steps;

1. Write the dialogue in good handwriting on the blackboard.
2. Have a rehearsal – you read aloud, students repeat.
3. 2 rounds: Teacher- vs. - students, students –vs. - students

5. Vocabulary (as suggested)

6. Usage (as suggested)

Very simple activities are provided under these two heads (5 and 6).

7. Writing

Writing is a very important activity. More time should, therefore, be given for the purpose. The writing activity is placed towards the end as all the previous activities prepare ground for writing which is a very difficult task. Activities provided under this head are of two kinds: one sentence answer type questions from the text and other interesting/ creative activities. The first kind of activities lays the foundation for the second type of activities.

For one sentence answer type questions

- Help students to locate the answer in the text
- Get half the answer from the question itself and half from the text
- The tense for question and answer should be the same.

If the question is in the past tense, the answer should be in the past tense, for example.

- It will be better if you yourself do these writing tasks as your preparation before asking students to do.

8. Mental Talk (MT)

Read about the method provided in Appendix-II. You yourself practise mental talk first before asking your students to do mental talk.

9. Let's Think

As the name suggests, the objective of this task is to activate the mind of the students – to think.

10. Follow-up Lessons

These lessons, as stated before, are sub-lessons based on the main lessons but comparatively simpler and shorter. Though based on the main lesson, these lessons take learner bit away from the main lesson, open up for them a broader world. Both you and your learners need to learn on your own. While the main lesson is more strictly structured and everything is done for you, in case of these lessons you have freedom to frame your own activities and learners can learn on their own. This will assess whether as a teacher you have grown professionally or not, whether you can frame activities on your own or not. Similarly whether your students have developed the language skills or not is also to be assessed. You have to prepare yourself and make tasks for your learners from these sub-lessons under the following heads-

1. Reading aloud if the lesson is a poem.
2. Divide the lesson into SGPs for silent reading.
3. Frame comprehension questions.
4. Have task for VMDT.
5. Prepare tasks on chain-drill / dialogue activities.
6. Prepare tasks for Mental Talk and
7. Writing activities.

It is seen that our teachers do not develop professional skills because the textbooks provide everything for them in cut and dried ready made form and everything centre round the textbook. In contrast, in educationally developed countries, teachers prepare their own materials as often there are no fixed textbooks. Having fixed textbooks in cut and dried form has some advantages but many disadvantages, one of them being teachers not developing professional skills. These follow-up lessons will help you develop your teaching skills as you have to prepare the activities yourself. You have not only to prepare the tasks but often to write these tasks on the blackboard in good handwriting using them as blackboard texts. During inspections, the inspecting officials have been advised to see whether you have designed activities for the follow-up lessons. They have also been instructed to see whether you have got the post-reading tasks done by the students with your correction and feedback.

You have been provided with time schedule for each lesson – about 6 classes for a trailer lesson and about 10 classes for a main lesson and 5-6 classes for follow-ups. But this is not fixed. You have freedom to readjust.

NOTES TO PARENTS

In educationally developed countries parents, tutors and teaching shops do not help learners to learn. But, unfortunately, here they have to help the learners mainly because the schools do not do their jobs properly. If you are helping your child in his/her learning, kindly see that your child mostly learns own his/her own and develops the skills not just mugs up and scores good marks. In our current education there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also have skills matching the marks she/he scores or else she/he will be unemployable. The employer these days do not believe in certificates and marks and conduct their own test to measure their future employees' skills to see whether they are employable.

This book is based on learner-centred approach. Learners are to learn on their own with little outside help. Kindly, therefore, see that they are not helped more than what is necessary or else these helps will become interferences, intervening more than helping in your wards learning. We will request you to go through the introduction to this book before helping your child learn English through this book.

NOTES TO GUIDES

You have a role to play in our current education. In case you are helping class V students of Odia medium schools learning English, kindly go through the introduction to the book and the lesson before you teach English to them. This will help both you and your learners. We promise, if you teach English through this book as we want you to teach, both your learners and you yourself will gain.

NOTE TO INSPECTING OFFICIALS

It is comparatively easy to be an administrator and an educationist. But it is difficult to combine both to become an educational administrator. You must have understood how difficult your job is.

If you are to inspect an English class of class V, kindly go through the introduction to the class V textbook and see how the lessons are designed. When you inspect a class, please first know in which phase of teaching a lesson the teacher is. Is s/he in the pre-reading, while-reading or post-reading phase? The learners' role is different in these three phases of a lesson. Please identify the phase and evaluate the class accordingly. Following a learner-centred approach we have done away with teacher's reading aloud and then explaining a text. Please see that teachers do not do this rather give learners to read the text and do the activities on their own, the teacher playing the facilitator's role.

During inspection kindly see the learners' textbooks – the workbook part of it. See whether the learners have done the activities and the teacher has corrected the scripts with feedback. In the follow-up (sub-lessons) teachers are asked to frame comprehension questions and language activities. Please see whether they have done this. We provide at the end of the book indicators of learning, which will help you judge the quality of teaching.

N.B.-

- Currently the greatest danger to education is cheap helps , particularly through cheap bazaar notes (meaning books) which , by spoon feeding , cripple the learners. We , therefore , request all to avoid these books.
- For any query / clarification contact to :

ELTI, Odisha , BBSR

(9861955904/ 9861454167/9437463273

Directorate of TE & SCERT, Odisha, BBSR

(0674-2502928)

APPENDIX-II

Four Basic Techniques

1. Brainstorming (BS)

We have to frequently use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. If we have not done this before, let's make this a part of our present teaching.

2 . Visual Memory Development Technique (VMDT)

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT. Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. This they can keep on doing till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners to memorise contents.

3 . Mental Talk (MT)

This is a very good method for learning language, particularly a second

language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex.

But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have. Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have read or a dialogue they have practised to start with.

4. Chain-drill

Chain-drill is an utterance of a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, "I'm _____. I am from _____. What about you?" Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn language and remember things better.

Appendix-III

Some Important Tips on Handwriting, Asking Questions and Reading Aloud

Instructions for Good Handwriting :

1. Put your writing paper on a hard plain surface, not on heaps of books, on your lap or on a pillow.
2. Use ink /pencil (well sharpened) dot pen; bad dot pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write in straight line. Ruled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.
C,K,O,P,S,U,V,W,X,Y,Z
c,k,o,p,s,u,v,w,x,y,z
11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

Suggestions for Asking Questions during the While-reading stage:

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions to yourself-provide clues to help your students to ask you questions.

5. Encourage your students to ask you question.
6. Encourage your students' question. Ask other students to answer.
7. If one fails to answer your question ask the question to the whole class (You can answer his/her question)
8. Allow your students to answer in words/phrases.....don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia if it is difficult on their part to answer in English.

Rules of Reading Aloud:

1. Make yourself familiar with the text before you read it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.

APPENDIX-IV

Learning Indicators for Class V (English)

Skills and sub-skills	Learning Indicators	How to achieve
1. Pure Listening	Learners : ● listen to stories with 60-70% comprehension ● listen to simple and moderately complex instruction in English and act accordingly. ● listen to a paragraph /paragraphs and fill in forms and blanks in a given passage. - listen to a small poem /stories read aloud by the teacher and locate the right answer given in texts.	● Storytelling, TPR activities, reading aloud texts and classroom instructions ● Doing activities under "Listening Skills "provided in every lesson of the textbook
2. Listening and Speaking	Learners : ● socialise ● greet and respond to greetings in English ● Introduce self and introduce someone to others. ● participate in chain-drills and dialogues. ● listen to and repeat number, letter and words	● Socialization at the beginning of every lesson. ● Making students repeat phrases, lines from texts after the teacher in chorus and individually ● Making students do role-play and act with dialogues. ● Doing chain-drills and mental talk. Practicing short conversations

- listen to phrases and sentences and repeat in chorus and individually.
- read aloud a stanza or a paragraph from the prescribed textbook.
- listen to and answer questions about themselves
–“What is your name? Where are you from?...
- Answering questions from the textbook during the while-reading stage of a text transaction

3. Reading Learners-

Learners :

- read a paragraph or a stanza from a text silently with 70% comprehension.
- read and comprehend a larger chunk – a whole poem or a text of 4-5 paragraphs.
- read and locate information in a text.
- summarize simple texts.
- partially guess the meaning of unfamiliar words from a simple text.
- read and predict what will happen next.
- read and comprehend simple instruction provided in the textbook and do the task.
- match the stanzas and paragraphs with themes.
- read and comprehend road and other instructions in public places.
- read and comprehend letters, applications and brochures.
- Silent reading sessions, especially at the while- reading stage of a lesson.
- Reading the instructions provided for tasks in the texts.
- Answering comprehension questions of different kinds – global, factual, local, inferential, predictive etc.
- Using authentic materials.

4. Writing

Learners

- write one sentence answer type questions.
- answer questions in 30-50 words.
- make list of things.
- describe objects.
- make simple notes from a paragraph.
- copy from blackboard small chunks written by the teacher. write moderately difficult names of persons and places.
- Doing tasks provided in the post-reading stage of a lesson.
- Doing simple guided compositions.
- Copying Black Board Texts.

5. Vocabulary

Learners

- have stock of 2000 to 3000 words
- join two words to form new words
- correctly spell about 70% of the words they know.
- solve cross-word puzzle.
- tolerably pronounce words with 50% accuracy.
- Doing the tasks on vocabulary provided in post-reading section.
- Doing cross-word puzzle.
- Practising dialogues.

6. Grammar and Usage

Learners

- tolerably identify word category.
- Know and use simple rules of grammar.
- know and use singular, plural forms of nouns, present and past tense forms of verbs
- Doing Grammar tasks in the post-reading sections of all lessons