

Teacher Companion Book

classklap
BY Eupheus



English

Name of teacher: _____

Section(s) taught: _____

Class 5
Part 1

Annual Academic
Calendar

Curriculum to
Learning Objectives

Vision-to-Action
Plans

Exit
Assessments



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Textbook Features



Listen and Say Aloud

Activities and questions to prepare students to focus on pronunciation and help teachers to introduce the lesson



Warm Up

Interesting questions to arouse curiosity about the lesson



Reading the Text

Variety of literature pieces (prose/poetry/drama)
Questions after the literature piece for quick check of understanding



Understanding the Text

Questions to check comprehension of the literature piece – 'Literature comprehension' and 'Value-based questions' are only a part of detailed lessons



Speaking Task

Activities for students to speak individually or in pairs or groups on a theme-related topic

Workbook Features



Dictation

Dictation – Words from the lesson or sentences with commonly confused spellings for dictation practice

Listen and answer – Questions based on an audio piece for listening practice (for Grades 4 and 5 only)



Vocabulary

Helps to build vocabulary with explanations and practice exercises



Grammar

Introduces and teaches an aspect of grammar with explanations and practice exercises



Formal Writing

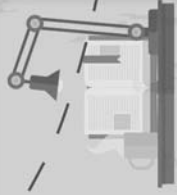
Inculcates writing skills by introducing formal writing styles by providing samples and adequate practice

Includes samples and pre-work to ensure proper scaffolding



Creative Writing

Fosters creative writing skills by having students draw from real-life experiences as well as encourages creative thinking



Pedagogical Explainer

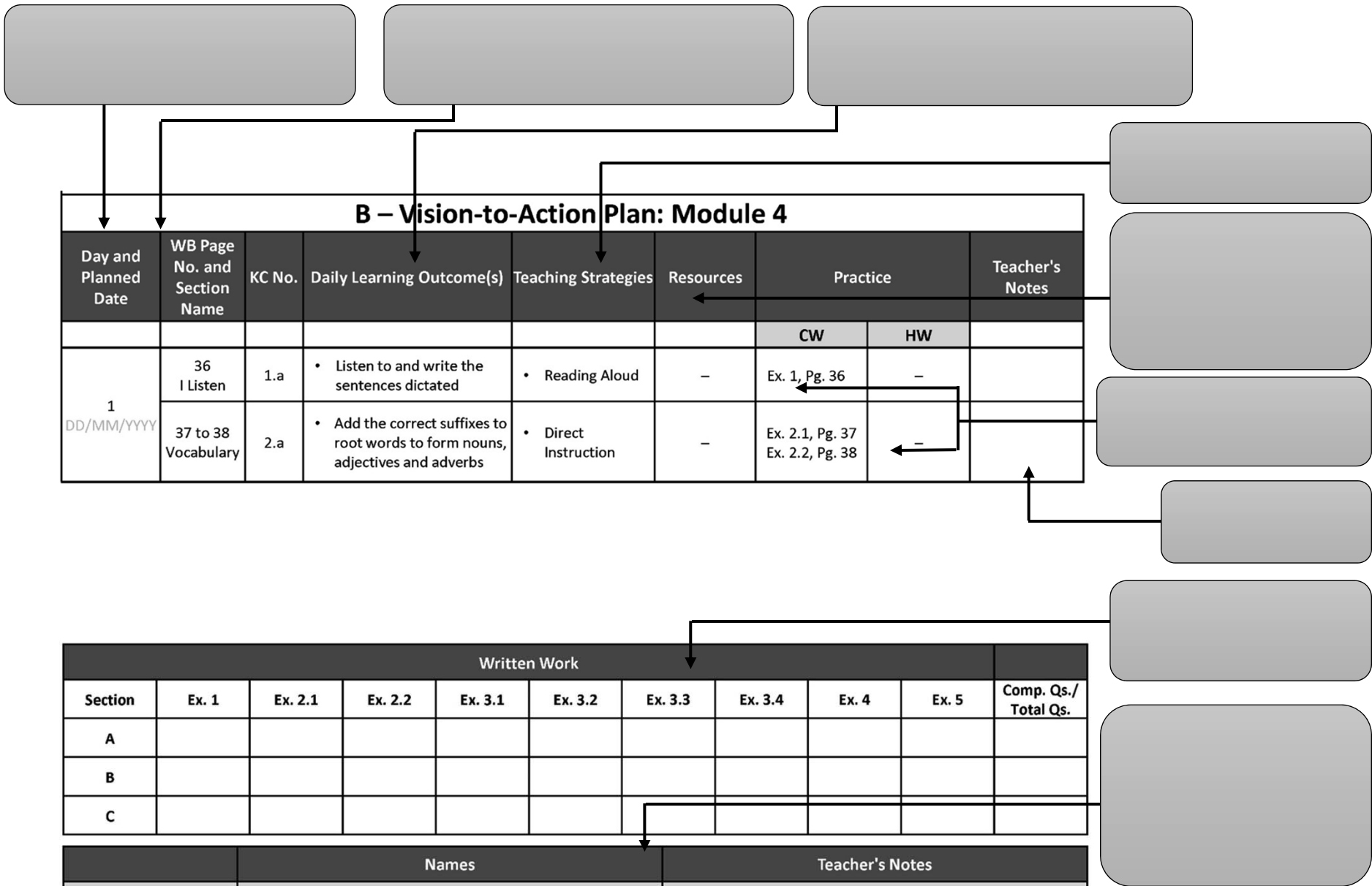
A – Curriculum to Learning Objectives: Grammar				
Prior Knowledge		• Proper nouns		
Class	L. No.	Lesson Name	KC No.	Key Concept
1	2	Module 2 (Capital letters, full stop and question mark)	3.a	• Introduction to capital letters
			3.b	• Introduction to punctuation marks: full stop and question mark
			3.c	• Mixed exercises to check conceptual clarity
2	2	Module 2 (Punctuation)	3.a	• Revision of capital letters
			3.b	• Revision of punctuation marks: full stop and question mark
			3.c	• Introduction to punctuation marks: comma
			3.d	• Mixed exercises to check conceptual clarity
3	2	Module 2 (Punctuation and Contractions)	3.a	• Revision of punctuation marks: full stop, question mark and comma
			3.b	• Revision of capital letters
			3.c	• Introduction to punctuation marks: exclamation mark
			3.d	• Introduction to the apostrophe for singular possession
			3.e	• Introduction to contractions
			3.f	• Differentiate between using the apostrophe to show singular possession and in contractions
4	2	Module 2 (Punctuation)	3.a	• Revision of punctuation marks: full stop, question mark, comma and exclamation mark
			3.b	• Revision of capital letters (special concentration on usage in titles)
			3.c	• Revision of the apostrophe for singular possession
			3.d	• Differentiate between singular possessives, possessive pronouns and plurals
			3.e	• Mixed exercises to check conceptual clarity
5	2	Module 2 (Punctuation)	3.a	• Revision of punctuation marks: full stop, question mark, comma and exclamation mark
			3.b	• Revision of capital letters (special concentration on usage in titles)
			3.c	• Revision of the apostrophe for singular possession
			3.d	• Revision of differences between singular possessives, possessive pronouns, plurals and contractions
			3.e	• Introduction to punctuation in dialogue
			3.f	• Introduction to punctuation marks: colon
			3.g	• Introduction to the apostrophe for plural possession
			3.h	• Mixed exercises for conceptual clarity

Note:

B – Vision-to-Action Plan: Module 4								
Day and Planned Date	WB Page No. and Section Name	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice		Teacher's Notes
						CW	HW	
1 DD/MM/YYYY	36 I Listen	1.a	• Listen to and write the sentences dictated	• Reading Aloud	–	Ex. 1, Pg. 36	–	
	37 to 38 Vocabulary	2.a	• Add the correct suffixes to root words to form nouns, adjectives and adverbs	• Direct Instruction	–	Ex. 2.1, Pg. 37 Ex. 2.2, Pg. 38	–	

[illegible]

	Names	Teacher's Notes
Handhold Learners		
Challenge Learners		



Annual Day:
7/62

Day:
1/5

Actual Date:

Page(s):
1

Module 1

Section Name	What I Will Learn
Dictation	Word dictation
Vocabulary	Animals and their young ones
Grammar	Nouns
Formal Writing	Answer questions based on a picture
Creative Writing	Describe a picture

Dictation

Exercise 1: Word dictation

1) _____	2) _____	3) _____
4) _____	5) _____	6) _____
7) _____	8) _____	9) _____

Important Words

Duration: 1 min

- Today: eaglet, gosling, tadpole, owlet, foal, joey

Transactional Tip(s)

Duration: 10 min

💡

Reading Aloud:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1, nominate individual learners to spell out each word to check spelling.

Class Pulse Check

Duration:

☑

—

C – Exit Assessment

	Suggested questions to test the key concept(s)	Key concept(s)	Number of learners who answered correctly
1	Underline the neuter gender noun in the sentence. Deepa is sitting in the classroom. (Ans. classroom)	Day 3 – identify neuter gender nouns	
2	Fill in the blank using a neuter gender noun. Ram and Tina use a _____ to write. (Ans. Accept all valid responses, such as 'pencil', 'pen', 'crayon' and so on.)	Day 3 – use neuter gender nouns	
3	Pick out the neuter gender nouns from the following nouns. crayon, aunt, mother, duck, December (Ans. crayon, December)	Day 3 – pick out the correct neuter gender nouns	
4	–	–	
5	–	–	
6	–	–	

Post-lesson Reflection					
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Enthusiastic participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concept clarity in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concept clarity through the workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Echo Reading

What?

- ✓ Helps learners develop expressive, fluent reading through rereading and repeating after the teacher

Why?

To help learners listen, identify and read printed text—it is most suitable for beginner readers, especially learners of classes 1-3, as the teacher models the reading

Sample

- Read out one line at a time from the poem 'To Sleep' for learners to repeat after you.
- Ensure you pause at suitable intervals to ask questions based on the text.
- Repeat sentences which are difficult for learners.
- Emphasise words which are hard to pronounce, and go at a slow pace.
- Ask learners to follow the text with their fingers.
- Encourage learners to repeat with appropriate expression.

Teacher

How to use?

- ✓ Read aloud one line at a time from the text with appropriate pronunciation, pace and modulation.
- ✓ Instruct learners to repeat each line after the teacher.
- ✓ Ask learners to follow the text with their index fingers.
- ✓ Correct the pronunciation if required.
- ✓ Ask learners to underline new words and phrases.
- ✓ Ensure that all learners are able to repeat the text with proper pronunciation and modulation.

Learners

- ✓ Repeat each line after the teacher with appropriate pronunciation, pace and modulation.
- ✓ Follow the text, putting the index finger on each word as it is read.
- ✓ Underline difficult or new words.

Reading Aloud

What?

- ✓ Builds vocabulary and provides a model of fluent, expressive reading by reading texts aloud by teacher/learners

Why?

To help learners acquire language skills by building word-sound awareness and also to help learners practise listening

Sample

- Read aloud the first two paragraphs of 'The Man Who Never Lied' while learners follow the text with their index fingers.
- Then, nominate learners to read by turns.
- Ask learners to pause from time to time, and ask questions from the 'Class Pulse Check' section to monitor comprehension.

Teacher

How to use?

Learners

- ✓ Read the text aloud.
- ✓ Model reading by ensuring that the fluency, voice modulation and the pronunciation is appropriate.
- ✓ Ask learners individually to read aloud by turns.
- ✓ Ensure that all learners are following the text that is being read aloud with their index fingers.
- ✓ Correct learners' voice modulation and pronunciation wherever necessary.
- ✓ Stop at various points to ask factual questions and questions that encourage critical thinking, and to monitor comprehension.

- ✓ Listen to the teacher and follow the text that is being read with the index finger.
- ✓ Read the text aloud with appropriate pauses, voice modulation and expression.
- ✓ Follow the text that is being read aloud by other learners.
- ✓ Underline words that are difficult or unfamiliar.

Silent Reading

What?

- ✓ Carry out independent and quiet reading by learners at a designated time—an important skill to develop, particularly for learners of classes 4 and 5

Why?

To make reading enjoyable, build the habit of reading independently, enhance comprehension, build vocabulary and also to help improve writing skills

Sample

- Ask learners to read the text 'The Man Who Never Lied' silently up to paragraph five.
- Ask them to underline the difficult words.
- Ask learners to summarise the story by describing the events of the story till the point they have read by taking turns.
- Ask the 'Class Pulse Check' questions to monitor comprehension.

Teacher

How to use?

Learners

- ✓ Ask learners to read the text silently. Learners may use their fingers to follow the text as they read.
- ✓ Instruct till which point learners are to read silently.
- ✓ Ask learners to underline any words or phrases that they do not understand.
- ✓ Ask learners to summarise the text till the point read.
- ✓ Ask questions to check for understanding.

- ✓ Read the text silently by putting the index finger on each word.
- ✓ Underline difficult words if any.
- ✓ Ask questions for words or parts that are not easily understandable.
- ✓ Share if the text is interesting.
- ✓ Answer questions that the teacher asks.

Activity Method

What?

- ✓ Helps learners explore and learn by designing role plays, participating in activities, dramas, games, songs and so on

Why?

To provide to the learners a classroom environment which encourages them to participate actively, collaborate and learn—this facilitates multisensory learning of concepts

Sample

- Divide learners into two groups.
- Ask one group to think of arguments for and the other group against the saying 'Honesty is the best policy' to complete the activity for debating under 'I Speak'.
- Allow time to learners to brainstorm on the topic in their groups.
- Invite the groups to take turns to present their ideas.
- In the end, summarise the arguments made by the two groups. Provide feedback to learners using the Speaking Rubric provided in this Teacher Companion Book.

Teacher

How to use?

Learners

- ✓ Plan for the activity based on the learning outcome or skill (LSRW).
- ✓ Arrange resources, if required, for the activity.
- ✓ If needed, arrange the furniture in the classroom so that it is convenient to conduct the activity.
- ✓ State the purpose of the activity by writing it on the blackboard, and share instructions explaining how to carry out the activity.
- ✓ Ensure that all learners participate and have a hands-on experience while participating.
- ✓ Summarise the activity by clearly stating what the learners did, what they observed and what they learnt from it.
- ✓ Clarify any misconceptions and provide feedback as required.

- ✓ Organise for the activity as per the instructions.
- ✓ Understand the rules and the purpose of the activity.
- ✓ Participate in the activity.
- ✓ Relate the activity to the concept learnt.
- ✓ Focus on the feedback shared by the teacher.

Interactive Discussion

What?

- ✓ Engages learners in a discussion with the help of leading questions

Why?

To involve learners in a conversation for discussing the concept/questions/scenario with the class to help learners relate the content to their lives, and to encourage them to share their thoughts and opinions

Sample

- Read out the 'Warm Up' questions and discuss if learners have seen butterflies in the garden.
- Ask learners what their favourite insects are.
- Discuss how nature has made insects very attractive with different colours and patterns.
- Encourage as many learners as possible to share their experiences.

Teacher

How to use?

Learners

- ✓ Introduce the main theme of the lesson, warm-up questions for the literature piece, value-based questions and other sections to be discussed through leading question(s).
- ✓ Encourage learners to share their thoughts and opinions.
- ✓ Ensure that as many learners as possible get the opportunity to speak.
- ✓ Encourage shy or quiet learners to participate without forcing them.
- ✓ Build on learners' responses to guide teaching and ask further questions.

- ✓ Participate by sharing opinions and thoughts on a particular theme by answering and asking questions.
- ✓ Listen to and engage with the responses of fellow learners and the teacher.

Direct Instruction

What?

- ✓ Explains a grammar or vocabulary concept or a writing format using straightforward and explicit instructions given by the teacher

Why?

To help learners understand the logic of a grammar or vocabulary concept, or get familiarised with templates for formal writing

Teacher

How to use?

Learners

- ✓ Introduce the concept/skill to be taught and explain its importance.
- ✓ Begin with a practice exercise in order to help learners activate their prior knowledge.
- ✓ Share the explanation using the book and then in one's own words.
- ✓ Ensure that the explanation is shared step-by-step.
- ✓ Ask questions in between to check learners' understanding.
- ✓ Set the pace of the instruction to ensure that all learners understand.
- ✓ After the direct instruction, ask learners to work on an exercise independently to provide evidence of understanding.

- ✓ Remain alert and listen to the teacher's explicit explanation of a concept or skill.
- ✓ Write down the steps or underline them in the book.
- ✓ When in doubt, ask questions.
- ✓ Answer questions or complete an exercise to check if one has understood.

Sample

- For Ex. 3, explain how to go about rewriting each sentence.
- Take the example of the first sentence, and tell learners to first change the nouns to their plural forms by following the rules that they have learnt earlier.
E.g.: A child was playing with his toy car.
- child – children, car – cars
- Then, ask them to change the articles, verbs, pronouns and so on to match the plural verbs.
E.g.: A – The, was playing – were playing, his – their
- Draw their attention to the fact that the preposition 'with' and adjective 'toy' do not change in form.
- Then, instruct learners to complete Ex. 3 as homework.

Brainstorming

What?

- ✓ Engages learners to think actively and share their observations/thoughts/ideas on the question or topic usually as a step towards completing a related task

Why?

To help learners generate a free flow of ideas by building on information and knowledge available within a group and/or with individual

Teacher

How to use?

Learners

- ✓ Asks learner to brainstorm on a given topic for writing, a scenario or a question.
- ✓ Instruct learners on how they are to brainstorm—independently or in pairs or groups.
- ✓ Provide inputs on what kind of graphic organiser can be used to organise their ideas and thoughts.
- ✓ Allow learners time to share their ideas with each other.
- ✓ Tell learners that they now need to choose from their ideas what they will actually use in the following task.
- ✓ Ensure that learners see the value of brainstorming as being a crucial step in writing or speaking activities.

- ✓ Follow instructions for carrying out the brainstorming.
- ✓ Try to be creative and think of all aspects of the given topic.
- ✓ Share one's ideas and inputs with the class as a whole.
- ✓ Choose ideas to use for the following task based on some logic.

Sample

- Ask learners to observe the picture under Ex. 1 for the Writing section.
- Lead a class discussion on the picture.
- Ask learners to describe what they see—the place, the people and what they are doing.
- Add your own observations as well.
- Make a note of the discussion points on the blackboard in the form of a word splash.
- Ask learners to refer to the picture to answer the questions given.
- Tell them to use the word splash and the picture to write a short paragraph.
- Encourage learners to brainstorm with their peers while writing the paragraph.

Practice

What?

- ✓ Enables learning and skill-building through repetition and more exposure to the concept or lesson

Why?

To help in building independent mastery of the concept/skill taught, reinforce the development of skills through repetition, and improve problem-solving and critical thinking abilities

Sample

- Read out the passage under the practice exercise on articles to the class. To monitor comprehension, pause at the blanks and nominate individual learners to say which article should come in each blank.
- Follow up by revising the rules of using articles by
 - referring to the information given in the 'Remember' box.
- Ask learners to complete Ex. 1 and 2 in class.
- Assign Ex. 3 as homework.

Teacher

How to use?

Learners

- ✓ State the learning outcomes/skills that the learners will practise.
- ✓ Allocate the exercise or question that is to be answered by the learner.
- ✓ Instruct whether learners are to work independently or in pairs.
- ✓ Check answers for the class as a whole so that learners know if they have answered correctly or not.

- ✓ Understand the concept/follow the lesson while the teacher is instructing.
- ✓ Apply the concept to answer the questions or complete the exercise.
- ✓ Ask questions to clarify doubts.

Questioning

What?

- ✓ Prompts learners to think about what is being taught and helps teacher to assess comprehension levels by asking questions during the teaching-learning process

Why?

To adjust the instructions or the pace of the teaching-learning process to achieve the decided learning outcomes and support learners to progress towards the learning outcomes

Sample

- Read out the sentences under Ex. 2 to the class.
- Nominate individual learners to orally replace the underlined phrases with the appropriate object pronouns.
- Ask learners to write the answers as homework.
- Next conduct a rapid-fire round for Ex. 3.
- Read out a sentence and nominate a learner to say if the underlined word is a subject or an object pronoun.
- Read out the next sentence and ask the same learner to nominate a fellow learner to answer.
- Continue until all sentences have been discussed.
- Instruct learners to fill in the blanks with the correct answers as they hear them.

Teacher

How to use?

- ✓ Frame different types of questions at different stages of the teaching-learning process.
- ✓ Ask questions at different intervals during the teaching-learning process.
- ✓ Pace the teaching-learning process based on the responses.
- ✓ Change the questioning technique to build curiosity and add variety.
- ✓ Avoid yes/no type of questions.
- ✓ Use quizzing or simple questioning as different questioning techniques to gauge how much the learners have learnt.

Learners

- ✓ Pay attention to the instructions and the questions.
- ✓ Answer only if one knows the answer.

Peer Learning

What?

- ✓ Facilitates interaction between learners so that they learn from each other

Why?

To engage and involve all types of learners, to build cooperative learning by collaboration and working in a team, and to build confidence in small groups

Sample

- Ask learners to pair up and read the question given under Ex. 2 of 'Creative Writing'.
- Ask the partners to talk about the clubs in school, what each club does, which clubs they like the most, why, and so on.
- Remind learners to use the hints given in the book for the topic.
- Encourage learners to note how the conversation proceeds.
- Then, ask them to use this information to complete Ex. 2 independently.

Teacher

How to use?

Learners

- ✓ Frame the specific learning outcome for a concept/skill/task to be completed for peer learning.
- ✓ Group learners with complementary strengths as a team or as pairs.
- ✓ Instruct to the group the expected learning and the time frame in which the task has to be completed.
- ✓ Supervise and moderate the activities/discussions in the groups/pairs.
- ✓ Ensure that learners have learnt from their peers by asking questions or helping them write in the notebooks or on the board.

- ✓ Understand the task to be completed and one's role in peer learning.
- ✓ Contribute according to one's individual strength in the group.
- ✓ Help partners or all the team members to understand and learn.
- ✓ Present information as instructed in the book/on the board to demonstrate learning.

Monitoring Comprehension

What?

- ✓ Checks and observes learners' understanding of a particular text or concept

Why?

To help learners build fluency in reading and the ability to think while reading, and to ensure that the meaning of the text read is understood

To help the teacher identify gaps in understanding so that they can modify their teaching focus

Sample

- Read the first two paragraphs of the story.
- Ask learners to look at the pictures for the new words that come in the first two paragraphs.
- Ask learners to share the meanings using contextual clues.
- Then, explain the meanings in the context of the lesson to ensure that learners understand.
- Ask the given 'Class Pulse Check' questions to check if the learners have understood the story well.
- Ask learners to share what has happened in the story so far.
- Draw a timeline on the board while learners share events.

Teacher

How to use?

Learners

- ✓ Read the text with fluency and clarity.
- ✓ Focus on the new words. Ask learners to look at the pictures for the new words in the textbook and ask them to guess the meanings of the words with the help of the pictures and the context.
- ✓ Ask questions to test the learners' comprehension while the lesson is being taught.
- ✓ Ensure that each learner gets an opportunity to answer.
- ✓ Ask learners to summarise the lesson/concept in their own words by taking turns.
- ✓ Fill in gaps wherever required.

- ✓ Articulate their understanding of the lesson/concept in one's own words through activities facilitated by the teacher.
- ✓ Understand the illustrations/meanings of the text read.
- ✓ Answer questions to show understanding.
- ✓ Ask questions to clarify doubts.
- ✓ Participate in any activity facilitated by the teacher to give evidence of comprehension.

Summarising

What?

- ✓ Provides learners the opportunity to revise the concept/lesson and to present a summary as evidence of understanding

Why?

To help learners revise the most important information and integrate the central idea of a concept/lesson in a meaningful way

Teacher

How to use?

- ✓ Ask learners to present the main points of a concept/prose piece/poem or a timeline of a story.
- ✓ Help to consolidate learning with the help of an appropriate graphic organiser to present the information.
- ✓ Ensure that the key words and phrases are highlighted.

Learners

- ✓ Present the main points of a concept/prose piece/poem as directed by the teacher.
- ✓ Revise the summarised points and underline the key words and phrases.

Sample

- Divide the class into three groups and ask them to discuss the prompts for writing a story as given under Ex. 1 of the Creative Writing topic.
- Number the groups '1', '2' and '3' and ask them to work on the first, second and third sets of prompts, respectively.
- Draw a timeline on the board for each set.
- Ask learners to describe in short, simple sentences the part of the story that they have worked on.
- Populate the timeline with contributions from the learners.

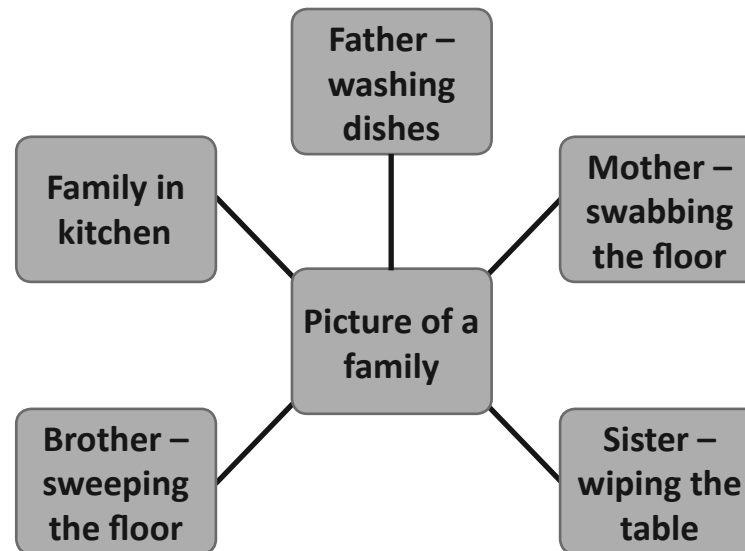
Note: Descriptions provided for samples of teaching strategies may vary from the content in the 'Transactional Tip' section of the lesson plan. Teachers need to plan on the same lines.

Graphic Organisers (Blackboard Information Organising Tips)

- Graphic organisers mostly use words or phrases and sometimes, drawings. They help learners look at and think about information in a more systematic and connected way.
- Graphic organisers in English can be used to generate ideas and structure one's writing, summarise reading texts as well as organise and store vocabulary.
- Different organisers serve different functions. For example, some are used for descriptions while others help in sequencing events.
- Using these organisers will help learners to process, remember and recall information and discover new relationships.

Mind Map

- It is used to describe connections between ideas or concepts.



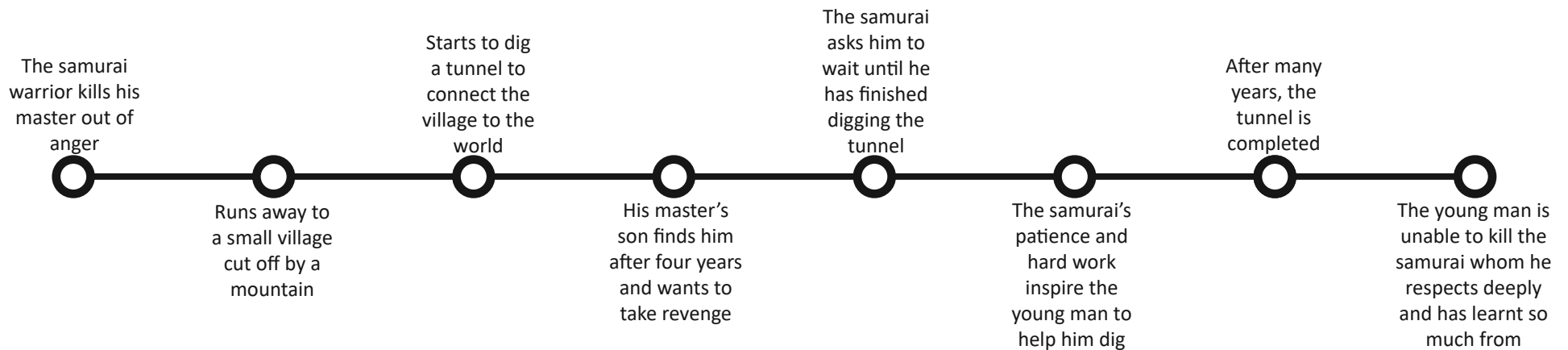
Word Splash

- It is used to make connections and generate vocabulary related to a keyword.
- It can be used during brainstorming.



Timeline

- It is used to recall events in chronological order.



Table

- It is used for comparing and contrasting information.
- It is effective for visual learners.
- It helps build modular thinking ability in learners.

Objects	Places	Names of days and months
table	station	January
book	house	Tuesday
cup	shop	March

Rubric for Speaking

I Speak – Evaluation Rubric

Focus Area	Beginner (up to 35%)	Developing (35 to 70%)	Proficient (70 to 95%)	Advanced (95% and above)
	<i>The learner:</i>	<i>The learner:</i>	<i>The learner:</i>	<i>The learner:</i>
<i>Sentence Construction</i>	<ul style="list-style-type: none"> used words out of logical order to answer questions. 	<ul style="list-style-type: none"> used a verb in a group of words while answering questions. 	<ul style="list-style-type: none"> used short and relevant sentences to answer questions. 	<ul style="list-style-type: none"> used complete and relevant sentences to answer questions.
<i>Organisation</i>	<ul style="list-style-type: none"> missed out on important points required for the task; presented points in a way that did not make sense; too long or short. 	<ul style="list-style-type: none"> included some important points required for the task; presented points in a random order. 	<ul style="list-style-type: none"> included most important points required for the task; tried to present ideas in an order. 	<ul style="list-style-type: none"> included everything required in the task; presented ideas in a logical, coherent manner.
<i>Confidence and Fluency</i>	<ul style="list-style-type: none"> is mostly incoherent. 	<ul style="list-style-type: none"> spoke feebly and answered clearly and completely. 	<ul style="list-style-type: none"> spoke quite confidently and mostly answered clearly and completely. 	<ul style="list-style-type: none"> spoke confidently and answered clearly and completely.
<i>Body Language</i>	<ul style="list-style-type: none"> made little or no eye contact; shuffled and seemed very uncomfortable. 	<ul style="list-style-type: none"> made very little eye contact; seemed quite uncomfortable. 	<ul style="list-style-type: none"> made eye contact with the listeners most of the time; seemed comfortable. 	<ul style="list-style-type: none"> had a confident posture; made eye contact with listeners.

The NCF-2022-aligned ClassKlap Approach to LSRW (Listening-Speaking-Reading-Writing)

The National Curriculum Framework (2022) acknowledges that the **home language of the learner** (referred to as **L1**) plays a crucial role in the classroom in the Foundational Stage of education. It recommends that teachers familiarise themselves with not just the local language of the learners but also the local culture and traditions. NCF 2022 urges teachers and learners to use L1 in the classroom for 'thinking and reasoning, higher-order comprehension, expression and communication'.

The fundamental principle underlying this recommendation is that learners at the Foundational Stage are capable of learning multiple languages. A **multilingual approach** is hence what NCF 2022 suggests. A second language (such as English) or L2 can be taught alongside or through L1. However, their home language is the one that should be used as the base for ensuring they feel psychologically and socially comfortable and confident in the classroom. Teachers hence, need not shy away from using the local language or discourage learners from using it. Instead, it is recommended that teachers use L1 in the classroom to assist learners as they gain greater proficiency in L2.


Below is a sample ClassKlap lesson plan which indicates the various points at which teachers can incorporate L1 into their teaching. *This is a suggestive plan and we recommend that teachers use their discretion and creativity to use L1 and English to ensure that learners grow into confident users of the languages.*

Annual Day: 14/61

Day: 1/9

Actual Date: _____

Page(s) 11



Lesson 3 My Body

Let Us Learn About

- ① my body parts.
- ② the function of my body parts.
- ③ taking care of my body parts.
- ④ helping people who do not have some body parts.




Teacher: • Share the learning outcomes orally in L1 and in English
• Write the same on the blackboard in English only
Learners: Share the learning outcomes in L1 or in English

Think

Ajay gets ready for school and looks into the mirror. What body parts does he see? Can you name them?

Remembering

Look at the cat, bat and the boy in the picture.


Does the boy have a tail like the cat? Or wings like the bat?
Do we all have the same type of body?

Teacher: • Ensure the important words are also shared in L1 to ensure comprehension • Elicit target language (English) from learners
Learners: Understand and use English for the new vocabulary words

Important Words ↓ **Duration: 1 min**

- Today: mirror, body parts, bat, tail, wings, type

Teacher: • Use L1 and English for explanation of the concept, if learners are not comfortable with English
• Any writing on the blackboard should be in English
Learners: Should be allowed to share their understanding in both L1 and English

Transactional Tip(s) ↓ **Duration: 27 min** 


Real-life Connect :

- Show the pictures of the cat, bat and boy given on pg. 11 of the textbook.
- Ask the learners, "Do all of them look the same? How are they different? Who has a tail? Who has wings? Do they have the same type of legs?"
- Explain the term 'body parts' and the difference in parts of the body of different animals.

Reinforcement :

- Distribute drawing sheets to the learners. Let them draw a cartoon of an animal of their choice showing the parts of its body (e.g. they can draw a cartoon of a cat or a dog or a bird).

Teacher: Ensure you give the instructions in both L1 and English for learners to complete the activity
Learners: Can ask their doubts or questions in L1 or English

Class Pulse Check ↓ **Duration: 2 min** 

- 1) Name any two body parts.
- 2) Which body part does a bat have that we don't?

Teacher: Ask questions in both languages to ensure that learners understand them
Learners: • Answer and express their doubts both in L1 and English
• Peer interactions to take place in both language

As NCF 2022 clarifies, children's **reading** and **writing** capabilities are at the emergent stage in the Foundational Stage, i.e. from pre-primary to grade 2. This is the stage at which teachers and parents can foster reading- and writing-related behaviours that lead to fluent reading and writing so that learners can become independent readers and writers by the age of 8 (grade 3).

The ClassKlap textbooks and workbooks incorporate some key emergent reading and writing strategies that are in alignment with the NCF 2022. Following highlighted are some of these strategies along with examples:

Reading (R) or Writing (W)	NCF 2022 Strategies for Developing Reading and Writing	Present in Sections
R, W	Unfamiliar language teaching through familiar contexts and experiences	English TB: Warm Up Maths, EVS TBs: I Think
R	Stories first told by teacher; Use of reading aloud	English TCB: Echo Reading teaching strategy
R	Meaning making by interpreting images, art, drama, games, etc.	English TB: Picture Comprehension; Speaking Task
R	Use of pictures and word labels	English TB: New Words
R	Phonics	English TB: Listen and Say Aloud
W	Drawing and colouring	English WB: Writing
W	Transition from one-word answers to phrases and then to complete sentences	English TB and WB
W	Use a whole-language approach and focus on skills such as decoding, fluency, spelling, writing correctly, etc.	English TB and WB

Grade 5 English 2 Part								
Part	Lesson Type	Lesson No./Module No.	Lesson Name	Type of Lesson/ Grammar Topic	Teaching Days	Exam Syllabus		
						FA Coverage	SA Coverage	PA Coverage
1	TB - Detailed	1	A Hero with a Difference	Detailed Prose	4	FA1	SA1	PA1
1	WB	1	Nouns		5	FA1	SA1	PA1
1	TB - Poem	2	Every Day is a New Day	Detailed Poem	4	FA1	SA1	PA1
1	WB	2	Punctuation		5	FA1	SA1	PA1
1	TB - Non-detailed	3	The Selfish Giant	Non-detailed Prose	5	FA2	SA1	PA1
1	WB	3	One and Many		5	FA2	SA1	PA1
1	TB - Detailed	4	A Merry Christmas	Detailed Prose	4	FA2	SA1	X
1	WB	4	Pronouns		5	FA2	SA1	X
1	TB - Poem	5	The Coromandel Fishers	Detailed Poem	4	FA2	SA1	X
1	WB	5	Adjectives		5	X	SA1	X
1	TB - Non-detailed	6	A Lesson for Life (Drama)	Non-detailed Prose	5	X	SA1	X
1	WB	6	Articles		5	X	SA1	X
1	TB - Detailed	7	Rip Van Winkle	Detailed Prose	4	X	SA1	X
2	TB - Poem	8	The Treasure in the Woods	Detailed Poem	4	FA3	SA2	PA2
2	WB	7	Verbs		5	FA3	SA2	PA2
2	TB - Non-detailed	9	Oh! The Places You'll Go ...	Non-detailed Prose	5	FA3	SA2	PA2

Note: SA1=MYA, SA2=AA

Grade 5 English 2 Part								
Part	Lesson Type	Lesson No./Module No.	Lesson Name	Type of Lesson/ Grammar Topic	Teaching Days	Exam Syllabus		
						FA Coverage	SA Coverage	PA Coverage
2	WB	8	Tenses		5	FA3	SA2	PA2
2	TB - Detailed	10	A Trip to Santiniketan	Detailed Prose	4	FA4	SA2	PA2
2	WB	9	Adverbs		5	FA4	SA2	PA2
2	TB - Poem	11	The World from a Railway Carriage	Detailed Poem	4	FA4	SA2	X
2	WB	10	Prepositions		5	FA4	SA2	X
2	TB - Non-detailed	12	The Wizard of Oz (Drama)	Non-detailed Prose	5	FA4	SA2	X
2	WB	11	Conjunctions		5	FA4	SA2	X
2	TB - Detailed	13	The Story of the Golden Crown	Detailed Prose	4	X	SA2	X
2	WB	12	Sentences		5	X	SA2	X
2	TB - Poem	14	So Many Inventors!	Detailed Poem	4	X	SA2	X
2	TB - Non-detailed	15	David Meets Aunt Betsey	Non-detailed Prose	5	X	SA2	X

Note: SA1=MYA, SA2=AA

Annual Planning Tool for Teachers (to be filled as per Term/Semester)

Month	No of Working Days in School	Assessments (If Any)	Other Non-Teaching Events if Any	No of Teaching Days in School	No of "Teaching Periods" based on the Subject Time-Table (Referred to as "Teaching Days" going forward)	Lesson/Concept List to be Covered	CK Teaching Days Total	Days Allocated for CK PRS	Buffer Days
Sample Month	20	None	Opening PTM (1 Day)	19	25	1, 2, 3	16	7	2
April									
May									
June									
July									
August									
September									
October									
November									
December									
January									
February									
March									

Assessment Blueprint - English - Beginner - FA_20M

Question Source	Summary
DIRECT	Direct questions from TB/WB
DIRECT PLUS	DIRECT questions with minor changes.
MODIFIED	DIRECT questions with changes in skill and/or question type
MODIFIED PLUS	MODIFIED questions with increased difficulty
TWISTED	NEP/BOARD question types based on TB/WB content

English Class 5

			<i>Beginner</i>	<i>Values</i>
			20M	
<i>Section Name</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	Modified	1	3
B	Literature Comprehension	DirectPlus	2	3
		Modified	2	2
C	Vocabulary and Grammar	DirectPlus	3	5
		Modified	1	2
D	Writing	DirectPlus	1	5
Grand Total			10	20

Note: This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - English - Beginner - PA_40M

English Class 5

			<i>Beginner</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	Modified	1	3
B	Literature Comprehension	DirectPlus	4	6
		Modified	2	2
C	Vocabulary and Grammar	Direct	1	2
		DirectPlus	4	8
		Modified	4	7
		Twisted	1	2
D	Writing	DirectPlus	3	10
Grand Total			20	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English Beginner_MYA/AA_40M

English Class 5

			<i>Beginner</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	DirectPlus	1	5
B	Literature Comprehension	DirectPlus	4	7
		Modified	1	1
C	Vocabulary and Grammar	DirectPlus	5	8
		Modified	4	8
		Twisted	1	1
D	Writing	DirectPlus	2	10
Grand Total			18	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English Beginner_MYA/AA_50M

English Class 5

			<i>Beginner</i>	<i>Values</i>
			50M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	DirectPlus	1	5
B	Literature Comprehension	DirectPlus	4	7
		Modified	2	2
C	Vocabulary and Grammar	DirectPlus	5	12
		Modified	5	12
		Twisted	1	2
D	Writing	DirectPlus	3	10
Grand Total			21	50

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English Beginner_MYA/AA_80M

English Class 5

			<i>Beginner</i>	<i>Values</i>
			80M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	DirectPlus	2	10
B	Literature Comprehension	DirectPlus	5	8
		Modified	3	4
C	Vocabulary and Grammar	Direct	1	2
		DirectPlus	6	20
		Modified	6	18
		Twisted	1	3
D	Writing	DirectPlus	3	15
Grand Total			27	80

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English - Proficient - FA_20M

English Class 5

			<i>Proficient</i>	<i>Values</i>
			20M	
<i>Section Name</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	Modified	1	3
B	Literature Comprehension	DirectPlus	2	3
		Modified	2	2
C	Vocabulary and Grammar	Modified	1	2
		ModifiedPlus	2	4
		Twisted	1	1
D	Writing	DirectPlus	1	5
Grand Total			10	20

Note: This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - English - Proficient - PA_40M

English Class 5

			<i>Proficient</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	Modified	1	3
B	Literature Comprehension	DirectPlus	4	6
		Modified	2	2
C	Vocabulary and Grammar	DirectPlus	4	8
		Modified	3	5
		ModifiedPlus	2	4
		Twisted	1	2
D	Writing	DirectPlus	3	10
Grand Total			20	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English Proficient_MYA/AA_40M

English Class 5

			<i>Proficient</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	DirectPlus	1	5
B	Literature Comprehension	DirectPlus	3	5
		Modified	2	3
C	Vocabulary and Grammar	DirectPlus	3	5
		Modified	4	7
		ModifiedPlus	2	4
		Twisted	1	1
D	Writing	Modified	2	10
Grand Total			18	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English Proficient_MYA/AA_50M

English Class 5

			<i>Proficient</i>	<i>Values</i>
			50M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	DirectPlus	1	5
B	Literature Comprehension	DirectPlus	3	5
		Modified	3	4
C	Vocabulary and Grammar	DirectPlus	4	8
		Modified	2	5
		ModifiedPlus	4	10
		Twisted	1	3
D	Writing	Modified	3	10
Grand Total			21	50

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - English Proficient_MYA/AA_80M

English Class 5

			<i>Proficient</i>	<i>Values</i>
			80M	
<i>Section</i>	<i>Section Heading</i>	<i>Question Source</i>	No. of Questions	Marks
A	Reading Comprehension	DirectPlus	2	10
B	Literature Comprehension	DirectPlus	6	10
		Modified	2	2
C	Vocabulary and Grammar	DirectPlus	3	8
		Modified	7	22
		ModifiedPlus	3	10
		Twisted	1	3
D	Writing	Modified	3	15
Grand Total			27	80

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
2 Q O Resources	Listening audio flipbook/pendrive	WB: Module 1
	Chart: Abstract Nouns	WB: Module 1
	Listening audio flipbook/pendrive	WB: Module 2
	Listening audio flipbook/pendrive	WB: Module 3
	Listening audio flipbook/pendrive	WB: Module 4
	Storyteller game	WB: Module 4
	Listening audio flipbook/pendrive	WB: Module 5
	Chart: Degrees of Comparison	WB: Module 5
	Listening audio flipbook/pendrive	WB: Module 6
Learners to bring	Dictionaries	TB: Lesson 1 – A Hero with a Difference
	Dictionaries	TB: Lesson 3 – The Selfish Giant

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
Teacher to arrange	Charts and markers	WB: Module 1
	Coloured chart paper and markers	WB: Module 3
	Four dictionaries	WB: Module 4
	An old school notice	WB: Module 5
	Four dictionaries	WB: Module 6
Teacher to make	A passage similar to the one in Ex. 3.2	WB: Module 2

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
Online Resources	Listening audio flipbook/pendrive	WB: Module 7
	Chart: Modal Verbs	WB: Module 7
	Listening audio flipbook/pendrive	WB: Module 8
	Listening audio flipbook/pendrive	WB: Module 9
	Chart: Types of Adverbs	WB: Module 9
	Storyteller game	WB: Module 9
	Listening audio flipbook/pendrive	WB: Module 10
	Listening audio flipbook/pendrive	WB: Module 11
	Listening audio flipbook/pendrive	WB: Module 12
Teacher to arrange	Charts and markers	WB: Module 8
	A few dictionaries	WB: Module 10
	A wizard's hat, a clock, straw, a scarecrow, a lion's mask, red shoes	TB: Lesson 12 – The Wizard of Oz
Teacher to make		
Learners to bring		



LESSON PLANS AND TEACHER REFERENCE MATERIAL

B – Vision-to-Action Plan: 1 A Hero with a Difference

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
		•	•				
		•	•				
		•					
	3	•	•				
	3	•	•				
3	4	•	•	•		4	
	4	•	•		4	3	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4	6	•	•		4 6		
	6	•	•				

Annual Day:
1/60

Day:
1/4

Actual Date:

Page(s)
1

Important Words

Duration: 1 min

- **Today:** hero, difference, mole, individual

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Ask learners to read the words given in the 'Listen and Say Aloud' table. Instruct them to stress on the second-to-last syllable of each word.
- Read out the word 'metallic' in this manner to learners, so that they understand the instruction clearly.

Interactive Discussion:

- Discuss the 'Warm Up' questions with learners.
- Ask learners if they know of someone with a physical disability. Encourage them to think about how a physical disability can affect a person's day-to-day life. Invite learners to share their responses with the class.
- Introduce the lesson by reading out the first two paragraphs.

Class Pulse Check

Duration: 2 min



- 1) Give four words that end with '-ic'.
- 2) What are some ways in which people are physically different?



Listen and Say Aloud

Words that end in -ic (stress the second-to-last syllable)

metallic	geographic	fantastic	ecstatic
academic	historic	classic	patriotic



Warm Up

- Imagine that we all looked the same, had the same abilities and talked in the same manner. Would it be an interesting world?
- Should we appreciate and accept physical differences? Discuss.

Let us read about a man who lost his legs in an accident. He later became one of the best swimmers in the world.



Reading the Text

'I hate this black **mole** on my face', Meena said, 'Gargi told me it looks like a worm! I look so ugly because of it!' She began crying as she told her sister Leena how her friends made fun of her mole. 'But Meena, the black mole that you have makes your face different from everyone else's. It's what makes you special!' said Leena to her young sister.



We often ignore some people around us because their faces and bodies do not look like ours, or because they talk differently. We often tease them for their differences. But there are several famous women and men with differences who inspire us every day. They have lived their lives with courage and achieved great heights despite their physical challenges. Let us learn about one such **individual** today.



The headlines of all the leading newspapers screamed the news of his success in 1997. Born in Ballabhpur, West Bengal in 1968, Masudur at the age of ten had lost both his legs in a goods train accident.

He came from a poor family. His father was an **Imam** at the local mosque. After the train accident, Masudur spent one and a half years at different hospitals. His family thought that he would never be able to move freely or do anything for the rest of his life. But, little did they know how brave Masudur was. Following his doctor's advice, Masudur took to exercising regularly. It was at this point in his life that Masudur also began to learn swimming in the village ponds.

Swimming is a sport where one needs high mental and physical fitness. It demands high physical strength to move one's body through water and keep pushing forward. Masudur Rahman's body made it **extremely** difficult for him to swim, but he kept trying. His will to succeed and his patience were **unmatched**.

Important Words

Duration: 1 min

- **Last class:** hero, difference, mole, individual
- **Today:** imam, advice, extremely, unmatched

Transactional Tip(s)

Duration: 14 min



Silent Reading:

- Instruct learners to read the rest of the story independently.
- Ask learners to use the images on either side of the story to try and understand the meanings of the words.

Class Pulse Check



1) -

Annual Day:
2/60

Day:
2/4

Actual Date:

Page(s)
3

In 1989, the Artificial **Limb** Centre of Pune organised a national swimming competition. Masudur travelled all the way from West Bengal to Maharashtra



bagged

to participate in the event. To everyone's surprise, Masudur **bagged** the first position in sixteen out of seventeen swimming races. In the years that followed, Masudur continued to take part in many swimming competitions **conducted** within and outside his home state. He was a disabled swimmer who had a very strong will and unmatched **perseverance**.



limbs

However, Masudur became very famous in 1997 when he became the first physically challenged Asian swimmer to cross the **English Channel** successfully. Following this, he became the world's first physically challenged swimmer to swim across the Strait of Gibraltar in 2001. He achieved this **feat** by swimming from the Tarifa Islands in Spain to the shores of Morocco — a total distance of about 22 kilometres in just four hours and twenty minutes. News channels interviewed Masudur and his pictures were on the cover pages of newspapers the next morning. He had become a celebrated sportsperson.

Masudur found an admirer in the sports star Sachin Tendulkar. Tendulkar visited Masudur in 2014 and **saluting** Masudur's achievements, he said, 'They are the real heroes and their lives are like an inspiration to all of us.'

Even after all the fame that he enjoyed, Masudur continued to live a very simple life. With his mother, his wife and his daughters, he lived in the village till he passed away in 2015. He was always **enthusiastically** involved with local swimmers' organisations as a trainer and advisor. A lot of youngsters found inspiration in Masudur. He said to them, 'It is absolutely possible for persons with physical disabilities to do things better than others. But you have to be **dedicated** to your cause.' Masudur's life has been an inspiring story of **determination** and courage.



Let Us Discuss

- 1) What did Meena hate about herself?
- 2) What did Leena tell her sister?
- 3) How did Masudur lose his legs?
- 4) What kind of fitness does swimming require?



Important Words

- **Today:** limb, bagged, conducted, perseverance, English channel, feat, saluting, enthusiastically, dedicated, determination

Transactional Tip(s)

Duration: 12 min



Monitoring Comprehension:

- Ask learners what difficulties Masudur faced after his accident.
- Invite learners to share different instances of Masudur's success with the class.

Class Pulse Check

Duration: 3 min



- 1) What did Meena hate about herself? (Pg. 3, Q. 1)
- 2) What did Leena tell her sister? (Pg. 3, Q. 2)
- 3) How did Masudur lose his legs? (Pg. 3, Q. 3)

Annual Day:
3/60

Day:
3/4

Actual Date:

Page(s)
4,5



Understanding the Text

Exercise 1: New words

Word	Meaning
mole	
individual	
Imam	
extremely	
unmatched	
limb	
bagged	
conducted	
perseverance	
English Channel	
feat	
saluting	
enthusiastically	
dedicated	
determination	

Exercise 2: Literature comprehension

1) Where and when was Masudur born?

Ans. _____

2) When did Masudur learn swimming?

Ans. _____

Important Words

Duration: 1 min

- **Last class:** imam, advice, extremely, unmatched, limb, bagged, conducted, perseverance, English channel, feat, saluting, enthusiastically, dedicated, determination
- **Today:** comprehension

Transactional Tip(s)

Duration: 12 min



Peer Learning - Group:

- Divide the class into five groups.
- Assign three words given in the 'New words' table to each group.
- Instruct the groups to use a dictionary to find the meanings of the words assigned to them. Ask them to make one sentence using each of the words.
- Ask each group to share the meanings of and sentences with the words assigned to them. Provide feedback in the form of corrections where necessary.
- Instruct the class to fill up the 'New words' table given under Ex. 1 on Pg. 4 as homework.

Class Pulse Check

Duration: 1 min



- 1) What kind of fitness does swimming require?(Pg. 3, Q. 4)

Annual Day:
3/60

Day:
3/4

Actual Date:

Page(s)
5

3) What was the first national event Masudur attended? What were the results?

Ans. _____

4) What did Sachin Tendulkar say about Masudur?

Ans. _____

Exercise 3: Read and answer

Read the story carefully. Write the description of the important events which happened in Masudur's life on the timeline given below.

1) Masudur Rahman Baidya was born in _____ (village)
in _____ (state) in 1968.

2) When he was ten years old, _____
_____.

3) In 1997, he became famous when _____
_____.

4) In 2014, Masudur met _____ who praised him and
said that _____.

5) In 2015, _____.

Important Words

- Today: timeline

Transactional Tip(s)

Duration: 16 min



Interactive Discussion:

- Discuss the answers for Ex. 2 with the class as a whole, and ask learners to write the answers to the questions in their books.
- Discuss the answers for Ex. 3 with the class after finishing Ex. 2. They can complete Ex. 3 as homework

Class Pulse Check

1) -



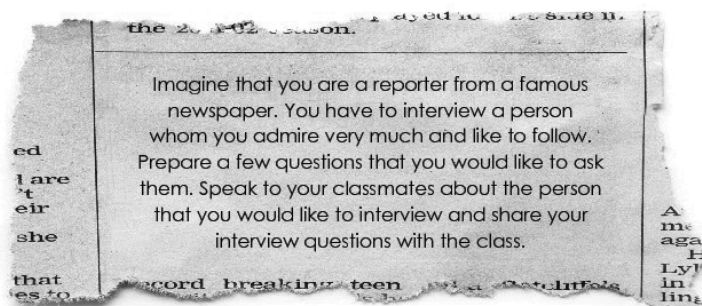
Exercise 4: Value-based questions – Judgement and appreciation

- 1) Different people have different qualities. Some qualities that we can have are courage, focus, sincerity, kindness, helpfulness, determination and the like. According to you, which qualities did Masudur have? Support your answer by giving examples from the passage.

Ans.

- 2) What do you find inspiring about Masudur's life? Describe.

Ans.

**Speaking Task****Interview****Important Words****Duration: 1 min**

- **Last class:** comprehension, timeline
- **Today:** judgement, appreciation

Transactional Tip(s)**Duration: 29 min****Activity Method:**

- Divide the class into pairs for the pair discussion activity under Ex. 4. Give the pairs some time to discuss the qualities that Masudur had as well as what they found inspiring about his life.
- You can help them by asking questions such as the following: 'Which word would you use to describe Masudur during each of the incidents mentioned in the story?'
- Invite the pairs to share their thoughts with the class turn by turn.
- Next, ask learners to complete Ex. 4 in their books based on the discussion had.

Practice:

- Read out the topic for the interview activity given under 'Speaking Task'.
- Instruct learners to get into pairs and choose a famous person they would like to interview. Then, ask them to discuss write down the questions that they would ask this person.
- Invite pairs to share their discussion questions with the rest of the class.

Class Pulse Check

- 1) -



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3			
4		3	
		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div>	Names		
	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Teacher Reference: Textbook

Theme: Life Around Us

Lesson 1: A Hero with a Difference



Let Us Discuss

1) What did Meena hate about herself?

Ans. Meena hated the black mole on her face.

2) What did Leena tell her sister?

Ans. Leena told her sister, Meena, that the black mole made her face different from that of others. It made her special.

3) How did Masudur lose his legs?

Ans. Masudur lost his legs in a goods train accident.

4) What kind of fitness does swimming require?

Ans. Swimming requires high mental and physical fitness.



Understanding the Text

Exercise 1: New words

Word	Meaning
mole (n.)	a small spot on a person's skin
individual (n.)	person
Imam (n.)	a person who leads prayers in a mosque
extremely (adv.)	very

Teacher Reference: Textbook

Word	Meaning
unmatched (adj.)	better than everybody else
limb (n.)	an arm or leg of a person
bagged (v.)	won
conducted (v.)	organised
perseverance (n.)	the quality of never giving up
English Channel (n.)	the body of water that separates Great Britain from the rest of Europe
feat (n.)	something that has been achieved through great strength and effort
saluting (v.)	(here) respecting
enthusiastically (adv.)	in a way that shows intense and eager enjoyment
dedicated (adj.)	focused
determination (n.)	the quality that makes one continue trying to do or achieve something that is difficult

Exercise 2: Literature comprehension

1) Where and when was Masudur born?

Ans. Masudur was born in Ballabhpur, West Bengal in 1968.

2) When did Masudur learn swimming?

Ans. Masudur learnt swimming in the ponds in his village after he lost his legs in an accident.

3) What was the first national event Masudur attended? What were the results?

Ans. In 1989, Masudur participated in the national swimming competition organised by the Artificial Limb Centre of Pune. He won the first position in 16 out of 17 swimming races.

4) What did Sachin Tendulkar say about Masudur?

Ans. Sachin Tendulkar said that people like Masudur are the real heroes. He also said that Masudur is an inspiration to everyone.

Teacher Reference: Textbook

Exercise 3: Read and answer

Read the story carefully. Write the description of the important events which happened in Masudur's life on the timeline given below.

- 1) Masudur Rahman Baidya was born in _____ Ballabhpur _____ (village) in _____ West Bengal _____ (state) in 1968.
- 2) When he was ten years old, _____ he met with an accident and _____ lost both his legs _____.
- 3) In 1997, he became famous when _____ he became the first physically _____ challenged Asian swimmer to cross the English Channel _____.
- 4) In 2014, Masudur met _____ Sachin Tendulkar, _____ who praised him and said that _____ people like him are the real heroes and are an inspiration to everybody _____.
- 5) In 2015, _____ Masudur passed away _____.

Exercise 4: Value-based questions – Judgement and appreciation

- 1) Different people have different qualities. Some qualities that we can have are courage, focus, sincerity, kindness, helpfulness, determination and the like. According to you, which qualities did Masudur have? Support your answer by giving examples from the passage.

Ans. Learner's response

Sample: Masudur was brave and hard working. He exercised regularly.

He was focused and determined, as he participated in many swimming events.

He was courageous, as he was the first physically challenged Asian swimmer to cross the English Channel.

He was sincere and helpful, as he was involved with local swimmers' organisations as a trainer and advisor.

A Hero with a Difference

Teacher Reference: Textbook

2) What do you find inspiring from Masudur's life? Describe.

Ans. Learner's response

Sample: I have learnt that if you really want to achieve something in life and keep trying despite difficulties, you will succeed. It is important to be hard working and focused in whatever one does. I also learnt that we should not treat others differently or make fun of them because of their looks, colour or abilities.

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		–		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
			3	•
			3	•
			3	•
			3	•
			3	•
			3	•
			3	•
3			3	•
			3	•
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			3	•
			3	•

B – Vision-to-Action Plan: Module 1

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
			•	•				
			•	•	•			
	3 4		•	•		3		
			•	•			3 4	
	4	3 3	•	•				
	6	3 3	•	•	•			
		3	•			3		
3		3	•	•	•		3	
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		3	• •	•		3 3		
		3	•				3 4	

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
4		4	•	•				
			• •	•		4		
	3		• •	•			3	

Annual Day:
5/60

Day:
1/5

Actual Date:

Page(s)
1,2,3,4

Important Words

–

Module 1



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Antonyms
Grammar	Abstract nouns
Formal Writing	Editing exercise
Creative Writing	Photo-based character sketch



Dictation

Exercise 1.1: Word dictation

1)	2)	3)
4)	5)	6)
7)	8)	9)

1

Transactional Tip(s)

Duration: 7 min



Practice:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1.1, nominate individual learners to spell out each word so that the class can check the answers.

Class Pulse Check

1) -



Annual Day:
5/60

Day:
1/5

Actual Date:

Page(s)
2

Exercise 1.2: Listen and answer

1) How did people go from one place to another in the olden days?

Ans. _____

2) Which was one of the first car manufacturers to use an assembly line?

Ans. _____

3) What do modern cars burn for fuel?

Ans. _____

4) Mention two harmful things that modern cars give out.

Ans. _____

5) Write an alternate mode of transport that people have started using.

Ans. _____

Important Words

Duration: 1 min

- **Today:** manufacturers, assembly line, fuel, alternate

Transactional Tip(s)

Duration: 12 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to write the answers to each question given under Ex. 1.2.
- Discuss the answers with the class. Ensure that all the learners write the correct and exact answers to the questions.

Class Pulse Check



1) -

Annual Day:
5/60

Day:
1/5

Actual Date:

Page(s)
3



Vocabulary

Antonyms

Exercise 2.1: Match the words in Column A with their antonyms in Column B.

Column A

1) absence

2) backward

3) danger

4) encourage

5) external

6) guest

Column B

a) safety

b) host

c) internal

d) forward

e) presence

f) discourage

Exercise 2.2: Rewrite these sentences by changing the words marked in bold into their antonyms.

1) She had **major** injuries from the accident.

Ans.

Important Words

- **Today:** absence, external, host, injuries

Transactional Tip(s)

Duration: 5 min



Monitoring Comprehension:

- Enact the following pairs of words, and ask learners to guess them: 'up—down', 'hot—cold', 'happy—sad' and 'open—close'.
- Ask learners to think about what these pairs of words have in common.
- Invite learners to share their responses, guiding them to use the term 'opposites'. Then, introduce the term 'antonyms' as an alternative to 'opposites'.
- Instruct learners to discuss with their partners and complete Ex. 2.1.
- If there are any words that learners find difficult, ask them to clarify those with you.
- Discuss the answers in class once all learners have finished the exercise.

Class Pulse Check

Duration: 1 min



- 1) Is the antonym of 'poverty', 'famous' or 'wealth'?

2) The **loyal** friend lived across the road.

Ans. _____

3) Did you **remember** to return the books to the library?

Ans. _____

4) It is possible to walk in this **heavy** rain.

Ans. _____

5) The **maximum** temperature today was quite comfortable.

Ans. _____

6) It is **likely** that my father will come home for dinner.

Ans. _____



Grammar

Nouns

Read the following passage. Then, underline the nouns and sort them into the given table.

REVISE

Chander was excited, for it was his first day at his new school. Sacred Heart Convent was one of the best schools in town. Its teaching staff were very efficient. Chander's friends also studied in the same class at the same school. Chander wore his uniform, packed his bag, grabbed a bunch of grapes and walked out of the house. His parents Ganesh and Neeru, his sister Megha, and his dog Milo were waiting in the car for him. 'Why is the entire family coming along?' he wondered.

Important Words

- **Today:** maximum, temperature

Transactional Tip(s)

Duration: 3 min



Monitoring Comprehension:

- Ask learners to read the sentences given under Ex. 2.2.
- Nominate individual learners to explain the meaning of each word that is in bold letters.
- Ask learners to discuss and share the antonyms of these words.
- Point out that some words are changed to their antonyms by adding prefixes whereas others change completely.

E.g.: loyal → dis- + loyal = disloyal

- Once the antonyms of all the words ^{remember} have been discussed, ask learners to complete the exercise as ^{forget} homework.

Class Pulse Check

Duration: 1 min



- 1) Replace the underlined word with its antonym: My application has been rejected.

Annual Day:
6/60

Day:
2/5

Actual Date:

Page(s)
5,6,7

Common nouns	Proper nouns	Collective nouns

Now, answer the following questions about the gender of the nouns in the table.

1) Write one masculine gender noun from the table.

Ans. _____

2) Write one feminine gender noun from the table.

Ans. _____

3) Write four neuter gender nouns from the table.

Ans. _____

4) Write two common gender nouns from the table.

Ans. _____

Important Words

Duration: 1 min

- **Last class:** manufacturers, assembly line, fuel, alternate, absence, external, host, injuries, maximum, temperature
- **Today:** efficient

Transactional Tip(s)

Duration: 8 min



Peer Learning - Pair :

- Nominate learners to define a 'noun' and give examples of different types of nouns.
- Then, pair learners up, and ask them to discuss the passage in the practice exercise on Pg. 4.
- They can identify the nouns and sort them into the given table.
- Then, ask them to identify the genders of the nouns and to answer the questions given below the table.
- Nominate individual pairs to share their answers with the class once everyone has completed the practice exercise.

Class Pulse Check

Duration: 1 min



- 1) Is the noun 'sack' a neuter gender noun or a common gender noun?

Annual Day:
6/60

Day:
2/5

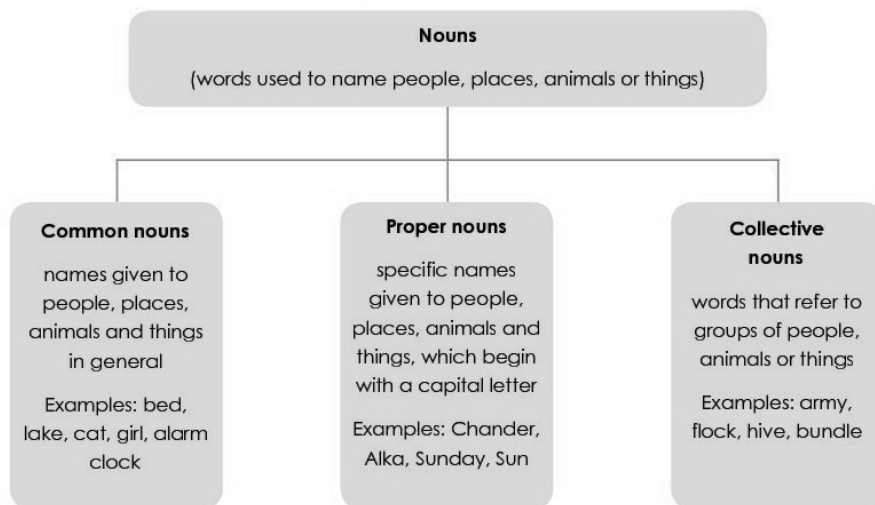
Actual Date:

Page(s)
6

Important Words

–

Let us recall the different types of nouns that you have studied earlier.



Gender of nouns

Nouns can also be sorted according to their gender.

- **Masculine gender nouns:** These are names for boys, men and male animals.
Examples: man, gentleman, actor, grandfather, buck, pig
- **Feminine gender nouns:** These are names for girls, women and female animals.
Examples: woman, lady, actress, grandmother, doe, sow
- **Neuter gender nouns:** These are names for non-living things without any gender. They are used for objects and places. They are also used to name the months of the year and days of the week.
Examples: pen, box, clothes, hospital, duster, sand, bus, building, pond, November, Thursday
- **Common gender nouns:** These refer to nouns that can be male or female.
Examples: child, singer, teacher, doctor, pilot, cousin, enemy, neighbour, nurse

Transactional Tip(s)

Duration: 13 min



Summarising:

- Divide the class into seven groups.
- Provide charts and markers. Ask each group to take up a noun type or gender and make a presentation on the topic.
- Remind learners to define each type or gender and to give examples as well.
- Inform them that they may refer to the explanation and examples given on Pg. 6 for the presentation.
- Ask them to point out the differences in the usage of different types of nouns, such as how proper nouns begin with capital letters and common nouns start with small letters.

Class Pulse Check

Duration: 2 min



- 1) Sort the nouns into common nouns and proper nouns.
– sweater, Bhopal, Anil, tape
- 2) Which of the following are collective nouns?
stack, stick, honey, swarm

Annual Day:
6/60

Day:
2/5

Actual Date:

Page(s)
7

Exercise 3.1: Classify the given nouns according to their gender. One is done for you.

1) rooster

2) bush

3) enemy

4) scooter

5) sow

6) chef

Masculine gender



1) rooster

Feminine gender



Neuter gender



Common gender



Abstract nouns

Read the following sentences.



Little children have a lot of **curiosity**.



You can find useful **information** on the internet.



Our vacation was full of **happiness** and **joy**.

Important Words

- Today: classify, rooster, chef

Transactional Tip(s)

Duration: 5 min



Summarising:

- Instruct learners to work on Ex. 3.1 independently.
- Nominate individual learners to share their answers with the class once everyone has completed the exercise.
- End the class by summarising noun genders. Provide examples of both common and proper nouns of different genders.

Class Pulse Check

1) -



Annual Day:
7/60

Day:
3/5

Actual Date:

Page(s)
8,9

The words 'curiosity', 'information', 'happiness' and 'joy' are also nouns. Do you know what kind of nouns these are?

curiosity	a quality
information	an idea or a concept
happiness, joy	feelings or emotions

Nouns that name ideas, feelings, qualities and concepts that cannot be touched, seen, heard, tasted or smelt are known as **abstract nouns**.

Many abstract nouns are formed from adjectives and verbs. However, they might differ in meaning from the adjectives and verbs. Let us look at a few examples.

Adjective	Abstract noun	Verb	Abstract noun	Common noun	Abstract noun
kind	kindness	obey	obedience	brother	brotherhood
strong	strength	marry	marriage	mother	motherhood
free	freedom	please	pleasure	child	childhood
brave	bravery	know	knowledge	slave	slavery
wise	wisdom	think	thought	friend	friendship

Remember



- **Nouns** that name things that can be seen, felt or touched are called **concrete nouns**.
Examples: Alka (proper noun), boy (common noun), flock (collective noun)
- **Nouns** that name things that cannot be touched, seen, heard, tasted or smelt are called **abstract nouns**. They are usually ideas, feelings or qualities.
Examples: justice (idea or concept), excitement (feeling), intelligence (quality)

Important Words

Duration: 1 min

- **Last class:** efficient, classify, rooster, chef
- **Today:** curiosity, concept, emotions, abstract nouns, slavery, concrete

Transactional Tip(s)

Duration: 14 min



Direct Instruction:

- Read out the example sentences given under 'Abstract nouns' to the class.
- Ask learners to try and find out what is common among all the words in bold.
- Inform learners that there are nouns that cannot be touched, seen, heard, tasted or smelt.
- Then, introduce them to the term and concept of 'abstract nouns' by referring to the information and examples given on Pg. 8. You can also show the Classklap chart on abstract nouns to help learners understand the concept better.
- Read out a list of words, and ask learners to judge which ones they can touch, see, hear, smell or taste and which ones they cannot.
- Next, nominate learners to read and summarise the differences between concrete and abstract nouns by using the information given in the 'Remember' box on Pg. 8.
- Ask learners to complete Ex. 3.2 as homework to practise identifying abstract nouns.

Class Pulse Check

Duration: 1 min



- 1) Identify the concrete and abstract nouns. – The girl won because of her intelligence.

Annual Day:
7/60

Day:
3/5

Actual Date:

Page(s)
9

Exercise 3.2: Underline the abstract nouns in the sentences given below. One is done for you.

- 1) We get knowledge from books.
- 2) King Solomon is known for his wisdom.
- 3) He believes in kindness.
- 4) Health is better than wealth.
- 5) Most of his boyhood was spent living on the streets.
- 6) Did Malini tell you the truth?



Exercise 3.3: Form abstract nouns from the words given below. One is done for you.

- | | |
|-----------------------------|-------------------|
| 1) child - <u>childhood</u> | 2) humble - _____ |
| 3) good - _____ | 4) judge - _____ |
| 5) free - _____ | 6) poor - _____ |

Exercise 3.4: Underline the nouns in the following sentences. Then, write them in the correct columns of the given table. One is done for you.

- 1) India gained independence in 1947.
- 2) The people disliked the king because of his cruelty.
- 3) A pack of wolves caught the deer.
- 4) Hercules was known in Greece for his bravery and strength.
- 5) The crowd was walking towards the marble palace.
- 6) Rahul bought a bouquet of roses and a saree for his mother.

Common nouns	Proper nouns	Collective nouns	Abstract nouns
	<u>India</u>		<u>independence</u>

Important Words

- Today: humble

Transactional Tip(s)

Duration: 14 min



Interactive Discussion:

- Ask learners to go back to the table on Pg. 8 and see how words with different parts of speech can be changed into abstract nouns.
- Nominate learners to give a few more examples of each type of abstract noun (converted from adjectives, verbs and common nouns).
- Discuss how words such as 'good', 'judge', 'child' and 'free' are changed into abstract nouns by adding appropriate suffixes.
- On the other hand, words such as 'humble' and 'poor' change into different words altogether ('humility' and 'poverty').
- Then, ask them to complete Ex. 3.3 independently.
- Ask learners to first try to add common suffixes to form abstract nouns.
- After this, ask them to find out the new or different words that the given words may change into.
- End the class by discussing Ex. 3.4. Ask learners to identify all the nouns in the sentences and complete the exercise as homework.

Class Pulse Check

- 1) -



Annual Day:
8/60

Day:
4/5

Actual Date:

Page(s)
10,11



Formal Writing

Editing exercise

Here are some points to keep in mind while working on an editing exercise.

Organisation

- Is there subject-verb agreement?
- Are all the ideas in the passage organised correctly? Or are they abrupt?



Punctuation

- Does every sentence end with a punctuation mark?
- Are question marks (?) or exclamation marks (!) missing?
- Have quotation marks (" ") been used for speech?
- Are commas used correctly to separate words and phrases?



Capitalisation

- Does each sentence begin with a capital letter?
- Have the proper nouns been capitalised?
- Is the pronoun 'I' written as a capital letter?



Spelling

- Are all the words spelt correctly?
- Are the singular and plural forms of words spelt correctly?



Important Words

Duration: 1 min

- **Last class:** curiosity, concept, emotions, abstract nouns, slavery, concrete, humble
- **Today:** editing, abrupt

Transactional Tip(s)

Duration: 12 min



Brainstorming:

- Ask learners to go through the points given under each component of editing.
- Ask them to brainstorm on the usage and importance of each component.
- Nominate learners to share their thoughts on the points.
- Write incorrect sentences such as those given below, on the board.

E.g.: I are at home. – error in subject-verb agreement
We have Three mangoes. – error in capitalisation

- Give examples to show how not checking these points may lead to errors in writing.
- Ask learners to think and contribute more points that one should keep in mind while editing a passage.

Class Pulse Check

Duration: 2 min



- 1) Correct the capital letters in the sentence.
I am delighted that I will be Presenting the speech with my Best Friend, luna.

Exercise 4: The paragraph given below has mistakes in it. There are spelling, punctuation, sentence formation and grammatical errors. Rewrite the passage after correcting the errors.

has you heard of thomas alva edison he is one of the great inventors ever known. You cannot imagin what he would do to get ansers. He wood cary out different kinds of experiments. Once he even sat on eggs and tried to hatch them? Grate scientists is born every day in the world but the name off Edison will always be write in golden letters amongst there names.

[illegible]

Important Words

- **Today:** grammatical, inventor, experiments

Transactional Tip(s)

Duration: 15 min



Practice:

- Based on the previous discussions, ask learners to go through the paragraph given under Ex. 4.
- Ask them to slowly and carefully read the paragraph and identify the errors.
- Instruct them to refer to the points on Pg. 10 to understand what kinds of errors they need to look out for.
- Next, nominate individual learners to share with the class the errors they have spotted.
- Note all the errors on the board. Also note how they should be corrected.
- Instruct learners to rewrite the passage after correcting the errors.

Class Pulse Check

1) -



Annual Day:
9/60

Day:
5/5

Actual Date:

Page(s)
12,13



Creative Writing

Photo-based character sketch

Exercise 5: Look at the photograph and think of at least six points about the woman in the picture. Ask yourself questions like 'How does she look?', 'How is she feeling?', 'What is she doing?' and so on. Write down your observations as points in the space given below. You can then use these points to complete the paragraph.



She looks like:

I think as a person she is:

Important Words

Duration: 1 min

- **Last class:** editing, abrupt, grammatical, inventor, experiments
- **Today:** character sketch

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Ask learners to observe the picture given under Ex. 5 and to describe the people in it.
- Help learners differentiate between appearances and feelings.
- Ask them to think about whether they know of somebody like the woman in the picture.
- Instruct them to share their thoughts about such a person with the class.
- Next, give learners a few minutes to write a few points about the woman in the picture. Instruct them that they need to write about how she looks as well as what qualities she may have.
- Ask learners to complete the sentences on Pg. 13 based on the discussion and the points they have written on Pg. 12 for homework.

Class Pulse Check

Duration: 2 min



- 1) What do you think the relationship between the two people in the picture is?
- 2) Do you think the boy likes the woman?

Annual Day:
9/60

Day:
5/5

Actual Date:

Page(s)
13

This is the photo of a young boy with his _____.

She must be _____ years old.

She seems _____.

_____. Her hair is _____.

She is wearing _____.

The jewellery that she is wearing is _____.

_____. She looks _____.

It looks like _____.

_____. The grandmother is sitting with _____.

_____. He may be _____.

_____. Both the people in the photograph

seem to be _____.

Important Words

–

Transactional Tip(s)

Interactive Discussion:



- Ask learners to observe the picture given under Ex. 5 and to describe the people in it.
- Help learners differentiate between appearances and feelings.
- Ask them to think about whether they know of somebody like the woman in the picture.
- Instruct them to share their thoughts about such a person with the class.
- Next, give learners a few minutes to write a few points about the woman in the picture. Instruct them that they need to write about how she looks as well as what qualities she may have.
- Ask learners to complete the sentences on Pg. 13 based on the discussion and the points they have written on Pg. 12 for homework.

Class Pulse Check



1) -



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
		3	
		3	
3		3	
4		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
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	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Module 1



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Antonyms
Grammar	Abstract nouns
Formal Writing	Editing exercise
Creative Writing	Photo-based character sketch

***Note to teacher:** Please do not dictate the sample answers provided for the Writing sections to the learners. They are meant to help learners generate ideas.



Dictation

Exercise 1.1: Word dictation

1) hero	2) difference	3) mole
4) limb	5) feat	6) perseverance
7) dedicated	8) enthusiastically	9) determination

Exercise 1.2: Listen and answer

1) How did people go from one place to another in the olden days?

Ans. In olden days, people used to go from one place to another with the help of animals.

2) Which was one of the first car manufacturers to use an assembly line?

Ans. Ford was one of the first car manufacturers to use an assembly line.

3) What do modern cars burn for fuel?

Ans. Modern cars burn gasoline or diesel for fuel.

4) Mention two harmful things that modern cars give out.

Ans. Cars give out soot, metal particles and harmful gases like carbon monoxide, sulfur dioxide and greenhouse gases. (any two)

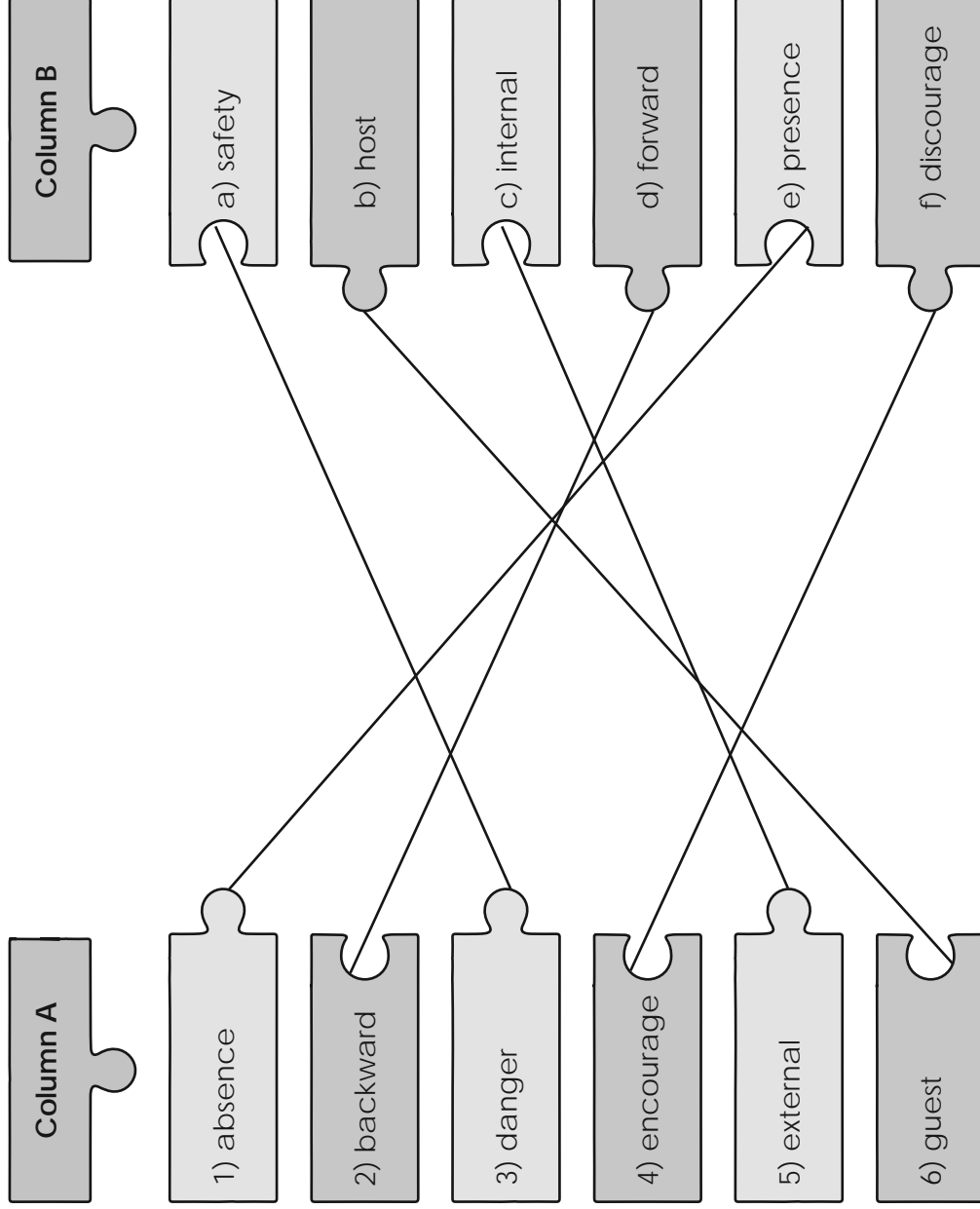
5) Write an alternate mode of transport that people have started using.

Ans. Alternate modes of transport that people have started using are bicycles, buses or local trains. (any one)



Antonyms

Exercise 2.1: Match the words in Column A with their antonyms in Column B.



Exercise 2.2: Rewrite these sentences by changing the words marked in bold into their antonyms.

1) She had **major** injuries from the accident.

Ans. She had minor injuries from the accident.

2) The **loyal** friend lived across the road.

Ans. The disloyal friend lived across the road.

3) Did you **remember** to return the books to the library?

Ans. Did you forget to return the books to the library?

4) It is possible to walk in this **heavy** rain.

Ans. It is possible to walk in this light rain.

5) The **maximum** temperature today was quite comfortable.

Ans. The minimum temperature today was quite comfortable.

6) It is **likely** that my father will come home for dinner.

Ans. It is unlikely that my father will come home for dinner.



Grammar

Nouns

Read the following passage. Then, underline the nouns and sort them into the given table.



Chander was excited, for it was his first day at his new school. Sacred Heart Convent was one of the best schools in town. Its teaching staff were very efficient. Chander's friends also studied in the same class at the same school. Chander wore his uniform, packed his bag, grabbed a bunch of grapes and walked out of the house. His parents Ganesh and Neeru, his sister Megha, and his dog Milo were waiting in the car for him. 'Why is the entire family coming along?' he wondered.

Common nouns	Proper nouns	Collective nouns
day, school, town, friends, class, uniform, bag, grapes, house, parents, sister, dog, car	Chander, Sacred Heart Convent, Ganesh, Neeru, Megha, Milo	staff, bunch, family

Now, answer the following questions about the gender of the nouns in the table.

1) Write one masculine gender noun from the table.

Ans. dog

2) Write one feminine gender noun from the table.

Ans. sister

3) Write four neuter gender nouns from the table.

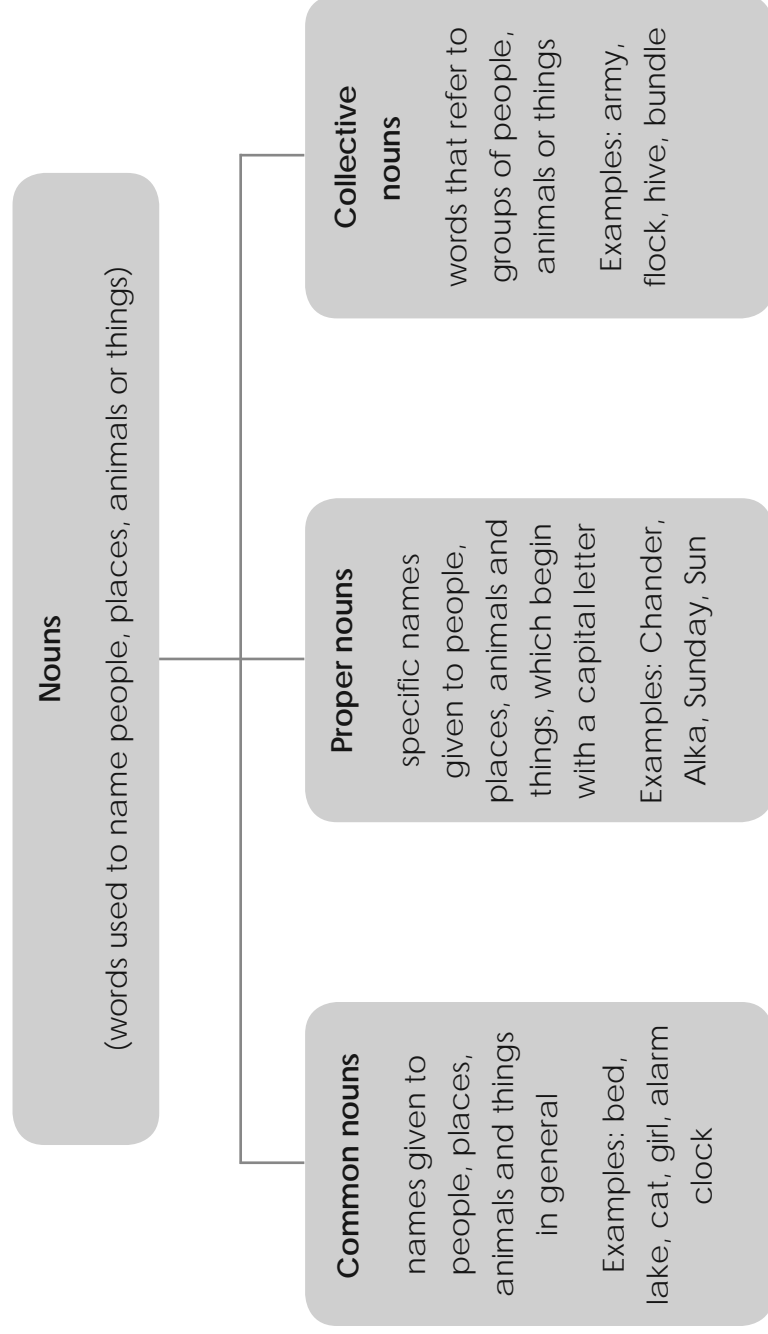
Ans. house, car, uniform, bag

4) Write two common gender nouns from the table.

Ans. parents, friends

(Accept all valid responses.)

Let us recall the different types of nouns that you have studied earlier.



Gender of nouns

Page 78

Nouns can also be sorted according to their gender.

- **Masculine gender nouns:** These are names for boys, men and male animals.
Examples: man, gentleman, actor, grandfather, buck, pig
- **Feminine gender nouns:** These are names for girls, women and female animals.
Examples: woman, lady, actress, grandmother, doe, sow
- **Neuter gender nouns:** These are names for non-living things without any gender. They are used for objects and places. They are also used to name the months of the year and days of the week.
Examples: pen, box, clothes, hospital, duster, sand, bus, building, pond, November, Thursday
- **Common gender nouns:** These refer to nouns that can be male or female.
Examples: child, singer, teacher, doctor, pilot, cousin, enemy, neighbour, nurse

Exercise 3.1: Classify the given nouns according to their gender. One is done for you.

1) rooster

2) bush

3) enemy


4) scooter

5) sow

6) chef

Masculine gender

1) rooster



Feminine gender

sow




Neuter gender

bush, scooter




Common gender

enemy, chef



Abstract nouns

Read the following sentences.

 <p>Little children have a lot of curiosity.</p>	 <p>You can find useful information on the internet.</p>	 <p>Our vacation was full of happiness and joy.</p>
--	--	---

The words 'curiosity', 'information', 'happiness' and 'joy' are also nouns. Do you know what kind of nouns these are?

curiosity	a quality
information	an idea or a concept
happiness, joy	feelings or emotions

Nouns that name ideas, feelings, qualities and concepts that cannot be touched, seen, heard, tasted or smelt are known as **abstract nouns**.

Many abstract nouns are formed from adjectives and verbs. However, they might differ in meaning from the adjectives and verbs. Let us look at a few examples.

Adjective	Abstract noun	Verb	Abstract noun	Common noun	Abstract noun
kind	kindness	obey	obedience	brother	brotherhood
strong	strength	marry	marriage	mother	motherhood
free	freedom	please	pleasure	child	childhood
brave	bravery	know	knowledge	slave	slavery
wise	wisdom	think	thought	friend	friendship



Remember

- **Nouns** that name things that can be seen, felt or touched are called **concrete nouns**.
Examples: Alka (proper noun), boy (common noun), flock (collective noun)
- **Nouns** that name things that cannot be touched, seen, heard, tasted or smelt are called **abstract nouns**. They are usually ideas, feelings or qualities.
Examples: justice (idea or concept), excitement (feeling), intelligence (quality)

Exercise 3.2: Underline the abstract nouns in the sentences given below. One is done for you.

- 1) We get knowledge from books.
- 2) King Solomon is known for his wisdom.
- 3) He believes in kindness.
- 4) Health is better than wealth.
- 5) Most of his boyhood was spent living on the streets.
- 6) Did Malini tell you the truth?



Exercise 3.3: Form abstract nouns from the words given below. One is done for you.

- 1) child – childhood 2) humble – humility
- 3) good – goodness 4) judge – judgement
- 5) free – freedom 6) poor – poverty

Exercise 3.4: Underline the nouns in the following sentences. Then, write them in the correct columns of the given table. One is done for you.

- 1) India gained independence in 1947.
- 2) The people disliked the king because of his cruelty.
- 3) A pack of wolves caught the deer.
- 4) Hercules was known in Greece for his bravery and strength.
- 5) The crowd was walking towards the marble palace.
- 6) Rahul bought a bouquet of roses and a saree for his mother.

Common nouns	Proper nouns	Collective nouns	Abstract nouns
people, king, wolves, deer, palace, roses, saree, mother	<u>India</u> Hercules, Greece, Rahul	pack, crowd, bouquet	<u>independence</u> cruelty, bravery, strength



Formal Writing

Editing exercise

Here are some points to keep in mind while working on an editing exercise.

Organisation



- Is there subject-verb agreement?
- Are all the ideas in the passage organised correctly?
Or are they abrupt?

Punctuation



- Does every sentence end with a punctuation mark?
- Are question marks (?) or exclamation marks (!) missing?
- Have quotation marks (") been used for speech?
- Are commas used correctly to separate words and phrases?

Capitalisation



- Does each sentence begin with a capital letter?
- Have the proper nouns been capitalised?
- Is the pronoun "I" written as a capital letter?

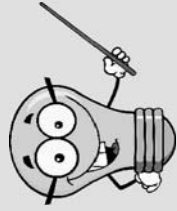
Spelling



- Are all the words spelt correctly?
- Are the singular and plural forms of words spelt correctly?

Exercise 4: The paragraph given below has mistakes in it. There are spelling, punctuation, sentence formation and grammatical errors. Rewrite the passage after correcting the errors.

has you heard of thomas alva edison he is one of the great inventors ever known. You cannot imagin what he would do to get ansers. He wood carry out different kinds of experiments. Once he even sat on eggs and tried to hatch them? Grate scientists is born every day in the world but the name off Edison will always be write in golden letters amongst there names.



Have you heard of Thomas **Alva Edison**? He is one of the **greatest** inventors ever known. You cannot **imagine** what he would do to get **answers**. He

would carry out different kinds of experiments. Once, he even sat on eggs

and tried to hatch them! **Great** scientists **are** born every day in the world, but the name **of**

Edison will always be **written** in golden letters amongst **their** names.



Photo-based character sketch

Exercise 5: Look at the photograph and think of at least six points about the woman in the picture. Ask yourself questions like 'How does she look?', 'How is she feeling?', 'What is she doing?' and so on. Write down your observations as points in the space given below. You can then use these points to complete the paragraph.



She looks like:

She has short hair.

She has grey hair.

She is wearing glasses.

She is smiling at the boy.

She is wearing a saree.

She is old.

I think as a person she is:

happy

loving

caring

someone's grandmother

simple and elegant

calm and quiet

This is the photo of a young boy with his _____ grandmother _____.

She must be _____ around sixty to sixty-five _____ years old.

She seems _____ happy with her grandson _____.

_____. Her hair is cut short. It is completely grey. It looks neat and tidy.

She is wearing _____ a beautiful saree _____.

The jewellery that she is wearing is simple and elegant. She is wearing a pearl necklace _____

in this photograph _____

_____. She looks _____ like a calm and quiet person _____.

_____.

It looks like _____ she loves her grandson a lot. _____

_____. The grandmother is sitting with _____ her grandson _____.

_____. He may be _____ telling her about his day _____.

_____. Both the people in the photograph _____

seem to be _____ enjoying each other's company _____.

B – Vision-to-Action Plan: 2 Every Day Is a New Day

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
		•	•				
		•	•				
		•	•				
3		•	•				
		•	•			3	
4		•	•		4		
		•	•				

Annual Day:
10/60

Day:
1/4

Actual Date:

Page(s)
7

Important Words

Duration: 1 min

- **Today:** observed, habits, cheer, delightful

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Write on the board the words given in the 'Listen and Say Aloud' table. Read out the words to the learners, and explain the meaning of each word.
- Then, ask the learners to say each word aloud.

Interactive Discussion:

- Discuss the 'Warm Up' questions with the learners.
- Ask learners to share what they feel when they see cats or dogs.
- Discuss the unique habits of dogs and cats, such as how they walk or move, and what noises they make. Ask learners if they know what these actions mean.

E.g.: 'What does it mean when a dog wags its tail, or when a cat purrs?'

- Tell the learners that the poem is about a delightful dog named Lexie.

Class Pulse Check

Duration: 2 min



- 1) What does the word 'gasping' mean?
- 2) What are some habits of dogs?



Listen and Say Aloud

Words

delicately	creations	gasping	patter
curiously	padded	afresh	wonderfully



Warm Up

- Have you ever observed dogs and cats? Which of their habits do you find interesting?
- Does the sight of a pet or any animal cheer you up? Is there something else in nature that you look forward to seeing?

Now, read a poem that describes a delightful dog named Lexie.



Reading the Text

Her wet tongue pokes out of her red mouth,
Her paws patter **delicately**, curiously.
Her eyes are bright in wonder,
At nature's creations given.

Crooked, crushed, **gasping**, purple flowers
That everyone can see,
Are greeted every morning by her
Curiously and very lovingly.

With dark nose and padded feet,
She barks softly and delicately.
Every day is a new day for her,
Lived afresh and wonderfully.

– Sruti Sarathy and Manjula Shukla



delicately



Let Us Discuss

- 1) Which animal does the poem describe?
- 2) What pokes out of her red mouth?
- 3) How do Lexie's paws patter?
- 4) What does Lexie greet every day?



Understanding the Text

Exercise 1: New words

Word	Meaning
delicately	
gasping	

Important Words

Duration: 1 min

- **Last class:** observed, habits, cheer, delightful
- **Today:** delicately, creations, gasping, padded, afresh, wonderfully

Transactional Tip(s)

Duration: 26 min



Reading Aloud:

- Read the poem aloud to the learners the first time. Then, ask them to read the poem independently once more.
- Encourage learners to explain the meanings of difficult words from the context. You can also ask them to enact the word 'gasping'.
- Ask learners what the poem tells them about Lexie's mood. You can also ask them whether Lexie's actions remind them of a dog they have seen. Ask learners to share their responses with the rest of the class.
- Explain the poem to the learners and discuss Lexie's habits.

Class Pulse Check

Duration: 3 min



- 1) Which animal does the poem describe? (Pg. 8, Q. 1)
- 2) What pokes out of her red mouth? (Pg. 8, Q. 2)
- 3) How do Lexie's paws patter? (Pg. 8, Q. 3)

Annual Day:
12/60

Day:
3/4

Actual Date:

Page(s)
9

Exercise 2: Literature comprehension

1) What are Lexie's eyes bright with wonder at?

Ans. _____

2) How does Lexie greet the purple flowers?

Ans. _____

3) How does Lexie live each day?

Ans. _____

4) How do the poets describe Lexie?

Ans. _____

Exercise 3: Read and answer

Onomatopoeia is the process of creating a word that imitates or suggests the sound it describes. We say the cat **meows**, the cow **moos** and the duck **quacks**.

Use the following written sounds or onomatopoeic words to complete the sentences.

buzzing choo-choo chatter ding-dong tick-tock

1) The _____ of the clock could be heard in the silence of the night.

2) I knew there was a bee's nest nearby. I could hear their _____.

3) It was so cold that our teeth started to _____.

4) _____ I heard the door bell ring.

5) The train made a _____ sound as it passed the station.

Important Words

Duration: 1 min

- **Last class:** delicately, creations, gasping, padded, afresh, wonderfully
- **Today:** onomatopoeia

Transactional Tip(s)

Duration: 28 min



Peer Learning - Group:

- Ask the class to fill up the 'New words' table on Pg. 8 in pairs and to write down example sentences for each word.
- Nominate some of the pairs to read their sentences aloud to the class.

Interactive Discussion:

- Discuss the answers for Exs. 2 and 3 with the class as a whole, and ask learners to mark the answers to the questions in their books.
- They can then start writing the answers for Ex. 2 in class and complete Ex. 3 as homework.

Class Pulse Check

Duration: 1 min



1) What does Lexie greet every day? (Pg. 8, Q. 4)

Annual Day:
13/60

Day:
4/4

Actual Date:

Page(s)
10

Duration: 1 min

Important Words

- **Last class:** onomatopoeia
- **Today:** recitation

Exercise 4: Value-based questions – Judgement and appreciation

- 1) Write about one positive thing that we can learn from Lexie.

Ans.

- 2) Do you think it is good to have a pet? Give reasons for your answer.

Ans.



Speaking Task



Recitation (Individual)

Learn this poem and recite it in class. Remember to read it slowly with suitable expressions.

A Pet

A pet is a cuddly little thing,
Joy and laughter it will bring.
If your pet has way too much fur,
Expect it to bark or maybe just purr.

A pet could become a very close friend,
Treat it nice, lots of love it shall send.
It has the potential to cheer you up,
Right from the start, just like a pup.

Pets are wonderful, they're all unique,
They understand you, make sure you speak.
Don't forget to love them dearly,
They'll love you back, lots and sincerely.



(Source: www.AnitaPoems.com)

Transactional Tip(s)

Duration: 29 min



Peer Learning - Pair/Group:

- Divide the class into groups and ask them to discuss the value-based questions given under Ex. 4. Ask them to share their responses with the class.
- Instruct the class to complete Ex. 4 by writing the answers individually.

Practice:

- Instruct learners to silently read the poem given under the recitation activity under 'Speaking Task'.
- Nominate some learners to read aloud the poem before the class, with the correct pronunciation and voice modulation. Use this task to encourage usually hesitant learners to come forward and recite before the class.

Class Pulse Check



- 1) -



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3		3	
4		3	
		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div>	Names		
	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Teacher Reference: Textbook

Theme: Life Around Us

Lesson 2: Every Day Is a New Day



Let Us Discuss

1) Which animal does the poem describe?

Ans. The poem describes a dog.

2) What pokes out of her red mouth?

Ans. Her wet tongue pokes out of her red mouth.

3) How do Lexie's paws patter?

Ans. Lexie's paws patter delicately and curiously.

4) What does Lexie greet every day?

Ans. Lexie greets the crooked, crushed and gasping purple flowers every day.



Understanding the Text

Exercise 1: New words

Word	Meaning
delicately (adv.)	carefully and softly
gasping (adj.)	breathing in loudly with the mouth

Exercise 2: Literature comprehension

1) What are Lexie's eyes bright with wonder at?

Ans. Lexie's eyes are bright with wonder at nature's creations.

Every Day Is a New Day

Teacher Reference: Textbook

2) How does Lexie greet the purple flowers?

Ans. Lexie greets the purple flowers curiously and lovingly.

3) How does Lexie live each day?

Ans. Every day is a new day for Lexie. She lives each day afresh and wonderfully.

4) How do the poets describe Lexie?

Ans. The poets describe Lexie as a curious dog who is full of wonder about her surroundings. Her paws patter delicately and her bark is soft. She has a red mouth and a dark nose. She greets each day as a new day to be lived.

Exercise 3: Read and answer

Onomatopoeia is the process of creating a word that imitates or suggests the sound it describes. We say the cat **meows**, the cow **moos** and the duck **quacks**.

Use the following written sounds or onomatopoeic words to complete the sentences.

buzzing	choo-choo	chatter	ding-dong	tick-tock
---------	-----------	---------	-----------	-----------

1) The _____ tick-tock _____ of the clock could be heard in the silence of the night.

2) I knew there was a bee's nest nearby. I could hear their _____ buzzing _____.

3) It was so cold that our teeth started to _____ chatter _____.

4) _____ Ding-dong _____ I heard the door bell ring.

5) The train made a _____ choo-choo _____ sound as it passed the station.

Exercise 4: Value-based questions – Judgement and appreciation

1) Write about a positive thing that we can learn from Lexie.

Ans. Learner's response

Sample: There are many positive things that we can learn from Lexie. Lexie teaches us to be curious about our surroundings and to welcome each day with wonder and curiosity. To do everyday things with enthusiasm and wonder is another quality that we can learn from Lexie.

Teacher Reference: Textbook

- 2) Do you think it is good to have a pet? Give reasons for your answer.

Ans. Learner's response

Sample: Yes, I think it is good to have a pet, as they add a lot of value to our lives. Pets keep us lively and active. After a hard day's work, when we get back home, the love and attention showered on us by our pets help us feel relaxed and happy.

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		• Proper nouns, possessive pronouns		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
			3	•
			3	•
			3	•
			3	•
			3	•
			3	•
			3	•
3			3	•
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4			3	•
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			3	•
			3	•
			3	•
			3	•
			3	•

B – Vision-to-Action Plan: Module 2

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
	4		•	•		4		
			•	•	•			
	6		•	•		6	6	
		3 3	•	•				
		3	•	•				
		3 3	•			3	3	
		3	•		•			
					3			
3		3	•	•			3 3	

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
3	3	3 3	•	•				
	3	3	•	•				
	4	3	•	•			3 4 4	
4		4	• •	•				
	6		• • •	•				
			•	•		4		

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
			•	•				
	3		• •	•			3	

Annual Day:
14/60

Day:
1/5

Actual Date:

Page(s)
14,15,16

Module 2



Section Name	What I Will Learn
Dictation	Sentence dictation Listen and answer
Vocabulary	Prefixes
Grammar	Punctuation
Formal Writing	Message writing
Creative Writing	Diary entry



Dictation

Exercise 1.1: Sentence dictation

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Important Words

–

Transactional Tip(s)

Duration: 9 min



Practice:

- Read out the sentences for dictation from the Teacher Reference section twice.
- Once learners have written all the sentences under Ex. 1.1, nominate individual learners to come forward and write the sentences on the board so that the class can check the answers.

Class Pulse Check



1) -

Annual Day:
14/60

Day:
1/5

Actual Date:

Page(s)
15

Exercise 1.2: Listen and answer

- 1) Which of the following is a type of tea? []
a) purple b) indigo c) yellow d) brown
- 2) Where was tea invented? []
a) India b) China c) Indonesia d) Japan
- 3) Which of the following may be a reason for drinking tea? []
a) It tastes bad. b) It was invented in China.
c) It is exported. d) It makes our body burn fat.
- 4) Where is tea grown in India? []
a) Mumbai b) Munnar c) Bhopal d) Delhi
- 5) What happens to most of the tea grown in India? []
a) It is distributed. b) It is thrown away.
c) It is exported. d) It is sold to tourists.



Vocabulary

Prefixes

A **prefix** is a letter or a group of letters added to the beginning of words in order to form new words. These new words usually have the opposite meaning or a different meaning.

Examples:

- possible – impossible

In the example above, **im-** is added to the word **possible** to form its opposite.

- happy – unhappy

In the example above, **un-** is added to the word **happy** to form its opposite.

Important Words

Duration: 1 min

- **Today:** indigo, exported, prefixes

Transactional Tip(s)

Duration: 9 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to mark the answers to each question given under Ex. 1.2.
- Discuss the answers with the class, and ensure that all the learners have marked the correct answers.

Class Pulse Check



1) -

Annual Day:
14/60

Day:
1/5

Actual Date:

Page(s)
16

Exercise 2.1: Use any of the prefixes 'un-', 'in-', 'im-', 'dis-', 'mis-' or 're-' with the given base words to make new words.

- 1) proper
- 2) lead
- 3) respect
- 4) play
- 5) suitable
- 6) disciplined

1) _____ 2) _____
3) _____ 4) _____
5) _____ 6) _____

Exercise 2.2: Rewrite each sentence by replacing the underlined words with a word that has the prefix given in brackets. Ensure that the sentences are grammatically correct. One is done for you.

- 1) He does not like pets. (dis-)

Ans. He dislikes pets.

- 2) I spelt the words incorrectly. (mis-)

Ans. _____

- 3) It is not polite to stare at people. (im-)

Ans. _____

- 4) This dress is not expensive. (in-)

Ans. _____

- 5) Thomas will have to do his homework again. (re-)

Ans. _____

- 6) This bed is not comfortable. (un-)

Ans. _____

Important Words

–

Transactional Tip(s)

Duration: 10 min



Brainstorming:

- Write the words 'lock-unlock', 'honest-dishonest' and 'understand-misunderstand' on the board.
- Ask learners to observe these words and find out what is common.
- Revise the concept of 'prefixes' by referring to the information and examples given in Pg. 15 as well as the words you have written.
- Point out that the 'pre' in 'prefixes' means something that comes 'before' or 'in front of' something else. And, introduce the term 'root word'.

E.g.: Prefixes 'im-' and 'dis-' indicate 'not' and 'opposite of', 'mis-' indicates something that is wrong and so on.

- After you explain prefixes, ask learners to brainstorm in groups and complete Ex. 2.2.
- Instruct learners to complete Ex. 2.1 as homework.

Class Pulse Check

Duration: 1 min



- 1) Choose the words where prefixes have been added.
understand, unfriendly, disagree, redo, interested

Annual Day:
15/60

Day:
2/5

Actual Date: _____

Page(s)
17,18,19,20



Grammar

Punctuation

Rewrite the sentences with the correct usage of punctuation marks and capital letters.

REVISE

1) reena is happy to be in goa

Ans. _____

2) Wow what a beautiful painting

Ans. _____

3) dad wait for me

Ans. _____

4) are there swings slides merry-go-rounds and monkey bars in the park

Ans. _____

Here are the rules of punctuation that we have learnt so far.



full stop

I am placed at the end of a sentence or statement.

Example: I will travel tomorrow.



comma

- I am used to separate three or more words or items in a list.

Example: We ate chips, cake, candies and ice cream at the party.

- I am used to separate the person addressed.

Example: Percy, pour me some milk.

Important Words

- **Last class:** indigo, exported, prefixes
- **Today:** –

Transactional Tip(s)

Duration: 8 min



Monitoring Comprehension:

- Ask learners to complete the practice exercise on Pg. 17 independently.
- Nominate individual learners to come forward and write the correct sentences on the board.
- Also, ask learners to give reasons for the changes they make in each sentence.
- Next, revise the rules of punctuation using the information and examples given on Pgs. 17 and 18.
- You can also ask learners to come forward and draw the correct punctuation marks as you describe their respective functions.

E.g.: I separate three or more words in a list.

Ans. comma

Class Pulse Check

Duration: 1 min



- 1) Add suitable punctuation marks and capital letters.
mira susheel and jaya are going to sleep after eating



question mark

I am placed at the end of a question.
Example: Where are we going?



exclamation mark

I am placed at the end of sentences that convey emotions (happiness, excitement, frustration or anger).
Example: What a beautiful beach!

I am placed after interjections. An interjection is used to express a sudden burst of feeling or emotion (Alas!, Hurray!, Wow!).
Example: Oh dear! This room is so messy.

Many words always start with a capital letter. Remember the acronym **M.I.N.T.S.** for the correct usage of capital letters.

Acronym	Examples
M : months, names of days	<ul style="list-style-type: none"> Christmas is celebrated in December. My school started on Monday.
I : the word 'I'	<ul style="list-style-type: none"> I helped my friend with her homework. Did I tell you about the movie I watched last night?
N : names of people, states, cities and countries—proper nouns	<ul style="list-style-type: none"> My sister, Mala, studies in Bhopal, Madhya Pradesh. Our class went to Thailand last week.
T : titles of books and movies	<ul style="list-style-type: none"> I am going to watch The Beauty and the Beast tonight. My favourite comic book is Faster Fene.
S : start of sentences	<ul style="list-style-type: none"> Simran went home. She met her dogs.

Important Words

Duration: 1 min

- **Today:** frustration, interjections

Transactional Tip(s)

Duration: 4 min



Monitoring Comprehension:

- Ask learners to pair up with their partners and go through the M.I.N.T.S. table.
- Ask learners to write down two examples for each case of capital letter usage.
- Nominate pairs to share their examples with the class.
- Read out a few sentences slowly. Ask learners to clap every time they hear a word that should be capitalised.

Class Pulse Check

Duration: 2 min



- 1) What does M.I.N.T.S. stand for?

Annual Day:
15/60

Day:
2/5

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Page(s)
19

Punctuation in dialogue

Punctuation also plays an important role when we write in a dialogue form, as we have learnt in Class 4. We use certain punctuation marks when we want to show that two or more people are talking.

Example: 'Seema has a book collection', said Rohan.
Naina replied, 'That is interesting.'

- In the sentences above, single quotes (' ') are used to show the part that is spoken or quoted.
- Also, a comma (,) is used to separate the quoted part from the rest of the sentence.
- The first word within quotes always starts with a capital letter.

Exercise 3.1: Rewrite the following sentences using the correct punctuation marks (full stops, question marks, commas and exclamation marks). Use capital letters wherever needed. One is done for you.

1) i will travel to kolkata tomorrow

Ans. I will travel to Kolkata tomorrow.

2) do you think it will snow in december

Ans. _____

3) how pretty you look in that dress

Ans. _____

4) soma has to carry a sleeping bag a mosquito repellent heavy boots and a water bottle to the camp

Ans. _____



Important Words

- **Today:** mosquito repellent

Transactional Tip(s)

Duration: 8 min



Interactive Discussion:

- Discuss what a dialogue is. Tell learners that when two people have a conversation, it is known as a dialogue.
- In a written dialogue, we can use certain punctuation marks to show the parts where people are speaking.
- After explaining this, ask learners to read the sentences given on Pg. 19. Show them how quotation marks, commas and full stops are commonly used punctuation marks in written dialogues.
- Next, ask learners to complete Ex. 3.2 to practise using punctuation marks, capital letters and adding punctuation to dialogues.
- They can be asked to complete Ex. 3.1 as homework.

Class Pulse Check

Duration: 1 min



- 1) Correct the given dialogue. – 'Manush said' It is raining now,

Annual Day:

15/60

Day:

2/5

Actual Date:

Page(s)

20

Important Words

–

5) cV raman and jagdish chandra bose are two great scientists from india

Ans.

6) we will send new year cards to samit asha rajam and ali on tuesday.

Ans.

Exercise 3.2: Underline the places with incorrect or missing punctuation marks in the given paragraph. Also, point out where capital letters have not been used correctly.

Yippe, I have finally learnt how to ride a bicycle. At first, I fell down a few times. i got scratches on my elbows, hands and knees. that made me afraid to try again. Mother said, The first few days are difficult, but you will be able to do it very soon.' Mother learnt how to ride in her late twenties? This motivated me to keep trying. Do you know how to ride a bicycle!

Now, rewrite the paragraph with the correct usage of punctuation marks and capital letters. One sentence is done for you.

Ans. Yippel I have finally learnt how to ride a bicycle.



Transactional Tip(s)

Duration: 5 min



Interactive Discussion:

- Prepare and read out a passage similar to the one given under Ex. 3.2.
- Read it very slowly, clearly and without any tone or pauses.
- Ask learners to identify the places where punctuation marks should have been used by raising their hands and naming the correct punctuation marks.
- Discuss the reasons why a specific punctuation mark should be used at a certain place.
- End the class with a short discussion to revise the functions of punctuation marks and capital letters.

Class Pulse Check

1) -



Annual Day:
16/60

Day:
3/5

Actual Date:

Page(s)
21,22,23,24

Colon

Read the following sentences.



Rosey has only one friend:
Tina. (word)



We read books by three
authors: Roald Dahl,
JK Rowling and Charles
Dickens. (list)



Our football match starts at
8:30 a.m. (separating hours
from minutes)

Notice the use of the **colon** (:) in the above sentences.

- It is used to introduce a word or list. It makes the reader stop and pay attention to the information.
- It is also used to separate hours from minutes and numbers in ratios.

Exercise 3.3: Rewrite each sentence by using the colon appropriately. One is done for you.

1) There are four seasons summer, monsoon, winter and spring

Ans. There are four seasons: summer, monsoon, winter and spring.

2) School starts at 11 30 a.m. sharp.

Ans. _____

3) I have two favourite ice cream flavours butterscotch and raspberry.

Ans. _____

4) Most baked goods have three basic ingredients flour, sugar and butter.

Ans. _____

Important Words

Duration: 1 min

- **Last class:** frustration, interjections, mosquito repellent
- **Today:** colon, ratios, ingredients

Transactional Tip(s)

Duration: 7 min



Direct Instruction:

- Ask learners to silently read the sentences given under 'Colon'.
- Ask them to think about and say why the colon may have been used in each case.
- Explain the uses of the colon using the information and examples given on Pg. 21.
- Ask learners to pair up and read each sentence given under Ex. 3.3.
- Ask them to read to each other slowly, so as to be able to understand where the colon should be inserted in each case.
- Nominate pairs to share their answers with the class. Ask learners to complete the exercise as homework.

Class Pulse Check

Duration: 1 min



- 1) Correct the usage of the colon in the given sentence.
I can't step out without three important things, my watch: my bag: and my spectacles.

Annual Day:
16/60

Day:
3/5

Actual Date:

Page(s)
22

5) There is only one way to succeed hard work.

Ans. _____

6) Mix the oil and vinegar in a 1 2 ratio.

Ans. _____

Apostrophe for possession

The **apostrophe** (') is used to show belonging or possession (that something belongs to someone). We use the apostrophe with the letter **-s** to show possession.

Examples:

- The childs ball. **incorrect**
- The child's ball. **correct**

The apostrophe has been used to show that the ball belongs to the child.

There are four main rules for adding the apostrophe for possession. Let's understand them.

Rule 1 : If the noun is singular, add the apostrophe + -s.

Example : the cap of the bottle = the bottle's cap

Rule 2 : If the noun is plural, add the apostrophe + -s.

Example : writings of women = women's writing

Rule 3 : If the noun is singular and ends in -s, still add the apostrophe + -s.

Example : the wheel of the bus = the bus's wheel

Rule 4 : If the noun is plural and ends in -s, add just an apostrophe.

Example : team of boys = boys' team

Important Words

–

Transactional Tip(s)

Duration: 7 min



Direct Instruction:

- Explain to learners that 'possession' means that something belongs to someone or something.
- Use the information and examples given on Pgs. 22 and 23 to demonstrate how the apostrophe is used to show possession.
- Point out that the rule for adding the apostrophe to show singular possession remains the same except in the case of plural nouns that end in '-s'. Explain that for such nouns, learners would only need to add the apostrophe after the word and not '-s'.

E.g.: cars' safety

- You may also use examples of your own with incorrect usages of the apostrophe and ask learners to point out the errors.
- Ask them to explain the errors and then correct them.

Class Pulse Check

Duration: 2 min



1) Choose the correct answer.

- a) Hari's clothes / Haris' clothes
- b) dres's length / dress's length

Annual Day:
16/60

Day:
3/5

Actual Date:

Page(s)
23

Look at the table below for more examples.

Singular nouns	<ul style="list-style-type: none">The cow's horns were sharp.Give me Raman's address.
Plural nouns	<ul style="list-style-type: none">These are men's clothing.Are these children's books?
Singular nouns ending in -s	<ul style="list-style-type: none">That bus's wheels were changed.This is my boss's cabin.
Plural nouns ending in -s	<ul style="list-style-type: none">These are the pens' lids.Did you study at a girls' school?

Apostrophe with possessive pronouns

Sometimes, we may get confused between contractions and possessive pronouns.

Remember that possessive pronouns **do not** need the apostrophe.

Examples:

Possessive pronouns			
Correct usage	Incorrect usage	Correct usage	Incorrect usage
✓ yours	✗ your's	✓ theirs	✗ their's
✓ hers	✗ her's	✓ mine	✗ mine's
✓ its	✗ it's	✓ ours	✗ ours' or our's

Remember



Difference between plurals, possessives and contractions

- The **plural** form of a word shows that there is 'more than one' of something.
Example: The **candies** were tasty.
- A **possessive noun** or **pronoun** says 'who or what owns or has something'.
Example: The **candy's** wrapper is on the floor.
- Contractions** are words made by combining two words and leaving out one or more letters. The apostrophe takes the place of the removed letters.
Example: **Weren't** you given any candy?

Important Words

- Today:** contractions

Transactional Tip(s)

Duration: 6 min



Direct Instruction:

- Tell learners that contractions are shortened words and that apostrophes are used to show contractions.

E.g.: 'we're' (we are), 'I'm' (I am) and so on

- Also, revise how possessive pronouns show possession but do not use the apostrophe.

E.g.: The house is theirs. – correct

The house is their's. – incorrect

(The possessive pronoun 'theirs' should be used without the apostrophe.)

- Discuss the differences between plurals, possessives and contractions from the 'Remember' box. Write a few examples on the board to make the concepts clear.

E.g.: Karim's hats aren't brown.

(Karim's – singular possession, hats – plurals, aren't – contraction)

Class Pulse Check

Duration: 1 min



- 1) Identify the plural noun, the possessive noun and the contraction in the sentence. – Kiran's friends weren't at home.

Annual Day:
16/60

Day:
3/5

Actual Date:

Page(s)
24

Exercise 3.4: The apostrophe has been used incorrectly in the following sentences. Rewrite the sentences by using the apostrophe correctly. One is done for you.

1) The womens' hockey team won the World Cup this year.

Ans. The women's hockey team won the World Cup this year.

2) Ness' watch got lost at the carnival.

Ans. _____

3) The workers's union held a protest last month.

Ans. _____

4) The wizards' hat had bright yellow stars on it.

Ans. _____

5) The grass' colour was slowly changing to yellow as the drought set in.

Ans. _____

6) A koalas' diet consists mainly of eucalyptus leaves.

Ans. _____



Important Words

- **Today:** carnival, protest, drought, eucalyptus

Transactional Tip(s)

Duration: 5 min



Practice:

- Ask learners to discuss Ex. 3.4 in pairs.
- Tell learners to read the sentences out loud to each other and try to understand their meanings.
- This is so that they can understand how the apostrophe has been used incorrectly.
- Ask them to mark the errors in the sentences.
- Discuss the answers, and ask learners to complete the exercise as homework.

Class Pulse Check



1) -

Annual Day:
17/60

Day:
4/5

Actual Date:

Page(s)
25,26,27



Formal Writing

Message writing

Rajat received a phone call from his mother's friend while his mother was not at home. Here is the telephonic conversation.

Rajat: Hello?

Woman: Hi, may I speak to Ms Bhatia? I'm her friend Sujata Verma from Galaxy Apartments.

Rajat: Oh! She left for the market a few minutes ago. Anything urgent?

Woman: Yes, could you please tell her that I am caught up with sudden work? I can't join her for the dance practice in the evening. However, we'll meet at the auditorium tomorrow as planned.

Rajat: Sure, I will let her know.

Woman: Thanks a ton! Bye.

Later, Rajat wrote the following message for his mother before leaving for his piano class. Let's look at the format.

Time	15 September	Date
	1:30 p.m.	
	Mummy,	Person to whom the message is to be conveyed
Body of the message	Ms Sujata Verma from Galaxy Apartments called to say that she can't join you for the classical dance practice in the evening. She's caught up with work. She will meet you at the auditorium tomorrow.	
	Rajat	Name of the writer



Important Words

Duration: 1 min

- **Last class:** colon, ratios, ingredients, contractions, carnival, protest, drought, eucalyptus
- **Today:** auditorium, conveyed

Transactional Tip(s)

Duration: 10 min



Activity Method:

- Ask learners to pair up and enact the telephonic conversation given on Pg. 25.
- Ask them to discuss and share with the class how they would convey this message to Mrs Bhatia.
- Introduce to learners how to write short messages. You can use the provided sample for this purpose.
- Discuss the purposes and the do's and don'ts of writing messages by referring to the information on Pg. 26.
- Point out to learners that writing a message helps one communicate with those who cannot be contacted immediately.
- Also, recall how to write in indirect form or reported speech form in a message.

Class Pulse Check



1) -

Annual Day:
17/60

Day:
4/5

Actual Date:

Page(s)
26

You have learnt that we write messages to accept or decline invitations. We also write messages to convey thanks, apologies and sympathies.

Another reason to write a message is to communicate important information to a person who cannot be reached or contacted immediately.

Remember the following points while writing a message.

- Make it short and crisp: not more than 50–60 words.
- Write the most important details only.
- Do not add any new information.
- Use indirect or reported speech.

Let us practise identifying important information that should be included in a message.

Miss Mathur: Hi! I am Miss Mathur, Zaara's science tutor. Is Zaara home?

Aiman: Hello, Miss Mathur! I am Zaara's sister, Aiman. Zaara isn't home right now.

M: Oh, OK. I just need you to pass on a message to her.

A: Sure! What should I tell her?

M: Well, Zaara has left her lab manual at the tuition centre. I'm going out of station on Wednesday, so Zaara needs to pick it up before that. I shall be at home till 11:30 in the morning. Please ask her to come before that. Ask her to call me before she leaves.

A: Sure, Miss Mathur, I shall let my sister know. Thank you for taking care of Zaara!

M: Oh, no problem at all! Zaara is a very bright student, and I wouldn't want her academics to suffer. Have a good day, Aiman!

A: Good day to, you too Miss Mathur! Bye!

As Aiman had to attend a party, she left Zaara a note about her conversation with Miss Mathur. However, there were a few things wrong with the message

Important Words

- **Today:** decline, apologies, sympathies, manual

Transactional Tip(s)

Duration: 10 min



Brainstorming:

- Nominate pairs to enact the telephonic conversation given on Pg. 26.
- Divide the class into two groups, and discuss the practice exercise on Pg. 27.
- Ask each group to take up a given table and brainstorm on the answers.
- Nominate learners to share their responses with the class once both groups have finished.
- Ask learners to raise their hands and share how the message should have been written.
- Write the corrected version of the message on the board for the learners to read.

Class Pulse Check



1) -

Annual Day:
17/60

Day:
4/5

Actual Date:

Page(s)
27

Identify the errors in the message and sort them into the given tables.

Saturday, 20 October
4:30 p.m.

Zaara,

Your tutor Ms Mathur called to inform that you've left your lab manual at the tuition centre. She won't be home from Tuesday onwards, so you have to pick it up before that, at a time of your convenience. She also said what a bright student you are and how proud all your teachers are of you.

– Aiman

wrong/unnecessary information

missing information

Exercise 4: Avani's brother's friend came over to invite him to his birthday party. However, her brother was not at home. Here is the conversation Avani had with her brother's friend, Karim.

Karim: Hi, I'm Avinash's friend, Karim. Is Avinash home?

Avani: Hi Karim, I'm Avani. I'm sorry, my brother isn't home right now. He has a dentist's appointment. Is it something urgent?

Karim: Oh! I just came to invite him to my birthday party next week. Will you please tell him that it's at my place on Lower Circular Road, next Friday at 6:00 p.m.?

Avani: Certainly! Anything else?

Karim: Oh yes, I almost forgot! The theme of the party is 'My favourite fictional character'.

Avani: OK, I shall tell him.

Karim: Thanks a lot, Avani! Bye.

Important Words

- **Today:** convenience, appointment

Transactional Tip(s)

Duration: 9 min



Brainstorming:

- Discuss the message to be conveyed under Ex. 4.
- Ask learners to refer to the format on Pg. 25 if required.
- On the board, make a word splash of important words/phrases that should be included in the message.
- Populate it with contributions from learners. You may also add your own points.
- Instruct learners to complete the message writing exercise on Pg. 28 by using the word splash and following the rules of message writing.

Class Pulse Check



1) -

Annual Day:
18/60

Day:
5/5

Actual Date:

Page(s)
28,29,30

Now on behalf of Avani, write a message to Avinash to convey what Karim said.



Creative Writing

Diary entry

A **diary** is a book in which one can write about things that happen in their lives on a daily basis. One shares their thoughts, feelings, hopes and dreams in their diaries.

Look at the sample of a diary entry below.

The diagram shows a sample diary entry with the following components labeled:

- Day and date:** Friday, 3 August
- Salutation/Greeting:** Dear Diary,
- Contents of the diary entry:** My half-yearly exams are going on. I had my English exam today. Even though I studied quite hard for the exam, it did not go as well as I had hoped. I ran out of time and could not finish the last two answers. What hurts even more is that those were writing exercises, and I usually do well in those! Anyway, I have my Science exam on Monday, and I have promised myself that I'll write it quickly from the beginning.
- Name:** Adil

Important Words

Duration: 1 min

- **Last class:** auditorium, conveyed, decline, apologies, sympathies, manual, convenience, appointment
- **Today:** salutation

Transactional Tip(s)

Duration: 13 min



Questioning:

- Ask learners whom they speak to or share things that happen in their lives with.
- Introduce to learners how a diary may be used to record one's feelings, opinions and thoughts.
- Refer to the sample diary entry given on Pg. 28, and focus on the format.
- Inform learners that the tone of a diary entry is usually casual, like having a conversation with a friend. It is also always written in the first person.

Class Pulse Check

Duration: 1 min



- 1) A diary entry is written in the third person. – True or false?

Annual Day:
18/60

Day:
5/5

Actual Date:

Page(s)
29

Here are the rules to follow while writing a diary entry.

- 1) Mention the day and date at the top.
- 2) Start with 'Dear Diary'.
- 3) Write in the first person (use 'I').
- 4) Write in the past tense.
- 5) Use conversational or informal language.
- 6) End with a wish, hope, decision or conclusion.
- 7) Sign off with the name of the person writing the diary entry.

Now, read the given diary entry and circle the incorrect parts that do not follow the given rules.



Exercise 5: Write a diary entry about a play that you attended. The play was about spreading awareness on the importance of education. Use the hints given below to help you write the diary entry.

Hints:

- Write what the play was about.
- Describe the events of the play.
- Write about how it affected you and what you thought about it.
- Remember to follow the format of a diary entry.

Important Words

–

Transactional Tip(s)

Duration: 15 min



Practice:

- Discuss the rules of writing a diary entry given on Pg. 29.
- As the rules are read out, outline of the format on the blackboard.
- Next, ask learners to read the diary entry given on Pg. 29. Ask them to refer to the format you have created on the board.
- Based on the correct format and the rules of writing a diary entry, ask learners to mark the errors in the given diary entry.
- Instruct them to avoid such errors when they complete Ex. 5. Tell them that they can complete the exercise as homework.

Class Pulse Check



1) -

Annual Day:
18/60

Day:
5/5

Actual Date:

Page(s)
30

Important Words

–

Transactional Tip(s)

Practice:



- Discuss the rules of writing a diary entry given on Pg. 29.
- As the rules are read out, outline of the format on the blackboard.
- Next, ask learners to read the diary entry given on Pg. 29. Ask them to refer to the format you have created on the board.
- Based on the correct format and the rules of writing a diary entry, ask learners to mark the errors in the given diary entry.
- Instruct them to avoid such errors when they complete Ex. 5. Tell them that they can complete the exercise as homework.

Class Pulse Check



1) -

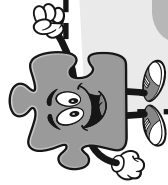


C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
		3	
3		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
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	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Module 2



Section Name	What I Will Learn
Dictation	Sentence dictation Listen and answer
Vocabulary	Prefixes
Grammar	Punctuation
Formal Writing	Message writing
Creative Writing	Diary entry

Dictation

Exercise 1.1: Sentence dictation

- 1) The butterfly sat on the flower delicately.
- 2) The dog sniffed at the box curiously.
- 3) The man gasped for air under water.
- 4) The thief padded about in the dark room.
- 5) It was a wonderfully festive day.

Exercise 1.2: Listen and answer

- 1) Which of the following is a type of tea? [c]
a) purple b) indigo c) yellow d) brown
- 2) Where was tea invented? [b]
a) India b) China c) Indonesia d) Japan
- 3) Which of the following may be a reason for drinking tea? [d]
a) It tastes bad. b) It was invented in China.
c) It is exported. d) It makes our body burn fat.
- 4) Where is tea grown in India? [b]
a) Mumbai b) Munnar c) Bhopal d) Delhi
- 5) What happens to most of the tea grown in India? [c]
a) It is distributed. b) It is thrown away.
c) It is exported. d) It is sold to tourists.



Vocabulary

Prefixes

A **prefix** is a letter or a group of letters added to the beginning of words in order to form new words. These new words usually have the opposite meaning or a different meaning.

Examples:

- possible – impossible

In the example above, **im-** is added to the word **possible** to form its opposite.

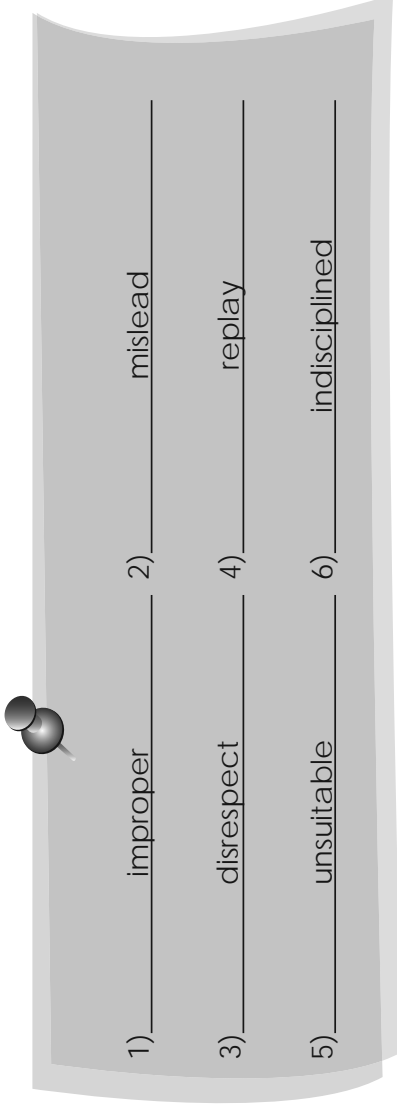
- happy – unhappy

In the example above, **un-** is added to the word **happy** to form its opposite.



Exercise 2.1: Use any of the prefixes 'un-', 'in-', 'im-', 'dis-', 'mis-' or 're-' with the given base words to make new words.

- 1) proper
- 2) lead
- 3) respect
- 4) play
- 5) suitable
- 6) disciplined



Exercise 2.2: Rewrite each sentence by replacing the underlined words with a word that has the prefix given in brackets. Ensure that the sentences are grammatically correct. One is done for you.

- 1) He does not like pets. (dis-)

Ans. He dislikes pets.

- 2) I spelt the words incorrectly. (mis-)

Ans. I misspelt the words.

- 3) It is not polite to stare at people. (im-)

Ans. It is impolite to stare at people.

- 4) This dress is not expensive. (in-)

Ans. This dress is inexpensive.

- 5) Thomas will have to do his homework again. (re-)

Ans. Thomas will have to redo his homework.

- 6) This bed is not comfortable. (un-)

Ans. This bed is uncomfortable.



Punctuation

Rewrite the sentences with the correct usage of punctuation marks and capital letters.

REVISE

1) reena is happy to be in goa

Ans. Reena is happy to be in Goa.

2) Wow what a beautiful painting

Ans. Wow! What a beautiful painting!

3) dad wait for me

Ans. Dad, wait for me. / Dad! Wait for me. (Accept all valid responses.)

4) are there swings slides merry-go-rounds and monkey bars in the park

Ans. Are there swings, slides, merry-go-rounds and monkey bars in the park?

Here are the rules of punctuation that we have learnt so far.



full stop

I am placed at the end of a sentence or statement.

Example: I will travel tomorrow.



comma

- I am used to separate three or more words or items in a list.

Example: We ate chips, cake, candies and ice cream at the party.

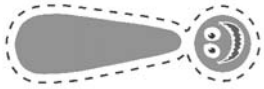
- I am used to separate the person addressed.

Example: Percy, pour me some milk.



question mark

I am placed at the end of a question.
Example: Where are we going?



exclamation mark

• I am placed at the end of sentences that convey emotions (happiness, excitement, frustration or anger).
Example: What a beautiful beach!

• I am placed after interjections. An interjection is used to express a sudden burst of feeling or emotion (Alas!, Hurray!, Wow!).
Example: Oh dear! This room is so messy.

Many words always start with a capital letter. Remember the acronym **M.I.N.T.S.** for the correct usage of capital letters.

Acronym	Examples
M : months, names of days	<ul style="list-style-type: none"> Christmas is celebrated in December. My school started on Monday.
I : the word 'I'	<ul style="list-style-type: none"> I helped my friend with her homework. Did I tell you about the movie I watched last night?
N : names of people, states, cities and countries—proper nouns	<ul style="list-style-type: none"> My sister, Mala, studies in Bhopal, Madhya Pradesh. Our class went to Thailand last week.
T : titles of books and movies	<ul style="list-style-type: none"> I am going to watch The Beauty and the Beast tonight. My favourite comic book is Faster Fene.
S : start of sentences	<ul style="list-style-type: none"> Simran went home. She met her dogs.

Punctuation in dialogue

Punctuation also plays an important role when we write in a dialogue form, as we have learnt in Class 4. We use certain punctuation marks when we want to show that two or more people are talking.

Example: 'Seema has a book collection', said Rohan.
Naina replied, 'That is interesting.'

- In the sentences above, single quotes (' ') are used to show the part that is spoken or quoted.
- Also, a comma (,) is used to separate the quoted part from the rest of the sentence.
- The first word within quotes always starts with a capital letter.

Exercise 3.1: Rewrite the following sentences using the correct punctuation marks (full stops, question marks, commas and exclamation marks). Use capital letters wherever needed. One is done for you.

- 1) i will travel to kolkata tomorrow

Ans. I will travel to Kolkata tomorrow.

- 2) do you think it will snow in december

Ans. Do you think it will snow in December?

- 3) how pretty you look in that dress

Ans. How pretty you look in that dress!

- 4) soma has to carry a sleeping bag a mosquito repellent heavy boots and a water bottle to the camp

Ans. Soma has to carry a sleeping bag, a mosquito repellent, heavy boots and a water bottle to the camp.



5) cV Raman and Jagdish Chandra Bose are two great scientists from India

Ans. CV Raman and Jagdish Chandra Bose are two great scientists from India.

6) we will send new year cards to samit asha rajam and ali on tuesday.

Ans. We will send New Year cards to Samit, Asha, Rajam and Ali on Tuesday.

Exercise 3.2: Underline the places with incorrect or missing punctuation marks in the given paragraph. Also, point out where capital letters have not been used correctly.

Yippe, I have finally learnt how to ride a bicycle. At first, I fell down a few times. I got scratches on my elbows, hands and knees. that made me afraid to try again. Mother said, 'The first few days are difficult, but you will be able to do it very soon.' Mother learnt how to ride in her late twenties? This motivated me to keep trying. Do you know how to ride a bicycle!

Now, rewrite the paragraph with the correct usage of punctuation marks and capital letters. One sentence is done for you.

Ans. Yippe! I have finally learnt how to ride a bicycle. At first, I fell

down a few times. I got scratches on my elbows, hands and knees.

That made me afraid to try again. Mother said, 'The first few days are

difficult, but you will be able to do it very soon.' Mother learnt how to

ride in her late twenties. This motivated me to keep trying. Do you know

how to ride a bicycle?



Colon

Read the following sentences.



Rosey has only one friend:
Tina. (word)



We read books by three
authors: Roald Dahl,
JK Rowling and Charles
Dickens. (list)



Our football match starts at
8:30 a.m. (separating hours
from minutes)

Notice the use of the **colon** (:) in the above sentences.

- It is used to introduce a word or list. It makes the reader stop and pay attention to the information.
- It is also used to separate hours from minutes and numbers in ratios.

Exercise 3.3: Rewrite each sentence by using the colon appropriately. One is done for you.

1) There are four seasons summer, monsoon, winter and spring

Ans. There are four seasons: summer, monsoon, winter and spring.

2) School starts at 11 30 a.m. sharp.

Ans. School starts at 11:30 a.m. sharp.

3) I have two favourite ice cream flavours butterscotch and raspberry.

Ans. I have two favourite ice cream flavours: butterscotch and raspberry.

4) Most baked goods have three basic ingredients flour, sugar and butter.

Ans. Most baked goods have three basic ingredients: flour, sugar and butter.

5) There is only one way to succeed hard work.

Ans. There is only one way to succeed: hard work.

6) Mix the oil and vinegar in a 1 2 ratio.

Ans. Mix the oil and vinegar in a 1:2 ratio.

Apostrophe for possession

The **apostrophe** (') is used to show belonging or possession (that something belongs to someone). We use the apostrophe with the letter **-s** to show possession.

Examples:

- The child's ball. incorrect • The child's ball. correct

The apostrophe has been used to show that the ball belongs to the child.

There are four main rules for adding the apostrophe for possession. Let's understand them.

Rule 1 : If the noun is singular, add the apostrophe + -s.

Example : the cap of the bottle = the bottle's cap

Rule 2 : If the noun is plural, add the apostrophe + -s.

Example : writings of women = women's writing

Rule 3 : If the noun is singular and ends in -s, still add the apostrophe + -s.

Example : the wheel of the bus = the bus's wheel

Rule 4 : If the noun is plural and ends in -s, add just an apostrophe.

Example : team of boys = boys' team

Look at the table below for more examples.

Singular nouns	<ul style="list-style-type: none">• The cow's horns were sharp.• Give me Raman's address.
Plural nouns	<ul style="list-style-type: none">• These are men's clothing.• Are these children's books?
Singular nouns ending in -s	<ul style="list-style-type: none">• That bus's wheels were changed.• This is my boss's cabin.
Plural nouns ending in -s	<ul style="list-style-type: none">• These are the pens' lids.• Did you study at a girls' school?

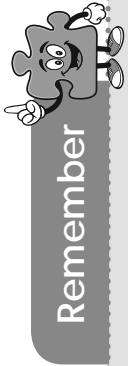
Apostrophe with possessive pronouns

Sometimes, we may get confused between contractions and possessive pronouns.

Remember that possessive pronouns **do not** need the apostrophe.

Examples:

Possessive pronouns			
Correct usage	Incorrect usage	Correct usage	Incorrect usage
✓ yours	✗ your's	✓ theirs	✗ their's
✓ hers	✗ her's	✓ mine	✗ mine's
✓ its	✗ it's	✓ ours	✗ ours' or our's



Difference between plurals, possessives and contractions

- The **plural** form of a word shows that there is 'more than one' of something.
Example: The **candies** were tasty.
- A **possessive noun** or **pronoun** says 'who or what owns or has something'.
Example: The **candy's** wrapper is on the floor.
- **Contractions** are words made by combining two words and leaving out one or more letters. The apostrophe takes the place of the removed letters.
Example: **Weren't** you given any candy?

Exercise 3.4: The apostrophe has been used incorrectly in the following sentences. Rewrite the sentences by using the apostrophe correctly. One is done for you.

- 1) The womens' hockey team won the World Cup this year.

Ans. The women's hockey team won the World Cup this year.

- 2) Ness' watch got lost at the carnival.

Ans. Ness's watch got lost at the carnival.

- 3) The workers's union held a protest last month.

Ans. The workers' union held a protest last month.

- 4) The wizards' hat had bright yellow stars on it.

Ans. The wizard's hat had bright yellow stars on it.

- 5) The grass' colour was slowly changing to yellow as the drought set in.

Ans. The grass's colour was slowly changing to

yellow as the drought set in.

- 6) A koalas' diet consists mainly of eucalyptus leaves.

Ans. A koala's diet consists mainly of eucalyptus

leaves.





Message writing

Rajat received a phone call from his mother's friend while his mother was not at home. Here is the telephonic conversation.

Rajat: Hello?

Woman: Hi, may I speak to Ms Bhatia? I'm her friend Sujata Verma from Galaxy Apartments.

Rajat: Oh! She left for the market a few minutes ago. Anything urgent?


Woman: Yes, could you please tell her that I am caught up with sudden work? I can't join her for the dance practice in the evening. However, we'll meet at the auditorium tomorrow as planned.

Rajat: Sure, I will let her know.

Woman: Thanks a ton! Bye.

Later, Rajat wrote the following message for his mother before leaving for his piano class. Let's look at the format.

Time	15 September	Date
	1:30 p.m.	Person to whom the message is to be conveyed
	Mummy,	
Body of the message	Ms Sujata Verma from Galaxy Apartments called to say that she can't join you for the classical dance practice in the evening. She's caught up with work. She will meet you at the auditorium tomorrow.	
	Rajat	Name of the writer



You have learnt that we write messages to accept or decline invitations. We also write messages to convey thanks, apologies and sympathies.

Another reason to write a message is to communicate important information to a person who cannot be reached or contacted immediately.

Remember the following points while writing a message.

- Make it short and crisp: not more than 50–60 words.
- Write the most important details only.
- Do not add any new information.
- Use indirect or reported speech.

Let us practise identifying important information that should be included in a message.

Miss Mathur: Hi! I am Miss Mathur, Zaara's science tutor. Is Zaara home?

Aiman: Hello, Miss Mathur! I am Zaara's sister, Aiman. Zaara isn't home right now.

M: Oh, OK. I just need you to pass on a message to her.

A: Sure! What should I tell her?

M: Well, Zaara has left her lab manual at the tuition centre. I'm going out of station on Wednesday, so Zaara needs to pick it up before that. I shall be at home till 11:30 in the morning. Please ask her to come before that. Ask her to call me before she leaves.

A: Sure, Miss Mathur, I shall let my sister know. Thank you for taking care of Zaara!

M: Oh, no problem at all! Zaara is a very bright student, and I wouldn't want her academics to suffer. Have a good day, Aiman!

A: Good day to, you too Miss Mathur! Bye!

As Aiman had to attend a party, she left Zaara a note about her conversation with Miss Mathur. However, there were a few things wrong with the message.

Identify the errors in the message and sort them into the given tables.

Saturday, 20 October

4:30 p.m.

Zaara,

Your tutor Ms Mathur called to inform that you've left your lab manual at the tuition centre. She won't be home from Tuesday onwards, so you have to pick it up before that, at a time of your convenience. She also said what a bright student you are and how proud all your teachers are of you.

– Aiman

wrong/unnecessary information

- Saturday (unnecessary information)
- The teacher won't be at home Tuesday onwards. (wrong information)
- at a time of your convenience. (wrong information)
- She also said what a bright student you are and how proud all your teachers are of you. (unnecessary information)

missing information

The teacher will be at home till 11:30 in the morning. Zaara has to go before that. Also, she needs to call the teacher before she goes to her place.

Exercise 4: Avani's brother's friend came over to invite him to his birthday party. However, her brother was not at home. Here is the conversation Avani had with her brother's friend, Karim.

Karim: Hi, I'm Avinash's friend, Karim. Is Avinash home?

Avani: Hi Karim, I'm Avani. I'm sorry, my brother isn't home right now. He has a dentist's appointment. Is it something urgent?

Karim: Oh! I just came to invite him to my birthday party next week. Will you please tell him that it's at my place on Lower Circular Road, next Friday at 6:00 p.m.?

Avani: Certainly! Anything else?

Karim: Oh yes, I almost forgot! The theme of the party is 'My favourite fictional character'.

Avani: OK, I shall tell him.

Karim: Thanks a lot, Avani! Bye.

Now on behalf of Avani, write a message to Avinash to convey what Karim said.

Date: 16 May

Time: 3:00 p.m.

Avinash,

Karim had come to invite you to his birthday party. The party is at his place on Lower Circular Road, next Friday at 6:00 p.m. The theme of the party is 'My favourite fictional character'.

– Avani



Creative Writing

Diary entry

A **diary** is a book in which one can write about things that happen in their lives on a daily basis. One shares their thoughts, feelings, hopes and dreams in their diaries.

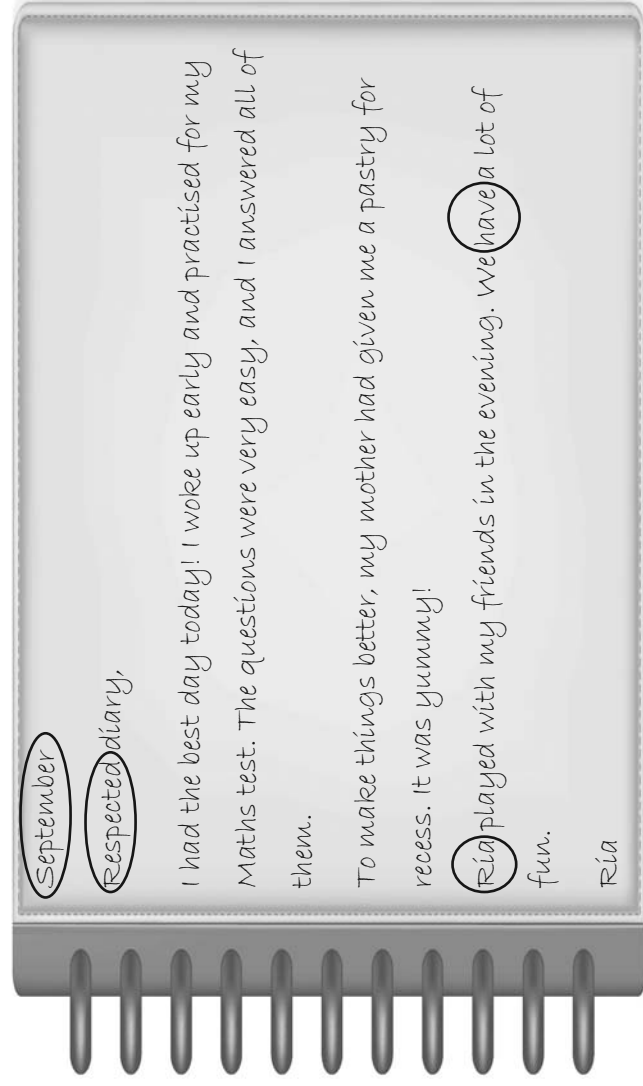
Look at the sample of a diary entry below.

Salutation/Greeting	Friday, 3 August	Day and date
Dear Diary,	My half-yearly exams are going on. I had my English exam today. Even though I studied quite hard for the exam, it did not go as well as I had hoped. I ran out of time and could not finish the last two answers. What hurts even more is that those were writing exercises, and I usually do well in those! Anyway, I have my Science exam on Monday, and I have promised myself that I'll write it quickly from the beginning.	Contents of the diary entry Diary entries are written in first person.
Name	Adil	

Here are the rules to follow while writing a diary entry.

- 1) Mention the day and date at the top. 2) Start with 'Dear Diary'.
- 3) Write in the first person (use 'I'). 4) Write in the past tense.
- 5) Use conversational or informal language.
- 6) End with a wish, hope, decision or conclusion.
- 7) Sign off with the name of the person writing the diary entry.

Now, read the given diary entry and circle the incorrect parts that do not follow the given rules.



Exercise 5: Write a diary entry about a play that you attended. The play was about spreading awareness on the importance of education. Use the hints given below to help you write the diary entry.

Hints:

- Write what the play was about.
- Describe the events of the play.
- Write about how it affected you and what you thought about it.
- Remember to follow the format of a diary entry.

Thursday, 20 January

Dear Diary,

Today was the Annual Day at my school. The class 12 students presented a play on the importance of education in our lives. The play was about a man who received a letter which he couldn't read as he was illiterate. The man did not know what to do. When the postman came the next day, the man asked him to read the letter.

The postman told him that his sister who was in the city had given birth to a baby girl and wanted some money urgently. The man felt bad that he couldn't help his sister immediately. He realised that he could have helped her sooner if he knew how to read and write. So he decided to learn how to read and write. It was an inspiring play, which reminded us why education is important.

Arya

B – Vision-to-Action Plan: 3 The Selfish Giant

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
		•	•				
		•	•				
		•					
	3	•	•				
		•	•				
3	3 4	•	•	•		3 4	
	4	•	•				

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4		•	•				
	6	•	•			6	
		•	•				
			•				

Annual Day:
19/60

Day:
1/5

Actual Date:

Page(s)
11

Important Words

Duration: 1 min

- **Today:** selfish, gaint, bore, trespassers, bloosoms, pearl

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Read out the words given in the 'Listen and Say Aloud' table.
- Explain the meaning of these words to the learners, and ask them to say each word aloud.

Interactive Discussion:

- Discuss the 'Warm Up' questions with the learners.
- Ask learners to think about and share what the word 'selfish' means. You can ask them to share examples of when they, or someone they know, was being selfish. (Avoid making judgements such as good/bad about what the learners share.)
- Introduce the lesson by telling learners that it is about a selfish giant who owns a beautiful garden. Then, read out the first two paragraphs to the learners.

Class Pulse Check

Duration: 2 min



- 1) What does the word 'trespasser' mean?
- 2) What are some words you can use to describe a giant?



Listen and Say Aloud

Words			
selfish	peach	bore	trespassers
prosecuted	spring	hail	perfume



Warm Up

- Do you like observing what grows in gardens?
- Do you think we should share what we have with others?

Let us read a story about a selfish **giant** who owned a beautiful garden.



giant



Reading the Text

Every afternoon, while coming back from school, the children played in the Giant's garden. The Giant was away visiting a long-time friend.



It was a large and lovely garden, with soft green grass on which stood beautiful flowers like stars. There were twelve peach trees which in the springtime broke out into beautiful blossoms of pink and **pearl**. In the autumn, they **bore** rich fruit. The birds on the trees sang so sweetly that the children used to stop their games in order to listen to them.



'How happy we are here!' the children often said to each other.

Then one day, the Giant came back. He saw the children playing in the garden.

'What are you doing here?' he shouted in an angry voice, and the children ran away.

'My garden is my own garden', said the Giant, 'and I will allow nobody to play in it.' So, he built a high wall all around the garden and put up a notice board.



He was a very selfish Giant.

The poor children now had nowhere to play. They **wandered** around the high wall after school and talked about the beautiful garden inside. 'How happy we were there', they said to each other.



The spring came, and the trees were full of beautiful flowers. Only in the selfish Giant's garden, it was still winter. The trees forgot to blossom and the birds did not sing. Even the little flowers slipped back into the ground, as they were as sad as they could be. The snow covered the grass with her great white **cloak**. The **frost** painted all the trees silver.



'Why is the spring so late in coming?' wondered the selfish Giant as he sat at the window and looked out at his cold white garden.

But spring never came, nor did summer. It was always winter and the winds, **hail**, frost and the snow danced through the trees.



One morning, the Giant was lying awake in bed when he heard some lovely

Important Words

Duration: 1 min

- **Last class:** selfish, gaint, bore, trespassers, bloosoms, pearl
- **Today:** wandered, cloak, forest, hail, exclaimed, crept, delight

Transactional Tip(s)

Duration: 28 min



Reading Aloud:

- Nominate learners to quickly summarise the first two paragraphs of the story from the last class.
- Next, ask learners to volunteer to read aloud the story to the class, turn by turn. You may help them with the pronunciation of words that they struggle to read aloud.
- Instruct the class to look at the pictures in the story and guess the meanings of the new words.

Direct Instruction:

- Ask learners to look at the 'Speaking Project' activity on Pg. 15. Divide learners into four groups, and assign one sportsperson to each group.
- Explain the instructions for the activity, and tell the groups to gather the required information as homework. Tell them that they will present the information after two days.

Class Pulse Check

Duration: 1 min



- 1) Why was the Giant away? (Pg. 13, Q. 1)
- 2) What did the Giant do when he saw the children in his garden? (Pg. 13, Q. 2)

Annual Day:
21/60

Day:
3/5

Actual Date:

Page(s)
13,14

music. He saw a bird singing beautifully in the garden and could also smell a delicious perfume coming in through the window.

'I believe the spring has come at last!' **exclaimed** the Giant. He jumped out of bed and looked out.



crept

And what did he see?

He saw the most wonderful sight. Through a little hole in the wall the children had **crept** in, and they were sitting on the branches of the trees. In every tree that he could see, there was a little child. The trees were so glad to have the children back! All the trees had covered themselves with blossoms and were waving their arms gently above the children's heads. The birds were flying about and chirping with **delight**. The flowers were looking up through the green grass and laughing.



delight

The Giant's heart melted as he looked out. 'How selfish I have been!' he said; 'now I know why the spring would not come here.' He was really very sorry for what he had done.

From that day on, people passing by in the evening could see the Giant playing with the children in the most beautiful garden anyone had ever seen.

— Adapted from 'The Happy Prince and Other Tales' by Oscar Wilde

Let Us Discuss

- 1) Why was the Giant away?
- 2) What did the Giant do when he saw the children in his garden?
- 3) What happened to the garden after that?
- 4) How did the children enter the Giant's garden again?



Understanding the Text

Exercise 1: New words

Word	Meaning
giant	
blossoms	

Important Words

Duration: 1 min

- **Last class:** wandered, cloak, forest, hail, exclaimed, crept, delight
- **Today:** –

Transactional Tip(s)

Duration: 27 min



Activity Method:

- Divide the class into groups and explain the public speaking activity under 'Speaking Task' on Pg. 14.
- Invite each group to come forward and present their charts, using the points mentioned in the task. Display the learners' charts in the classroom after the activity is done.

Peer Learning - Group:

- Divide the class into five groups.
- Assign three words given in the 'New words' table to each group.
- Instruct the groups to find the meanings of the assigned words using a dictionary. Ask them to make one sentence using each of the words.
- Ask each group to share the meanings and sentences for the assigned words with the rest of the class.
- Instruct the class to fill up the 'New words' table on Pgs. 13 and 14 as homework.

Class Pulse Check

Duration: 2 min



- 1) What happened to the garden after that? (Pg. 13, Q. 3)
- 2) How did the children enter the Giant's garden again? (Pg. 13, Q. 4)

Annual Day:
21/60

Day:
3/5

Actual Date:

Page(s)
14

Important Words

–

Transactional Tip(s)

–



Word	Meaning
pearl	
bore	
trespassers	
prosecuted	
wandered	
cloak	
frost	
hail	
exclaimed	
crept	
delight	



Speaking Task



Public speaking

The story mentions the seasons of spring, winter and autumn. Think about all the seasons in India and choose the season that you like the most. Make a web chart of your favourite season and the things it reminds you of.

For example, write 'Winter' in the middle and write words associated with winter in the bubbles surrounding it.

Then, prepare and make a presentation in class.

Given below are some pointers.

- Describe the season.
- Explain why it is your favourite season.
- Share what you enjoy doing most during that season.



Class Pulse Check

1) -



Annual Day:
22/60

Day:
4/5

Actual Date:

Page(s)
15,16,17



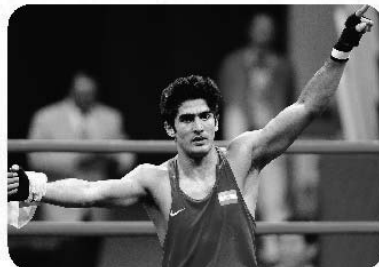
Speaking Project

Indian sports personalities

Given below are pictures of a few famous Indian sports personalities. They have won medals in international sports events and have made India proud. Get into groups of four, choose a sportsperson and collect information about them. Then, present your information in front of the class.

Hints:

- Name the person.
- What sport or game does the person play?
- Share their story.
- In which international events did the person represent India?
- In which events did the person win medals or awards?
- How does this person inspire you?



Important Words

Duration: 1 min

- **Today:** personalities, international

Transactional Tip(s)

Duration: 13 min



Activity Method:

- Ask learners to get into the groups formed two days ago for the 'Speaking Project' activity. Also, instruct them to keep the information they have gathered ready.
- Invite each group to come forward and present the information about the sportsperson assigned to them. Instruct the rest of the class to listen carefully.

Class Pulse Check

1) -





Reading Comprehension

Passage 1

Read the passage and answer the questions given below.

The kingfisher is a small- to medium-sized, colourful bird generally found close to water bodies. There are nearly 100 different species of kingfishers around the world. Kingfishers feed mainly on fish but also eat insects, frogs and crayfish. Kingfisher species that live in the woodlands occasionally eat reptiles, birds and even small mammals.



There are three main types of kingfishers around the globe: river kingfishers, tree kingfishers and water kingfishers. All of them have large heads, long, sharp and pointed bills, short legs and stubby tails.

Kingfishers are well known for their brightly coloured feathers that range in colour from black to red to green. Some species of kingfisher have tufts of feathers on their heads that stick upwards, although many species of kingfishers have smooth, flat feathers that cover their bodies.

Due to their generally small size, kingfishers have many predators wherever they exist around the world. The main predators of the kingfishers are foxes, raccoons, cats and snakes, but kingfishers are also preyed upon by other small mammals and large birds. Many species of kingfisher are considered to be threatened species, as their numbers have been declining due to habitat loss. These threatened kingfisher species inhabit woodlands and forests. Their habitat is being destroyed due to the deforestation that occurs in many areas around the world.

(Source: <http://a-z-animals.com/animals/kingfisher/>)

Important Words

- **Today:** species, crayfish, bill, stubby, predators, raccoons, threatened, declining, deforestation

Transactional Tip(s)

Duration: 16 min



Reading Aloud:

- Divide the class into four or five groups. Instruct the groups to read Passage 1 given under Reading Comprehension. Encourage them to ask you for clarifications if they find any part of the passage difficult.
- Discuss the questions given on Pg. 17 after the passage, and ask learners to write the answers to them as homework.

Class Pulse Check



1) -

Annual Day:
22/60

Day:
4/5

Actual Date:

Page(s)
17

1) What do kingfishers mainly feed on?

Ans. _____

2) Who are the main predators of kingfishers?

Ans. _____

3) Write the comparative forms of each of the adjectives given in brackets.

a) Kingfishers are _____ than eagles. (small)

b) Kingfishers have _____ heads than many other birds. (large)

c) Kingfishers have _____ feathers than many other birds. (bright)

4) The meaning of 'habitat' is _____
_____.

5) Match the words with their correct meanings.

Column A

1) species

2) occasionally

3) predator

Column B

a) sometimes

b) an animal that hunts other animals

c) type or kind

Passage 2

Read the passage and answer the questions given below.

Joginder sat comfortably on a chair and said, 'Well, well. One question at a time, dear. Let me begin by saying that Abraham Lincoln was one of the greatest leaders of America. He was the 16th President of the United States, from 1861 to 1865.' Sarita bent forward and said, 'Daddy, was his father also a President?'

Important Words

–

Transactional Tip(s)

Reading Aloud:



- Divide the class into four or five groups. Instruct the groups to read Passage 1 given under Reading Comprehension. Encourage them to ask you for clarifications if they find any part of the passage difficult.
- Discuss the questions given on Pg. 17 after the passage, and ask learners to write the answers to them as homework.

Class Pulse Check



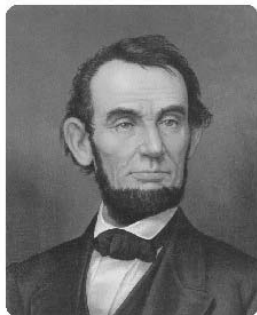
1) –

Annual Day:
23/60

Day:
5/5

Actual Date:

Page(s)
18,19



'No, he wasn't. In fact, Abraham Lincoln was born in a log cabin in Kentucky to Thomas Lincoln and Nancy Hanks Lincoln. Abraham had an older sister and a younger brother who died in their infancy. The Lincolns moved from Kentucky to Indiana due to some land problems in 1817. They made a living by hunting and farming on a small plot of land. When Abraham was nine years old, his mother passed away due to "milk sickness". After a few months, his father remarried. Abraham's stepmother was a strong and affectionate woman named Sarah Bush Johnson. She had three children of her own. Abraham Lincoln grew close to her, and she encouraged him to read.'

Sarita looked shocked. 'But do you mean to say that he never went to school?'

'He was mainly self-educated. He received formal education for just about eighteen months, maybe a few days or weeks at a time. You will be amazed to know that he was very fond of reading. He would often walk miles to borrow books from others.'

'What kind of books did he like to read?'

'He read all the popular books at that time, such as Aesop's Fables, Robinson Crusoe, The Pilgrim's Progress and, of course, the family Bible.'

1) How did the Lincolns make a living?

Ans. _____

2) What kind of books did Abraham Lincoln like to read?

Ans. _____

Important Words

Duration: 1 min

- **Last class:** personalities, international, species, crayfish, bill, stubby, predators, raccoons, threatened, declining, deforestation
- **Today:** infancy, plot, formal

Transactional Tip(s)

Duration: 28 min



Reading Aloud:

- Read aloud Passage 2, given on Pgs. 17 and 18, to the class.
- Learners can be asked to independently read the passage one more time.

Peer Learning - Group:

- Divide the class into four groups, and ask them to work on the questions given after the passage.
- Instruct the groups to be as detailed and accurate as they can.
- Then, ask the groups to share the answers. Provide feedback when required.

Class Pulse Check 1)

Duration: 1 min



- 1) What does the word 'infancy' mean?
- 2) Where was Abraham Lincoln born?

Annual Day:
23/60

Day:
5/5

Actual Date:

Page(s)
19

Important Words

—

Transactional Tip(s)

—



3) Fill in the blanks with the correct articles. Put a ✕ where no article is needed.

a) You will get _____ hour's break on Monday.

b) Ambika's favourite subject in school is _____ Art.

c) She is _____ best swimmer in the school.

4) The meaning of 'encouraged' is _____.

5) Match the words with their correct meanings.

Column A

1) infancy

2) affectionate

3) formal

Column B

a) proper

b) early childhood

c) loving

Class Pulse Check

1) -





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3			
4		3	
		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div>	Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>		
App Report	Number _____	Signature _____	

Teacher Reference: Textbook

Theme: Life Around Us

Lesson 3: The Selfish Giant



Let Us Discuss

1) Why was the Giant away?

Ans. The Giant was away visiting a long-time friend.

2) What did the Giant do when he saw the children in his garden?

Ans. The Giant was angry, and he told the children not to play in his garden. He built a high wall around the garden to prevent the children from entering.

3) What happened to the garden after that?

Ans. After that, it was winter in the Giant's garden throughout the year. Snow covered the grass and trees, and no flowers bloomed.

4) How did the children enter the Giant's garden again?

Ans. The children crept into the garden through a little hole.



Understanding the Text

Exercise 1: New words

Word	Meaning
giant (n.)	a person who is extremely large and strong
blossoms (n.)	pretty flowers
pearl (n.)	a milky white colour

Teacher Reference: Textbook

Word	Meaning
bore (v.)	produced rich fruit or flower
trespassers (n.)	those who enter a place without rightful permission
prosecuted (v.)	lawful action against rule breaking
wandered (v.)	walked around slowly without any purpose
cloak (n.)	a loose piece of clothing worn over one's shoulders
frost (n.)	a thin, white layer of ice that forms when the temperature is below freezing point
hail (n.)	frozen rain
exclaimed (v.)	cried out in surprise and joy
crept (v.)	crawled
delight (n.)	pure happiness

Teacher Reference: Textbook

R1: Reading Comprehension

Passage 1

1) What do kingfishers mainly feed on?

Ans. Kingfishers mainly feed on fish.

2) Who are the main predators of kingfishers?

Ans. The main predators of kingfishers are foxes, raccoons, cats and snakes.

3) Write the comparative forms of each of the adjectives given in brackets.

a) Kingfishers are smaller than eagles. (small)

b) Kingfishers have larger heads than many other birds. (large)

c) Kingfishers have brighter feathers than many other birds. (bright)

4) The meaning of 'habitat' is 'the natural home of a living being'.

5) Match the words with their correct meanings.

Column A

1) species

2) occasionally

3) predator

Column B

a) sometimes

b) an animal that hunts other animals

c) type or kind

Ans. 1) – c); 2) – a); 3) – b)

Passage 2

1) How did the Lincolns make a living?

Ans. The Lincolns made a living by hunting and farming on a small plot of land.

2) What kind of books did Abraham Lincoln like to read?

Ans. Abraham Lincoln liked to read books such as Aesop's Fables, Robinson Crusoe, Pilgrim's Progress and the family Bible.

Teacher Reference: Textbook

3) Fill in the blanks with the correct articles. Put a **x** where no article is needed.

- a) You will get an hour's break on Monday.
- b) Ambika's favourite subject in school is x Art.
- c) She is the best swimmer in the school.
- 4) The meaning of 'encouraged' is 'gave support and confidence'.

(Accept all valid responses.)

5) Match the words with their correct meanings.

Column A	Column B
1) infancy	a) proper
2) affectionate	b) early childhood
3) formal	c) loving

Ans. 1) – b); 2) – c); 3) – a)

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		• Grammar: Common nouns		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
	3	3	3	•
	3	3	3	•
			3	•
			3	•
			3	•
3	3	3	3	•
			3	•
			3	•
4	3	3	3	•
			3	•
			3	•
			3	•
	3	3	3	•
			3	•
			3	•
			3	•
			3	•

B – Vision-to-Action Plan: Module 3

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
	3		•	•		3		
	3		•	•	•	3		
	3 33		•	•		33		
	33 34		•	•		34		
	34 36	3	• •	•				
		3	•		•			
	36 3	3	•	•		3 36	3 36 3	
3	3	3	•	•				
		3	•					
	3	3	•	•		3 3 3	3 4 3	

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus	
						CW	HW		
4	3 4	4	<ul style="list-style-type: none">••	<ul style="list-style-type: none">•					
	4 4		<ul style="list-style-type: none">•	•					
			<ul style="list-style-type: none">•				4 4 4		
	4 43		<ul style="list-style-type: none">•	<ul style="list-style-type: none">•					
	44 4		<ul style="list-style-type: none">•				44 4		

Annual Day:
24/60

Day:
1/5

Actual Date:

Page(s)
31,32,33,34

Module 3



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Suffixes
Grammar	Singular and plural nouns Countable and uncountable nouns
Formal Writing	Friendly letter
Creative Writing	Autobiography



Dictation

Exercise 1.1: Word dictation

1)	2)	3)
4)	5)	6)
7)	8)	9)

31

Important Words

–

Transactional Tip(s)

Duration: 7 min



Practice:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1.1, nominate individual learners to spell out each word so that the class can check the answers.

Class Pulse Check



1) -

Annual Day:
24/60

Day:
1/5

Actual Date:

Page(s)
32

Duration: 1 min

Important Words

- **Today:** consequence, suffixes

Exercise 1.2: Listen and answer

1) What was the name of the strange bird? Where did he live?

Ans. _____

2) What was strange about the bird?

Ans. _____

3) Why did the first head say that he had the first right to eat the fruit?

Ans. _____

4) How did the second head take revenge on the first head?

Ans. _____

5) What was the consequence of eating the poisonous fruit?

Ans. _____



Vocabulary

Suffixes

A **suffix** is a letter or a group of letters added to the end of a word to make a new word. Sometimes, there is a change in the spelling of the new word.

Suffixes '-ive' and '-tion'

1) The suffix '-ive' helps to make adjectives.

Examples:

- digest + ive = digestive
- talk + ive = talkative

Transactional Tip(s)

Duration: 8 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to write the answers to each question given under Ex. 1.2.
- Discuss the answers with the class. Ensure that all the learners write the correct and exact answers to the questions.

Class Pulse Check



1) -

Annual Day:
24/60

Day:
1/5

Actual Date:

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33

2) The suffix '-tion' helps to make abstract nouns.

Examples:

- digest + tion = digestion
- admire + tion = admiration

Exercise 2.1: Word maths time! Form adjectives and abstract nouns by adding the suffixes '-ive' and '-tion' to the given base words.

- 1) protect
- 2) educate
- 3) narrate
- 4) product
- 5) inform
- 6) act

+ -ive or
-tion =

Adjective	Abstract noun
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Suffixes '-less' and '-able'

1) The suffix '-less' lends the meaning 'without any' or 'lacking'.

Examples:

- pain + less = painless (without pain)
- home + less = homeless (lacking or without a home)

2) The suffix '-able' lends the meaning 'worthy' or 'having the ability'.

Examples:

- depend + able = dependable (trustworthy)
- capacity + able = capable (worthy)

Important Words

- **Today:** lacking, worthy

Transactional Tip(s)

Duration: 8 min



Direct Instruction:

- Recall the concept of prefixes and introduce the term 'suffixes' as its opposite.
- Explain that suffixes are groups of letters added to the ends of root words to form new words that are different parts of speech.
- To show this to learners, use the examples in the book and write some of your own on the board.

E.g.: suggest + -ion = suggestion (verb → noun)

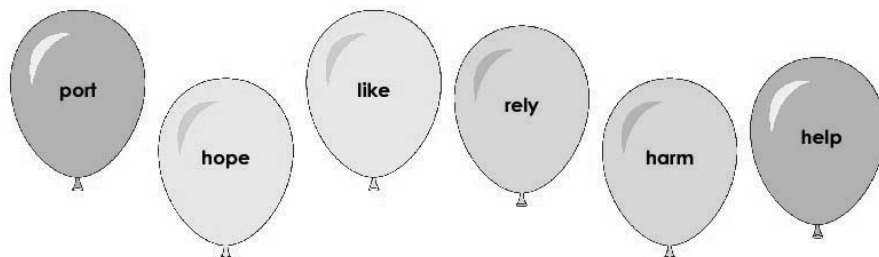
- create + -ive = creative (verb → adjective)
- Ask learners to practise forming words with '-ive' and '-tion' by completing Ex. 2.1 independently.

Class Pulse Check



1) -

Exercise 2.2: These balloons are going to fly off! Draw strings to attach the balloons to the box with the correct suffix to make new adjectives.



-less

-able



Grammar

Singular and plural nouns

This paragraph has many plural nouns. Can you draw stars over them?



The Story of Jim

Once upon a time, there lived a baker named Jim. He baked delicious bread and cakes that were famous across many cities. The rich and the famous came from far and wide in their coaches to buy cakes and loaves of bread from him. Jim loved his customers. He gave them candies and balloons.



Important Words

- Today: port

Transactional Tip(s)

Duration: 5 min



Direct Instruction:

- Discuss the usage of the suffixes '-less' and '-able' using the examples given on Pg. 33.
- Divide the class into two groups, and allot them the suffixes '-less' and '-able' respectively.
- Write a number of words on the board, and ask learners to discuss and form new words by adding suffixes to them.
- Nominate individual learners to share their answers with the class.
- Also ask the nominated learners to guess the meanings of the words.
- After this activity, instruct learners to complete Ex. 2.2 independently.

Class Pulse Check

Duration: 1 min



- 1) Choose the correct answers.
specification/specificative, believeless/believable

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Day:
2/5

Actual Date:

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35,36

Other bakers discussed whether Jim had attended secret baking classes. 'Did he use special dishes, spoons and knives?'

Nobody knew for sure. There were two colourful boxes on the top shelves of Jim's shop. Everyone tried to guess what was inside them. Many years later, after Jim's death, the colourful boxes were finally opened. Two small chits were found, one in each box. They read 'Bake with love' and 'Bake slowly and happily'. Everyone remembered kind Jim, and there were echoes of 'Long live Jim! We love you, Jim!' in the streets.

Remember



- The plurals of many nouns are formed by adding **-s** to the ends of words.
- To form the plural forms of words that end in **-x**, **-o**, **-s**, **-ch**, **-sh** or **-ss**, we add **-es** to the ends of the words.
Examples: tax – taxes, buffalo – buffaloes, lens – lenses, church – churches, bush – bushes, kiss – kisses
- To form the plural forms of words that end in a consonant + **-y**, we drop the **y** and add **-ies**.
Examples: family – families, party – parties, diary – diaries, enemy – enemies
- To form the plural forms of words that end in **-f** or **-fe**, we change **-f** or **-fe** to **-ve** and then add **-s**. For some exceptions, we add **-s** to make the plural forms of words that end in **-f** or **-fe**.
Examples: knife – knives, thief – thieves, roof – roofs, chief – chiefs
- Some words do not change at all when they are converted into their plural forms.
Examples: sheep – sheep, fish – fish, deer – deer, trout – trout, aircraft – aircraft

Irregular plurals without rules

Many words form their plurals in different ways. They do not follow any of the previous rules.

Examples:

Singular	Plural	Singular	Plural
tooth	teeth	foot	feet
die	dice	goose	geese

Important Words

Duration: 1 min

- Last class:** consequence, suffixes, lacking, worthy, port
- Today:** coaches, echoes, lenses, trout, cacti

Transactional Tip(s)

Duration: 19 min



Monitoring Comprehension:

- Read out the paragraph under 'Singular and plural nouns' slowly and clearly to the class.
- As the paragraph is being read out, ask learners to mark the plural nouns.
- Then, divide the class into three groups.
- Allot the plurals '**-s**'/'**-es**', '**-ves**' and '**-ies**' to each group respectively.
- As you read, nominate individual learners to point out the type of plural nouns their group has been assigned.
- Also, instruct learners to change the words into their singular forms.
- Revise the rules of forming all types of plurals using the information in the 'Remember' box on Pg. 35.
- Discuss with learners irregular plurals, which do not follow any rules, by referring to the tables given on Pgs. 35 and 36.
- Distribute coloured chart paper sheets and markers among learners.
- Ask them to make charts with pictures of the irregular plurals they have just learnt.

Class Pulse Check

Duration: 1 min



- 1) What are the plurals of 'life', 'country', 'family' and 'house'?

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Singular	Plural	Singular	Plural
mouse	mice	ox	oxen
cactus	cacti	man	men
woman	women	child	children
person	people	medium	media

Exercise 3.1: Tick the correct plural forms of the nouns from the options given in brackets. One is done for you.

- 1) man – (man/men/mans) 2) trout – (treet/trout/trouts)
3) medium – (medii/median/media) 4) fish – (fishoes/fish/fishes)
5) goose – (gooss/geese/gooses) 6) ox – (oxen/oxex/oxes)

Exercise 3.2: Rewrite the sentences by changing the singular nouns into their plural forms. Make changes to the sentences so that they are grammatically correct. One is done for you.

- 1) Smita went to the dentist to get her tooth checked.

Ans. Smita went to the dentists to get her teeth checked.

- 2) The girl chased the goose away.

Ans. _____

- 3) This person is protesting against the president.

Ans. _____

- 4) The child was playing with his toy car.

Ans. _____



Important Words

- **Today:** media, protesting, flight attendant

Transactional Tip(s)

Duration: 8 min



Practice:

- Revise the various plural forms learnt previously.
- Ask learners to complete Ex. 3.1 independently.
- Discuss the answers once all learners have finished the exercise.
- Instruct learners to complete Ex. 3.2 as homework.

Class Pulse Check

Duration: 1 min



- 1) Which word among 'person' and 'thief' does not follow any specific rule while being changed to its plural form?

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Day:
3/5

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Page(s)
37,38

5) The woman over there wants to meet the manager.

Ans. _____

6) The flight attendant loaded the aircraft with food.

Ans. _____

Countable and uncountable nouns

Remember



- Anything, singular or plural, that can be counted is called a **countable noun**.
- We use 'a', 'an' and 'one' before singular countable nouns.
- We use words such as 'any', 'many', 'a few' and numbers greater than one before plural countable nouns.
- Many nouns, such as names of materials (plastic), food items (juice), resources (coal) and abstract ideas (love, happiness, information), cannot be counted. They are called **uncountable nouns**.
- Uncountable nouns do not have plural forms. We cannot use 'a', 'an' or numbers before uncountable nouns.
- To show the quantity of uncountable nouns, we use words such as 'some', 'any', 'a bag of', 'a lot of', 'much' and 'less'.

Making uncountable nouns countable

An uncountable noun can be counted if we add a countable noun before it.

Examples: • I have **three packets** of rice. • Soha has **a few pieces** of jewellery.

In the above sentences, the words 'three packets' and 'a few pieces' make the uncountable nouns **rice** and **jewellery** countable.

Important Words

Duration: 1 min

- Last class:** coaches, echoes, lenses, trout, cacti, media, protesting, flight attendant
- Today:** resources, coal

Transactional Tip(s)

Duration: 17 min



Interactive Discussion:

- Ask learners to count the number of people in class and to count the amount of happiness in class.
- Explain the difference between countable and uncountable nouns through the answers they give.

E.g.: 30 people and a lot of happiness

- Bring to their attention that words such as 'a', 'an', 'a few' and numbers are used with countable nouns whereas quantities such as 'a little', 'much' and 'a lot of' are used with uncountable nouns.
- Refer to the points given in the 'Remember' box to further revise countable and uncountable nouns.
- Discuss how an uncountable noun can be made countable by adding a countable noun before it. Use the examples given at the bottom of Pg. 37 to make learners understand how uncountable nouns can be made countable.

Class Pulse Check

Duration: 1 min



- 1) Can we count 'garbage' or 'classrooms'?

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26/60

Day:
3/5

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Page(s)
38

Important Words

–

Exercise 3.3: Write whether the given nouns are countable or uncountable. One is done for you.

fire men food spectacles cups of coffee sunshine

Countable

- 1) _____
- 2) _____
- 3) _____

Uncountable

- 1) fire _____
- 2) _____
- 3) _____

Exercise 3.4: Read the sentences given below and write whether the common nouns are countable (C) or uncountable (U). There may be more than one noun in each sentence. One is done for you.

- 1) Seema spread jam on the bread.

Ans. jam – U and bread – U

- 2) Do you think the cat drank the milk?

Ans. _____

- 3) Pass me some sugar, please!

Ans. _____

- 4) Don't make noise; the baby is sleeping.

Ans. _____

- 5) Anish served them some tea.

Ans. _____

- 6) He fried the vegetables in oil.

Ans. _____



Transactional Tip(s)

Duration: 10 min



Questioning:

- Read out the words given under Ex. 3.3.
- Nominate learners to sort the nouns into countable and uncountable nouns.
- Ask learners to also explain why they have said that a noun is countable or uncountable.

E.g.: Sunshine is uncountable because we cannot say 'one sunshine' or 'a sunshine'. Sunrays can be counted, but not sunshine. We can only say 'a lot of sunshine' or 'some sunshine'.

- Once this activity is done, ask learners to write the correct nouns in the correct columns under Ex. 3.3.
- Instruct learners to complete Ex. 3.4 as homework.

Class Pulse Check

Duration: 1 min



- 1) Change the following uncountable nouns into countable nouns.
water, bread

Annual Day:
27/60

Day:
4/5

Actual Date:

Page(s)
39,40,41,42



Formal Writing

Friendly letter

Think about how you communicate with different types of people. You use a certain tone when you communicate with your friends. Do you use the same tone, words and phrases to communicate with your parents or teachers? Read extracts from two letters to understand the differences between friendly and formal letters.



Dear Mridula,

How are you? We are all fine. This Diwali, everybody in the colony is putting up a big show. I know that you will enjoy it. Why don't you come over for the Diwali holidays? Please do come! Let me know soon.

Lots of love,
Rahul

Dear Sir,

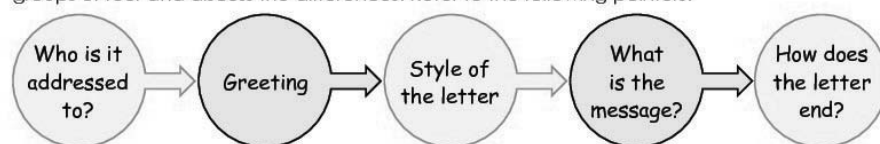
I read in the local newspaper that you have set up a new Kids Club. I am very interested to join it. I would be grateful if you could share more information. Kindly include details about the location, timing, cost and eligibility as well.

Looking forward to your response.

Yours sincerely,
Mehek Chawla



What are the differences between the two letters written by Rahul and Mehek? Get into groups of four and discuss the differences. Refer to the following pointers.



Important Words

Duration: 1 min

- **Last class:** resources, coal
- **Today:** communicate, eligibility

Transactional Tip(s)

Duration: 10 min



Peer Learning - Group:

- Ask learners to think about how they would talk to their friends or siblings as opposed to how they would address their school principal.
- Point out that the tone used in the first case is casual and informal, while in the second case it is serious and formal.
- Make the differences between formal and friendly letters clear by asking learners to first read the extracts from the friendly and formal letters given on Pg. 39.
- Then, split the class into groups, and ask the groups to discuss the differences using the points given at the bottom of Pg. 39.

Class Pulse Check

Duration: 1 min



- 1) What are the different ways you can greet in a friendly letter?

Annual Day:
27/60

Day:
4/5

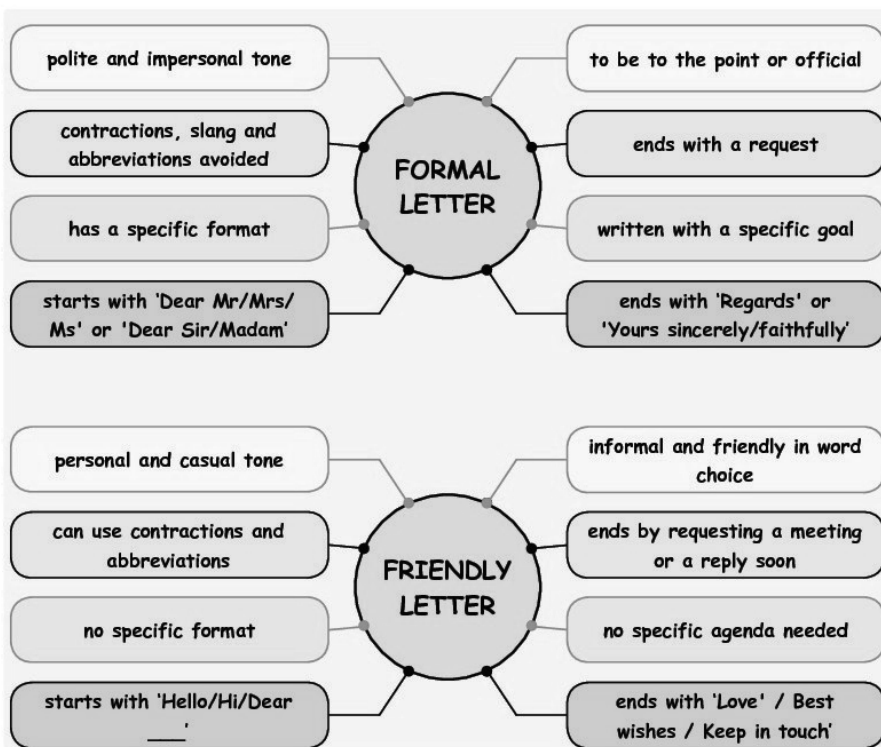
Actual Date:

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40

We write letters for different purposes. We write letters to our friends or to request our teacher to give permission for leave when we are sick. We send different letters based on whom we are addressing them to.

Formal letters are written to an adult, a person of authority or somebody that we are not close to. **Friendly letters** are written to friends, family or somebody we are familiar with.

Let us look at some differences between the two forms of letters.



Let us practise writing a friendly letter in this module.

Important Words

- **Today:** authority, slang, abbreviations

Transactional Tip(s)

Duration: 7 min



Peer Learning - Group:

- Ask learners to remain in their groups and silently read the main points of difference between formal and friendly letters.
- Within their groups, ask them to check whether they have previously discussed any of these points.

Class Pulse Check

Duration: 1 min



- 1) Do we write a formal or a friendly letter to ask a friend to join us for a holiday?

Annual Day:
27/60

Day:
4/5

Actual Date:

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41

Read the given sample of a friendly letter carefully. Name the different parts of the letter and study its format.

Is there a need to include the address of the person you are writing to? Yes/No	B 12/3 Purbasha Estate Shillong	
	22 July 2022	
	Dear Ruman,	
	How are you? Uncle told me that you regularly participate in skating competitions now. That sounds very interesting!	
	Thank you for the great gift you sent for Grandma. She is still recovering from her ankle injury and has not been able to walk properly ever since. But now, with the help of your walker, she has started to practise walking again. It really is very useful!	
	Visit us soon so that we can talk more.	
	Lots of love, Bharat	

Exercise 4: In the morning, Rahul had a fight with his friend Shyam about who the better football player between the two was. By evening, Rahul started to feel bad and wrote a letter to his friend. Complete the letter by filling in the gaps.

H. No. 12

Mumbai

Important Words

- **Today:** recovering

Transactional Tip(s)

Duration: 10 min



Interactive Discussion:

- Ask learners to examine the sample letter given on Pg. 41.
- Ask learners to study the letter in small groups and identify its different parts.
- Tell learners to discuss the components that make this a friendly letter.
- Nominate individual learners to share their answers with the class.
- Next, read out the letter topic given under Ex. 4 to the class.
- Retain the same groups, and ask them to discuss the various ways in which one could compose such a letter.
- Remind learners to refer to the given prompts for pointers.
- Learners can be asked to complete the letter given under Ex. 4 as homework.

Class Pulse Check



1) -

Annual Day:
27/60

Day:
4/5

Actual Date:

Page(s)
42

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) -



Dear Shyam,

I am writing this letter to _____

Football is a game _____

Football cannot be _____

If both of us were equally good, _____

I promise you that _____

Both of us _____

Your loving friend,

Rahul



Creative Writing

Autobiography

There are various ways in which people record the main events of their lives as well as their thoughts, feelings and emotions. One of the ways to do this is to write an autobiography. An **autobiography** is a book written by a person about their life. Can you think of other types of writing that are personal in nature?

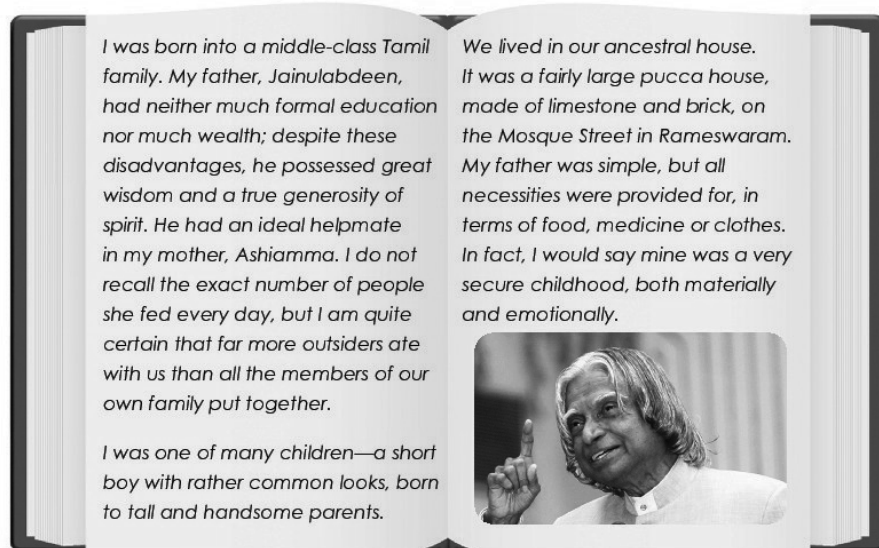
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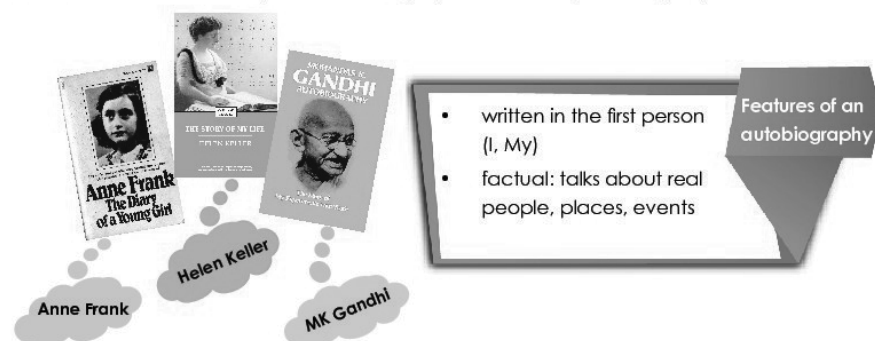
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Page(s)
43,44,45

Now, read an extract from the book *Wings of Fire* by the former President of India, the late Dr APJ Abdul Kalam. Then, answer the questions that follow.



Here are some more examples of autobiographies written by famous people.



Important Words

Duration: 1 min

- **Last class:** communicate, eligibility, authority, slang, abbreviations, recovering
- **Today:** autobiography, former, late, ancestral

Transactional Tip(s)

Duration: 12 min



Interactive Discussion:

- Discuss autobiographies and their purpose.
- Ask learners to think of other forms of writing that are personal in nature, such as diary entries.
- Read aloud the extract given on Pg. 43.
- Nominate learners to share what they have learnt about the former president of India from the extract.
- Share examples of autobiographies written by other famous people.
- Discuss the features of an autobiography given on the same page.

Class Pulse Check

Duration: 2 min



- 1) What is the difference between a biography and an autobiography?

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Page(s)
44

Exercise 5: Answer the questions about the details of the first year of your life. You can consult your parents, grandparents, relatives, older cousins or siblings. Use the details to write an autobiographical account of the first year of your life.

My First Year

Q. When and where were you born?

Ans.

Q. Who was the first person from the family to meet you?

Ans.

Q. Where did you grow up?

Ans.

Q. What is your mother's/father's earliest memory of you?

Ans.

Q. How were you as a child? (naughty, playful, cranky, moody)

Ans.

Important Words

- **Today:** memory, cranky

Transactional Tip(s)

Duration: 15 min



Silent Reading:

- Ask learners to silently read the questions given under Ex. 5.
- Ask them to check which ones they know the answers to.
- Instruct learners to go home and write the answers that they know.
- Then, ask them to find out and write the rest of the answers from their parents or relatives.
- Ask them to write an autobiographical account of the first years of their lives based on the answers to the questions.
- Inform them that they can add more information of their own.
- Instruct learners to complete the exercise as homework.

Class Pulse Check



1) -

Annual Day:
28/60

Day:
5/5

Actual Date: _____

Page(s)
45

Important Words

—

Transactional Tip(s)
-



Class Pulse Check

✓

1) -

1) -

Q.

Which was the first book or story that you read?

Ans.

Module 3 45

45

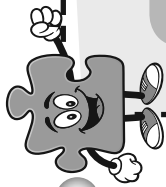


C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
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Module 3



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Suffixes
Grammar	Singular and plural nouns Countable and uncountable nouns
Formal Writing	Friendly letter
Creative Writing	Autobiography



Dictation

Exercise 1.1: Word dictation

1) selfish	2) blossom	3) pearl
4) trespassers	5) cloak	6) frost
7) hail	8) crept	9) chirping

Exercise 1.2: Listen and answer

- 1) What was the name of the strange bird? Where did he live?

Ans. The name of the bird was Bharunda. He lived on a banyan tree near the banks of a river.

- 2) What was strange about the bird?

Ans. The bird had two necks which shared a common stomach.

- 3) Why did the first head say that he had the first right to eat the fruit?

Ans. The first head said that he had the first right to eat the fruit because he found it first.

- 4) How did the second head take revenge on the first head?

Ans. The second head took revenge on the first head by eating a poisonous fruit that went to their common stomach.

- 5) What was the consequence of eating the poisonous fruit?

Ans. After eating the poisonous fruit, both the heads lost their lives.



Vocabulary

Suffixes

A **suffix** is a letter or a group of letters added to the end of a word to make a new word. Sometimes, there is a change in the spelling of the new word.

Suffixes 'ive' and '-tion'

- 1) The suffix '-ive' helps to make adjectives.

Examples:

- digest + ive = digestive
- talk + ive = talkative

- 2) The suffix '-tion' helps to make abstract nouns.

Examples:

- digest + tion = digestion
- admire + tion = admiration

Exercise 2.1: Word maths time! Form adjectives and abstract nouns by adding the suffixes '-ive' and '-tion' to the given base words.

		-ive or -tion	+	=	Adjective	Abstract noun
1) protect	protective				protection	
2) educate	educative				education	
3) narrate	narrative				narration	
4) product	productive				production	
5) inform	informative				information	
6) act	active				action	

Suffixes '-less' and '-able'

- 1) The suffix '-less' lends the meaning 'without any' or 'lacking'.

Examples:

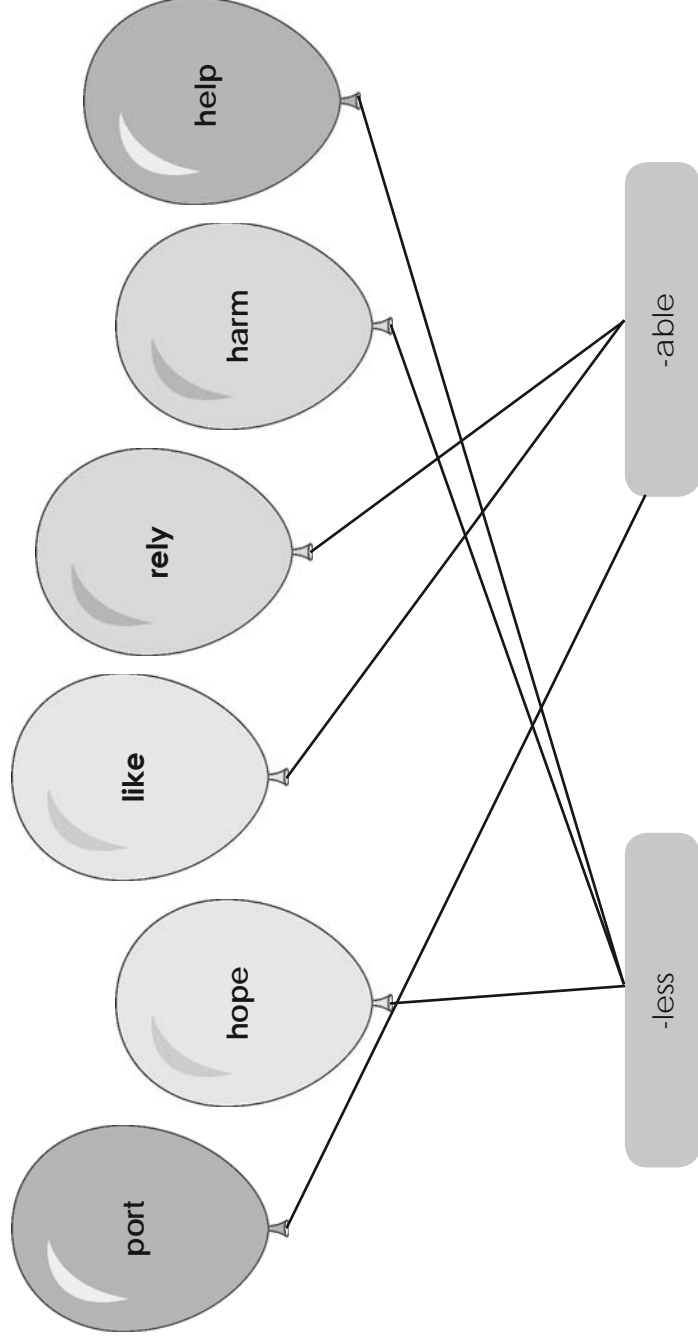
- pain + less = painless (without pain)
- home + less = homeless (lacking or without a home)

- 2) The suffix '-able' lends the meaning 'worthy' or 'having the ability'.

Examples:

- depend + able = dependable (trustworthy)
- capacity + able = capable (worthy)

Exercise 2.2: These balloons are going to fly off! Draw strings to attach the balloons to the box with the correct suffix to make new adjectives.



Grammar

Page 172

Singular and plural nouns

This paragraph has many plural nouns. Can you draw stars over them?



The Story of Jim

Once upon a time, there lived a baker named Jim. He baked
 delicious bread and cakes that were famous across many
 cities. The rich and the famous came from far and wide in
 their coaches to buy cakes and loaves of bread from him. Jim
 loved his customers. He gave them candies and balloons.



★ Other bakers★ discussed whether Jim had attended secret baking classes. 'Did he use★ special dishes,★ spoons and★ knives?'

Nobody knew for sure. There were two★ colourful★ boxes★ on the top★ shelves★ of Jim's shop. Everyone tried to guess what was inside them. Many★ years★ later, after Jim's death, the★ colourful★ boxes★ were finally opened. Two★ small★ chits★ were found, one in each box. They read 'Bake with love' and 'Bake slowly and happily'. Everyone★ remembered★ kind★ Jim, and there were★ echoes★ of 'Long live Jim! We love you, Jim!' in the★ streets.



Remember

- The plurals of many nouns are formed by adding **-s** to the ends of words.
- To form the plural forms of words that end in **-x**, **-o**, **-s**, **-ch**, **-sh** or **-ss**, we add **-es** to the ends of the words.
Examples: tax – taxes, buffalo – buffaloes, lens – lenses, church – churches, bush – bushes, kiss – kisses
- To form the plural forms of words that end in a consonant + **-y**, we drop the **y** and add **-ies**.
Examples: family – families, party – parties, diary – diaries, enemy – enemies
- To form the plural forms of words that end in **-f** or **-fe**, we change **-f** or **-fe** to **-ve** and then add **-s**. For some exceptions, we add **-s** to make the plural forms of words that end in **-f** or **-fe**.
Examples: knife – knives, thief – thieves, roof – roofs, chief – chiefs
- Some words do not change at all when they are converted into their plural forms.
Examples: sheep – sheep, fish – fish, deer – deer, trout – trout, aircraft – aircraft

Irregular plurals without rules

Many words form their plurals in different ways. They do not follow any of the previous rules.

Examples:

Singular	Plural	Singular	Plural
tooth	teeth	foot	feet
die	dice	goose	geese

Singular	Plural	Singular	Plural
mouse	mice	ox	oxen
cactus	cacti	man	men
woman	women	child	children
person	people	medium	media

Exercise 3.1: Tick the correct plural forms of the nouns from the options given in brackets. One is done for you.

- 1) man – (man/men/mans) ✓ 2) trout – (treet/trout/trouts) ✓
- 3) medium – (medii/median/media) ✓ 4) fish – (fishoes/fish/fishes) ✓
- 5) goose – (gooss/geese/gooses) ✓ 6) ox – (oxen/oxex/oxes) ✓

Exercise 3.2: Rewrite the sentences by changing the singular nouns into their plural forms. Make changes to the sentences so that they are grammatically correct. One is done for you.

- 1) Smita went to the dentist to get her tooth checked.

Ans. Smita went to the dentists to get her teeth checked.

- 2) The girl chased the goose away.

Ans. The girls chased the geese away.

- 3) This person is protesting against the president.

Ans. These people are protesting against the presidents.

- 4) The child was playing with his toy car.

Ans. The children were playing with their toy cars.



5) The woman over there wants to meet the manager.

Ans. The women over there want to meet the managers.

6) The flight attendant loaded the aircraft with food.

Ans. The flight attendants loaded the aircraft with food.

Countable and uncountable nouns



Remember

- Anything, singular or plural, that can be counted is called a **countable noun**.
- We use 'a', 'an' and 'one' before singular countable nouns.
- We use words such as 'any', 'many', 'a few' and numbers greater than one before plural countable nouns.
- Many nouns, such as names of materials (plastic), food items (juice), resources (coal) and abstract ideas (love, happiness, information), cannot be counted. They are called **uncountable nouns**.
- Uncountable nouns do not have plural forms. We cannot use 'a', 'an' or numbers before uncountable nouns.
- To show the quantity of uncountable nouns, we use words such as 'some', 'any', 'a bag of', 'a lot of', 'much' and 'less'.

Making uncountable nouns countable

An uncountable noun can be counted if we add a countable noun before it.

Examples: • I have **three packets** of rice. • Soha has **a few pieces** of jewellery.

In the above sentences, the words 'three packets' and 'a few pieces' make the uncountable nouns **rice** and **jewellery** countable.

Exercise 3.3: Write whether the given nouns are countable or uncountable. One is done for you.

fire men food spectacles cups of coffee sunshine

Countable

- 1) men _____
- 2) spectacles _____
- 3) cups of coffee _____

Uncountable

- 1) fire _____
- 2) food _____
- 3) sunshine _____

Exercise 3.4: Read the sentences given below and write whether the common nouns are countable (C) or uncountable (U). There may be more than one noun in each sentence. One is done for you.

- 1) Seema spread jam on the bread.

Ans. jam – U and bread – U

- 2) Do you think the cat drank the milk?

Ans. cat – C milk – U

- 3) Pass me some sugar, please!

Ans. sugar – U

- 4) Don't make noise; the baby is sleeping.

Ans. noise – U, baby – C

- 5) Anish served them some tea.

Ans. tea – U

- 6) He fried the vegetables in oil.

Ans. vegetables – C ; oil – U





Friendly letter

Think about how you communicate with different types of people. You use a certain tone when you communicate with your friends. Do you use the same tone, words and phrases to communicate with your parents or teachers? Read extracts from two letters to understand the differences between friendly and formal letters.



Dear Mridula,

How are you? We are all fine. This Diwali, everybody in the colony is putting up a big show. I know that you will enjoy it. Why don't you come over for the Diwali holidays? Please do come! Let me know soon.

Lots of love,
Rahul



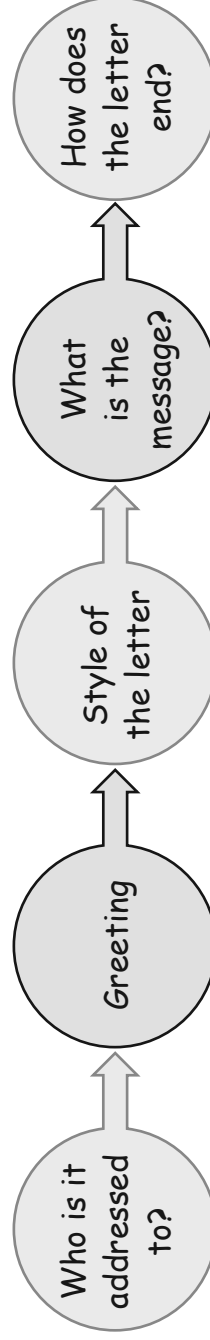
Dear Sir,

I read in the local newspaper that you have set up a new Kids Club. I am very interested to join it. I would be grateful if you could share more information. Kindly include details about the location, timing, cost and eligibility as well.

Looking forward to your response.

Yours sincerely,
Mehek Chawla

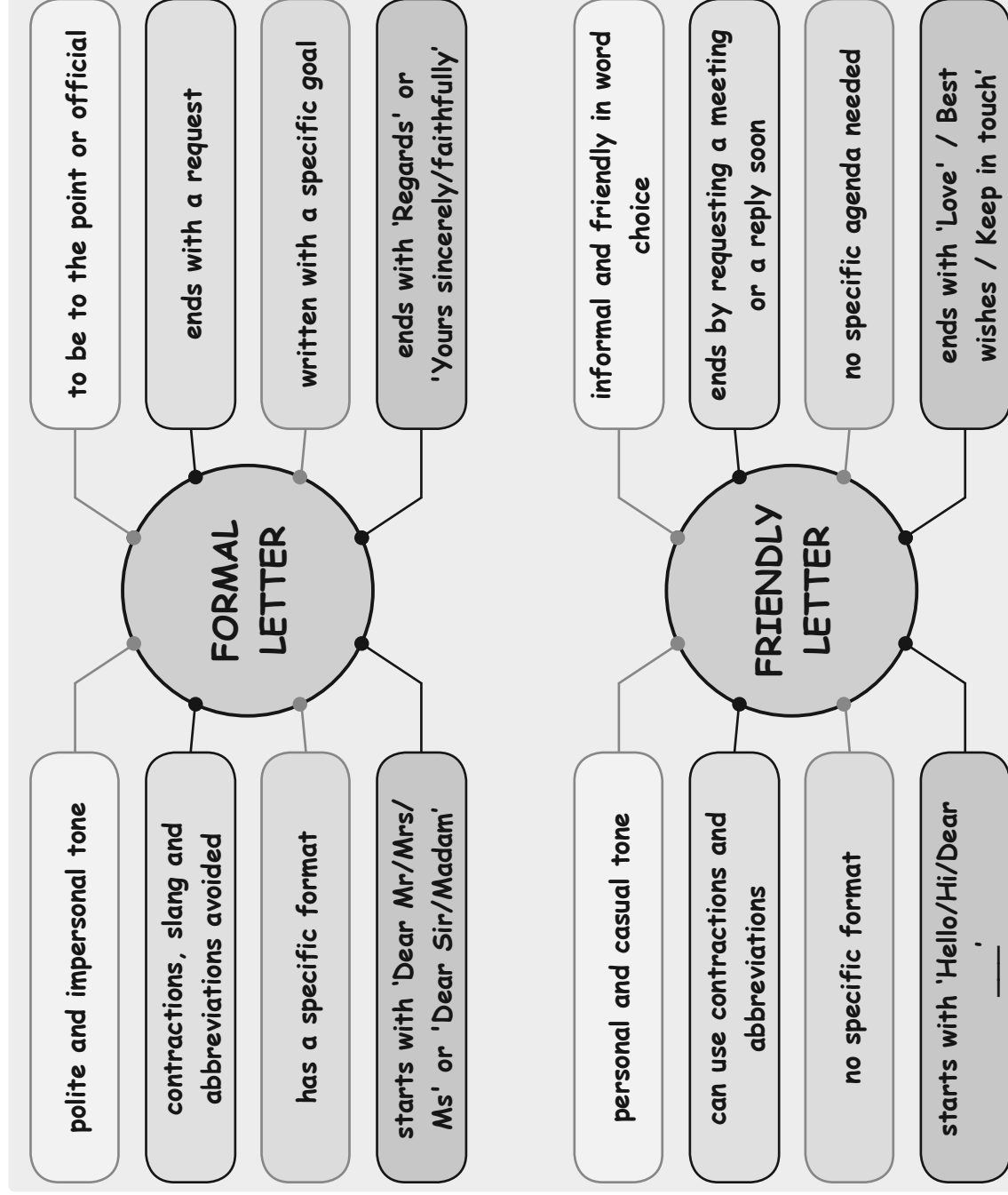
What are the differences between the two letters written by Rahul and Mehek? Get into groups of four and discuss the differences. Refer to the following pointers.



We write letters for different purposes. We write letters to our friends or to request our teacher to give permission for leave when we are sick. We send different letters based on whom we are addressing them to.

Formal letters are written to an adult, a person of authority or somebody that we are not close to. **Friendly letters** are written to friends, family or somebody we are familiar with.

Let us look at some differences between the two forms of letters.



Let us practise writing a friendly letter in this module.

Read the given sample of a friendly letter carefully. Name the different parts of the letter and study its format.

Is there a need to include the address of the person you are writing to? Yes/No	B 12/3 Purbasha Estate Shillong	Sender's address
Greetings/ Salutation	23 July 2019	Date
	Dear Ruman,	
	How are you? Uncle told me that you regularly participate in skating competitions now. That sounds very interesting!	Introduction
	Thank you for the great gift you sent for Grandma. She is still recovering from her ankle injury and has not been able to walk properly ever since. But now, with the help of your walker, she has started to practise walking again. It really is very useful!	
Body	Visit us soon so that we can talk more.	Closing paragraph
Signature (Name)	Lots of love, Bharat	

Exercise 4: In the morning, Rahul had a fight with his friend Shyam about who the better football player between the two was. By evening, Rahul started to feel bad and wrote a letter to his friend. Complete the letter by filling in the gaps.

H. No. 12
 Atharva Colony
 Mumbai
 16 April 2019

Dear Shyam,

I am writing this letter to _____ apologise for the fight that we had this morning. I am really feeling bad about it _____.

Football is a game _____ that is fun to play. I am sorry about forgetting this and fighting with you during the game _____.

Football cannot be _____ played alone. Without a friend like you, playing football would be very boring _____.

If both of us were equally good, _____ all the time, then such a game would never end! That is why, somebody has to lose for another person to win. It is as simple as that _____.

I promise you that _____ I won't fight with you again. I will be waiting for you near the stadium tomorrow, and I'm sure you will come _____.

Both of us _____ are wonderful football players. I am sure that we will carry the winners' trophy back home in next week's game. So let us make up and practise hard _____.

Your loving friend,

Rahul



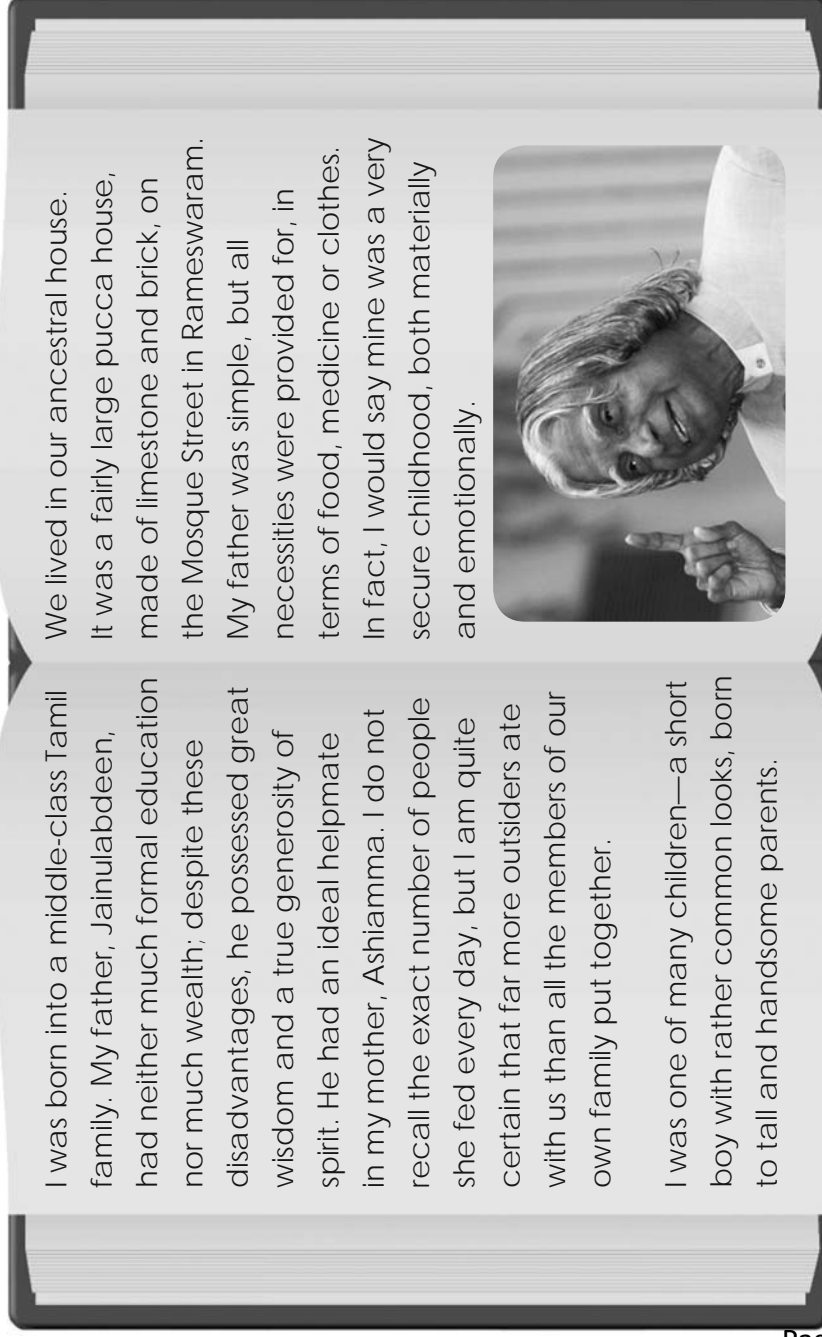
Creative Writing

Autobiography

There are various ways in which people record the main events of their lives as well as their thoughts, feelings and emotions. One of the ways to do this is to write an autobiography. An **autobiography** is a book written by a person about their life. Can you think of other types of writing that are personal in nature?

Other types of writing that are also personal in nature are diaries, journals and memoirs. _____

Now, read an extract from the book *Wings of Fire* by the former President of India, the late Dr APJ Abdul Kalam. Then, answer the questions that follow.



Here are some more examples of autobiographies written by famous people.



Features of an autobiography

- written in the first person (I, My)
- factual: talks about real people, places, events

Exercise 5: Answer the questions about the details of the first year of your life. You can consult your parents, grandparents, relatives, older cousins or siblings. Use the details to write an autobiographical account of the first year of your life.

My First Year

Q.

When and where were you born?

Ans.

I was born on 25th December in a town called Shimla in Himachal Pradesh.

Q.

Who was the first person from the family to meet you?

Ans.

My mother tells me that the first people to meet me were my grandparents.

Q.

Where did you grow up?

Ans.

I lived in Shimla when I was very small.

Q.

What is your mother's/father's earliest memory of you?

Ans.

My mother tells me that I never slept at night for the first few months.

Q.

How were you as a child? (naughty, playful, cranky, moody)

Ans.

My mother says I was not a naughty child. I was a quiet child.

Q.

Which was the first book or story that you read?

Ans.

The first story I read was Clifford's Day with my father.

I was born on 25th December in a small town called Shimla in Himachal Pradesh. It was

Christmas and it was snowing outside. On my last birthday, my mother shared stories about

my birth. She told me that everyone was very excited the day I was born. The first people

who came to meet me were my grandparents and father. When I was small I lived with my grandparents in Shimla.

My mother says for the first few months I never slept in the nights and she was always very

tired. She also shared that she loved to play with me. I started crawling early. I was very

curious and tried to explore new places and put everything in my mouth. She never left me alone. Both my parents were very careful and loving.

When I asked her more about my early years she told me that I was not a naughty child,

rather I was a quiet child who loved listening to stories and playing with my stuffed toys. My

mother used to read out stories about Peppa Pig and Clifford the dog. I remember asking

my parents to read the stories again and again. On my sixth birthday, my father gifted me

a Clifford storybook. It was called Clifford's Day with Dad. This was also the first story which I read all by myself when I was seven years old.

B – Vision-to-Action Plan: 4 A Merry Christmas

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
		.	.				
		.	.				
		.					
		.	.				
		.	.				
3	3	.	.		3		
	3 4	.	.		3 4	3 4	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4		•	•		4		
		•	•				

Annual Day:
29/60

Day:
1/4

Actual Date:

Page(s)
20



Listen and Say Aloud

Words

lecturing	exclaimed	cologne	shrieking
frantically	melodramatic	despairing	groan



Warm Up

- Is your family small or large? Tell your class about your family.
- If you were to gift something to your family members, what would you give and why?

Let us read an excerpt from the famous novel *Little Women* about four sisters and their plans to buy gifts for their **Marmee** (mother).

Important Words

Duration: 1 min

- **Today:** merry, exclaimed, groan, marmee, blaze

Transactional Tip(s)

Duration: 28 min



Reading Aloud:

- Read aloud the words given in the 'Listen and Say Aloud' table.
- Ask the learners to repeat the words after you.

Interactive Discussion:

- Discuss the 'Warm Up' questions with the learners.
- Ask learners when they have exchanged gifts with someone in their family. Ask them to think about how they feel when they give or receive gifts and why they feel this way.
- Ask learners to volunteer to share their responses with the class. Ask the rest of the class to listen carefully.
- Introduce the lesson to the learners by reading the first two paragraphs of the text.

Class Pulse Check

Duration: 1 min



- 1) What does the word 'merry' mean?
- 2) Have you ever gifted anything to your parents?

Annual Day:
30/60

Day:
2/4

Actual Date:

Page(s)
21,22



Reading the Text

This is the story of the March family. It consists of four sisters Meg, Jo, Beth and Amy. Their father is away fighting the war, and they live with their mother. Christmas is around the corner, and they are planning to buy gifts for their Marmee and practising for a play on Christmas Eve.

The clock struck six, and Beth put a pair of slippers down to warm. Marmee was coming, and everyone brightened to welcome her. Meg stopped lecturing, and lighted the lamp; Amy got out of the easy chair without being asked; Jo forgot how tired she was as she sat up to hold the slippers nearer to the **blaze**.

'They are quite worn out. Marmee must have a new pair', said Jo.

'I thought I'd get her some with my dollar', said Beth.

'No, I shall!' cried Amy.

'I'm the oldest', began Meg, but Jo cut in with 'I'm the man of the family now that Papa is away, and I shall provide the slippers, for he told me to take special care of Marmee while he was gone.'

'I'll tell you what we'll do', said Beth, 'let's each get her something for Christmas, and not get anything for ourselves.'

'That's like you, dear! What will we get?' exclaimed Jo.

Everyone thought for a minute, and then Meg announced, 'I shall give her a nice pair of gloves.'



hemmed

'Army shoes, best to be had', cried Jo.

'A few handkerchiefs, all **hemmed**', said Beth.

'I'll get a little bottle of **cologne**. She likes it, and it won't cost much, so I'll have some money left to buy my pencils', added Amy.



cologne

'How will we give these things?' asked Meg.

'Put them on the table, and bring her in and see her open the bundles. Don't you remember how we used to do so on our birthdays?' answered Jo.

'I used to be so frightened when it was my turn to sit in the chair and see you all come marching round to give the presents with a kiss. I liked the things and the kisses, but it was dreadful to have you sit looking at me while I opened the bundles', said Beth, who was **toasting** her face and the bread for tea at the same time.



toasting

Important Words

Duration: 1 min

- **Last class:** merry, exclaimed, groan, marmee, blaze
- **Today:** hemmed, cologne, toasting

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Nominate one or two learners to quickly summarise the first two paragraphs of the story from the previous class.
- Instruct learners to take turns to read the story aloud to the class. Tell them when to stop, and ask the next learner to continue reading. Help them if they struggle with new words.
- Encourage the class to guess the meanings of the new words by looking at the pictures given along with the story.

Monitoring Comprehension:

- After the class has finished reading the story, ask them if they can think of any words to describe the four sisters, based on what they say and do in the story.
- Ask learners to volunteer to share what they think with the rest of the class.

Class Pulse Check

Duration: 2 min



- 1) What was Beth going to gift Marmee? (Pg. 22, Q. 1)
- 2) What did Amy want to do with the money she would be left with? (Pg. 22, Q. 2)

Annual Day:
30/60

Day:
2/4

Actual Date: _____

Page(s)
22

'Let Marmee think we are getting things for ourselves, and then we'll surprise her. We must go shopping tomorrow afternoon, Meg. There is so much to do about the play for Christmas night', said Jo.

'I don't mean to act any more after this time. I'm getting too old for such things', observed Meg.

'You won't stop, I know, as long as you can trail round in a white gown with your hair down, and wear gold-paper jewellery. You are the best actress we've got, and there'll be an end of everything if you quit', said Jo. 'We ought to rehearse tonight. Come here, Amy, and do the fainting scene, for you are as stiff as a **poker** in that.'



'I can't help it. I never saw anyone faint, and I don't choose to make myself all **black and blue**, tumbling flat as you do. If I can go down easily, I'll drop. If I can't, I shall fall into a chair and be graceful', returned Amy, who was chosen because she was small enough to be carried out of the room shrieking by the villain of the piece.



clasp

'Do it this way. **Clasp** your hands so and **stagger** across the room, crying **frantically**, "Save me! Save me!", and away went Jo, with a **melodramatic** scream that was truly thrilling.

Amy followed, but she poked her hands out stiffly before her and **jerked** herself along as if she went by machinery. Jo gave a despairing groan, Meg laughed outright, and Beth let her bread burn as she watched the fun with interest.

— Adapted from *Little Women* by Louisa May Alcott

Let Us Discuss

- 1) What was Beth going to gift Marmee?
- 2) What did Amy want to do with the money she would be left with?
- 3) How is Amy in the fainting scene according to Jo?
- 4) Why did Beth's bread get burned?



Important Words

- **Today:** poker, black and blue, clasp, stagger, frantically, melodramatic, jerked

Transactional Tip(s)



Class Pulse Check



- 1) -

Annual Day:
31/60

Day:
3/4

Actual Date:

Page(s)
23,24



Understanding the Text

Exercise 1: New words

Word	Meaning
Marmee	
blaze	
hemmed	
cologne	
toasting	
poker	
black and blue	
clasp	
stagger	
frantically	
melodramatic	
jerked	

Exercise 2: Literature comprehension

1) What did Beth, Meg, Amy and Jo do when it was time for their mother to come home?

Ans. _____

2) What did all the girls want to buy for Marmee at first?

Ans. _____

Important Words

Duration: 1 min

- **Last class:** hemmed, cologne, toasting, poker, black and blue, clasp, stagger, frantically, melodramatic, jerked
- **Today:** –

Transactional Tip(s)

Duration: 27 min



Peer Learning - Group:

- Divide the class into four groups, and conduct a quiz on the 'New words' table.
- Ask the class to discuss the meanings of the words in their groups and write them down along with example sentences.
- Then, ask the groups to share the meanings and sentences.

Interactive Discussion:

- Discuss the answers for Exs. 2 and 3 with the class as a whole, and ask learners to mark the answers to the questions in their books.
- They can then start writing the answers for Ex. 2 in class and complete Ex. 3 as homework.

Class Pulse Check

Duration: 2 min



- 1) How is Amy in the fainting scene according to Jo? (Pg. 22, Q. 3)
- 2) Why did Beth's bread get burned? (Pg. 22, Q. 4)

Annual Day:
31/60

Day:
3/4

Actual Date:

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24

3) How did the girls decide to give the gifts to their Marmee?

Ans. _____

4) Who according to Jo is the best actress? What will happen if she stopped acting?

Ans. _____

Exercise 3: Reference to context

Read the sentences from the story and answer the questions.

1) 'I'm the man of the family now that Papa is away, and I shall provide the slippers, for he told me to take special care of Marmee while he was gone.'

a) Who says this and to whom?

Ans. _____

b) Where has Papa gone?

Ans. _____

c) What has happened to Marmee's slippers?

Ans. _____

2) 'I don't mean to act any more after this time. I'm getting too old for such things'

a) Who is speaking?

Ans. _____

b) What does 'this time' refer to?

Ans. _____

Important Words

—

Transactional Tip(s)



—

Class Pulse Check



1) -

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Exercise 4: Value-based questions – Judgement and appreciation

- 1) Do you think the girls loved their mother? State any one incident from the story to support your answer.

Ans. _____

- 2) What kind of a family was the March family? Describe in your own words.

Ans. _____



Speaking Task



Role play

Let us continue with the story. Divide your class into groups of five. Imagine the scene in which the girls are giving gifts to their Marmee. What would they say? How would they surprise their Marmee? What would her reaction be like?

Each group enacts the scene. The groups can also decide to change the gifts that each sister gives to their mother.

Important Words

Duration: 1 min

- **Today:** role play, appreciation

Transactional Tip(s)

Duration: 28 min



Activity Method:

- Divide the class into groups of five. Read out the topic for the role play activity under 'Speaking Task'.
- Ask each group to discuss what they would like to show in their scene. Then, instruct them to enact the scene before the whole class.
- Provide constructive feedback on the performance, in terms of voice modulation, dialogues and expressions.

Peer Learning - Pair :

- Divide the class into pairs and ask them to discuss the questions given under Ex. 4.
- Ask the pairs to share their answers. Then, instruct learners to write the answers for Ex. 4.

Class Pulse Check

Duration: 1 min



- 1) What does 'role play' mean?



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3			
4			

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div>	Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>		
App Report	Number _____	Signature _____	

Teacher Reference: Textbook

Theme: Art and Culture

Lesson 4: A Merry Christmas



Let Us Discuss

1) What was Beth going to gift Marmee?

Ans. Beth was going to gift a few hemmed handkerchiefs to Marmee.

2) What did Amy want to do with the money she would be left with?

Ans. Amy wanted to buy pencils with the money that she would be left with.

3) How is Amy in the fainting scene according to Jo?

Ans. According to Jo, Amy is as stiff as a poker in the fainting scene.

4) Why did Beth's bread get burned?

Ans. Beth's bread got burned because she was watching Meg doing the fainting scene. She was watching the fun with much interest, and forgot about the bread.



Understanding the Text

Exercise 1: New words

Word	Meaning
Marmee (n.)	an affectionate way of calling one's mother
blaze (n.)	a large fire
hemmed (v.)	folded back and sewn down
cologne (n.)	a light perfume that does not have a strong smell

Teacher Reference: Textbook

Word	Meaning
toasting (v.)	warming oneself by being close to a fire or another source of heat
poker (n.)	a straight metal rod for moving coal or wood
black and blue (adj.)	having dark marks on one's skin because of being hit or injured
clasp (v.)	to hold tightly with one's hands or arms
stagger (v.)	move unsteadily from place to place
frantically (adv.)	fearfully and worriedly
melodramatic (adj.)	extremely dramatic or emotional
jerked (v.)	moved suddenly and sharply

Exercise 2: Literature Comprehension

1) What did Beth, Meg, Amy and Jo do when it was time for their mother to come home?

Ans. Beth put a pair of slippers down to warm. Meg stopped lecturing and lighted the lamp. Amy got out of the easy chair without being asked. Jo forgot how tired she was as she prepared to hold the slippers closer to the blaze.

2) What did all the girls want to buy for Marmee at first?

Ans. All the girls wanted to buy Marmee a pair of slippers.

3) How did the girls decide to give the gifts to their Marmee?

Ans. The girls decided to put the gifts on the table and watch Marmee open them. They wanted to surprise her after letting her think that the gifts were for the girls.

4) Who according to Jo is the best actress? What will happen if she stopped acting?

Ans. According to Jo, Meg is the best actress. Everything would end if Meg stopped acting.

Teacher Reference: Textbook

Exercise 3: Reference to context

Read the sentences from the story and answer the questions.

- 1) 'I'm the man of the family now that Papa is away, and I shall provide the slippers, for he told me to take special care of Marmee while he was gone.'

- a) Who says this and to whom?

Ans. Jo said this to her sisters.

- b) Where has Papa gone?

Ans. Papa has gone to fight in the war.

- c) What has happened to Marmee's slippers?

Ans. Marmee's slippers are worn out.

- 2) 'I don't mean to act any more after this time. I'm getting too old for such things.'

- a) Who is speaking?

Ans. Meg is speaking.

- b) What does 'this time' refer to?

Ans. 'This time' refers to the play they will be doing on Christmas.

Exercise 4: Value-based questions – Judgement and appreciation

- 1) Do you think the girls loved their mother? State any one incident from the story to support your answer.

Ans. Learner's response

Sample: Yes, the girls loved their mother. When it was time for their mother to join them, they all brightened up to welcome her. Beth put a pair of slippers down to warm. Meg stopped lecturing and lighted the lamp. Amy got out of the easy chair without being asked. Jo forgot

Teacher Reference: Textbook

how tired she was as she prepared to hold the slippers closer to the blaze. This shows how much the girls loved their mother.

- 2) What kind of a family was the March family? Describe in your own words.

Ans. Learner's response

Sample: The March family was a happy, close-knit family. They loved and cared for each other. Marmee's daughters were close to each other. They were very affectionate towards their mother. Even though their father was away fighting in the war, they were positive and in high spirits.

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		• Grammar: Nouns		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
	4	4	3	•
	4	4	3	•
			3	•
			3	•
3	4	4	3	•
			3	•
			3	•
4	4	4	3	•
			3	•
			3	•
	4	4	3	•
			3	•
			3	•

B – Vision-to-Action Plan: Module 4

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
	46		•	•		46		
	4		•	•	•	4		
	4 4		•	•				
			•		•	4	4	
	4	3	• •	•				
		3	•	•				
3	3	3	• •	•		3	3 3	

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
3	3	3	•	•		3 3 3		
	4		•	•		3 4 4		
4	6	4	• •	•				
	6		•	•				
			•	•			4	
	6		•	•				
			•	•	•		6	

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Day:
1/5

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Page(s)
46,47,48

Module 4



Section Name	What I Will Learn
Dictation	Sentence dictation Listen and answer
Vocabulary	Use a dictionary
Grammar	Relative pronouns
Formal Writing	E-mail writing
Creative Writing	Story writing



Dictation

Exercise 1.1: Sentence dictation

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Important Words

–

Transactional Tip(s)

Duration: 7 min



Practice:

- Read out the sentences for dictation from the Teacher Reference section twice.
- Once learners have written all the sentences under Ex. 1.1, nominate individual learners to come forward and write the sentences on the board so that the class can check the answers.

Class Pulse Check



1) -

Annual Day:
33/60

Day:
1/5

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47

Exercise 1.2: Listen and answer

- 1) What is the innermost layer of the Earth called? []
a) mantle b) crust
c) upper mantle d) core
- 2) What is the Earth's crust made up of? []
a) molten lava b) water
c) huge rocks d) sand
- 3) Why does the pressure under the Earth increase? []
a) earthquakes b) the plates rubbing together
c) the cold d) the weight of people
- 4) How does the Earth ease the increased pressure? []
a) by causing rain b) by keeping it inside the crust
c) by causing famines d) by trembling and breaking apart
- 5) Which machine measures earthquakes? []
a) seismograph b) scale
c) barometer d) thermometer



Vocabulary

Use a dictionary

The words that appear at the top of a dictionary page are called **guide words**.

The word on the top-left side of the page tells us what the first word on the page is. The word on the top-right side of the page tells us what the last word on the page is. The words on the page are arranged in alphabetical order. The **alphabetical order** is the order in which the letters from A to Z are written in English.

The purpose of guide words is to help us to find a word easily. By looking at the guide words on a particular page, we can quickly tell which words will appear on a certain page.

Important Words

Duration: 1 min

- **Today:** mantle, molten, earthquakes, famines, seismograph, barometer

Transactional Tip(s)

Duration: 6 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to mark the answers to each question given under Ex. 1.2.
- Discuss the answers with the class, and ensure that all the learners have marked the correct answers.

Class Pulse Check



1) -

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Day:

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Important Words

- Today: hasten

Guide words appear above the thick line as shown in the picture below.

harvest	22	hasten
<p>Boston, and named after John Harvard, first donor and benefactor. It awarded art degrees alone until 1782, when a faculty of medicine was added. It continued to be the cultural center of N.E. and Am. life throughout the 19th cent.; Longfellow, Oliver Wendell Holmes, and James Russell Lowell, among others, lectured there. Besides the faculties of law, 1817, and divinity, 1819, there are special schools attached for the study of dentistry, agriculture, science, business administration, and engineering. The Univ. includes a botanic garden, zoological, ethnological, archaeological, Semitic and Germanic museums, an astronomical observatory, the largest univ. library in the U.S. and Fogg Museum of Art Radcliffe College for women is affiliated.</p> <p>harvest (haz'vest) <i>n.</i> The reaping season; the gathering in of crops; that which is reaped and gathered. — <i>vt.&tr.</i> To reap and gather, as a crop; to win, as a reward</p>	<p>of N. J., U. S. A.; to furnish (usu. a ship) with armor plates so hardened.</p> <p>has (has) <i>vt.</i> Third pers. sing. pres. ind. of the verb <i>have</i>.</p> <p>Hasan (Hassan), c625-669, and Husain (Hosein), c629-680, sons of Ali and Fatima, d. of prophet Mohammed. After their father's fatal stabbing they retired to Medina. Hasan, one-time caliph, is believed to have been poisoned by his wife; Husain was slain in battle by Yazid, contending for caliphate of Iraq. The brothers are revered by the Shiites as martyrs.</p> <p>has-been or hasbeen (has'bin) <i>n.</i> <i>comog.</i> A person or thing no longer effectual.</p> <p>hash (hash) <i>n.</i> A dish of chopped meat and vegetables, often some that have once been cooked and served; a jumble or botch. — <i>vt.</i> To cut up and mix; to botch, as a job; <i>hash</i> over, to go over and over the same ground in discussion.</p>	<p>hassock (has'uk) <i>n.</i> 1 A mat or cushion on which to kneel or rest the feet. 2 A tuft of coarse grass in swampy land.</p> <p>hast (hast) <i>vt.</i> Second pers. sing. pres. ind. of the verb <i>haste</i>, as used in archaic language with <i>thou</i> (sometimes <i>thee</i>) as the subject.</p> <p>hastate (has'tat) <i>adj.</i> Shaped like the head of a spear, as a triangular leaf widening at the base into lateral lobes.</p> <p>haste (hast) <i>n.</i> Quick action, speed, impatient hurrying; urgency. <i>Syn.</i> Precipitancy, hurry, bustle. <i>Haste</i> denotes rapidity and urgency; <i>hurry</i> implies confusion and flurry; <i>bustle</i> denotes commotion; <i>precipitancy</i> is headlong, excessive or rash haste. — <i>vi.&tr.</i> To hurry, cause to go faster, hasten.</p> <p>hasten (has'n) <i>vi.&tr.</i> To cause to make haste; to expedite; to hurry, as, he <i>hastened</i> into the building. — <i>tr.</i> <i>n.</i></p>

a dictionary page

Exercise 2.1: Given below are the guide words on a page of a dictionary.

birth

12

bleed

Look at the list of words below. Tick (✓) the words that can be found on that page of the dictionary and cross out (×) the others.

1) blow ☐2) blind ☐3) biscuit ☐4) blanket ☐5) blank ☐6) balloon ☐

Transactional Tip(s)

Duration: 15 min



Activity Method:

- Recall the term 'dictionary' and discuss its uses. Ask learners to share when and how they use dictionaries.
- Introduce the usage of guide words and explain the arrangement of words in a dictionary using the information and examples given on Pgs. 47 and 48.
- Use the picture of a dictionary page on Pg. 48. Explain that the given dictionary page would have all the words that can be alphabetically arranged between 'harvest' and 'hasten'.
- Briefly revise the alphabetical order by writing a few words on the board and asking learners to arrange them in alphabetical order.

E.g.: hairy, honest, rib, quilt, → hairy, honest, quiet

- Then, divide the class into four groups, and give each group a dictionary.
- Help learners identify the guide words on certain pages and the arrangement of words on those pages.
- After this activity, ask learners to complete Ex. 2.1 in their groups.
- Nominate learners to share the answers in class, and instruct them to complete Ex. 2.2 as homework.

Class Pulse Check

Duration: 1 min



- 1) Can the words 'enter' and 'eraser' both be on a page with the guide words 'entail' and 'epidemic'?

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Exercise 2.2: Make six words using the letters from the word given below. Rewrite the words you made in alphabetical order in the second table.

UNBELIEVABLE

Words	Alphabetical order
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)



Grammar

Pronouns

Read the paragraph and underline the pronouns. Are they subject, object, reflexive or possessive pronouns?

Ravi and Sujal went to the park. They played on the slide. The boys loved it. The slide was very slippery. Meher joined them. She had a ball. She told everybody that it was hers. She had bought the ball for herself.



REVISE

You know that naming words are called nouns. A **pronoun** is a word that **takes the place of a noun**.

Important Words

- **Last class:** mantle, molten, earthquakes, famines, seismograph, barometer, hasten
- **Today:** –

Transactional Tip(s)

Duration: 17 min



Monitoring Comprehension:

- Read out the paragraph under the practice exercise given on Pg. 49 to the class.
- Ask learners to raise their hands when they spot a pronoun. Nominate learners to name the pronouns and their types.
- Ensure that all learners note down the correct answers.
- Then, revise the definition, uses and types of pronouns using the information given on Pg. 49.
- Ensure that you highlight a few important points, such as the fact that subject pronouns replace nouns that do the actions in sentences whereas object pronouns replace nouns that receive the actions.
- Also, point out that reflexive pronouns have two functions. They are used to emphasise what the subject does and are also used when the subject and object of a sentence are the same.
- Tell learners that possessive pronouns replace nouns that show ownership.
- Finish the discussion by asking learners to give example sentences for each type of pronoun.

Class Pulse Check

Duration: 1 min



- 1) Identify the pronoun and its type. – My sister taught herself to ride a bicycle.

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Important Words

–

Transactional Tip(s)

–



Let us recall the different types of pronouns that you have studied so far.

Subject pronouns: They perform the action in a sentence.
(I, we, you, he, she, it, they)

Example: **We** ran a race.



Object pronouns: They receive the action in a sentence.
(me, us, you, him, her, it, them)

Example: Rama is going to the party with **him**.



Reflexive pronouns: They are used when we refer to the subject of the sentence again. In other words, these pronouns are used when the object of a sentence is the same as its subject. They are also used to emphasise the subject of a sentence.
(myself, yourself, yourselves, himself, herself, themselves, itself, ourselves)

Example: The children cooked for **themselves**.



Possessive pronouns: They are used to show ownership.
(mine, yours, his, hers, ours, yours, its, theirs)

Example: The bicycle is **hers**.



Relative pronouns

Read the following sentences.

- The man **who** was trying to cut the tree was taken to the police station.
In this sentence, **who** is a pronoun that relates to the noun **man**.

Class Pulse Check

1) -



- The country **that** I would love to visit is Italy.
In this sentence, **that** is a pronoun that relates to the noun **Italy**.
Both '**who**' and '**that**' are **relative pronouns**.

Remember



Relative pronouns point out which person or thing is being talked about. They refer to the noun introduced earlier or later in the sentence and provide additional information about it.

Relative pronoun

Usage and example

who/
whom

- Meera, **who** is my friend, is very kind.
(**'Who'** relates to the person being spoken about—'Meera, who is also my friend'.)
- The girl **whom** you were talking to is my cousin.
(**'Whom'** relates to the girl who is also the cousin. **'Whom'** makes it clear that she is the same person.)

whose

- The boy **whose** book I borrowed is my brother's friend.
(**'Whose'** shows that the book belongs to the boy.)

when

- Summer is the time **when** we go swimming.
(**'When'** refers to the period of time that is summer.)

where

- This is the playground **where** we play football.
(**'Where'** relates to the place—the playground.)

that

- I like the dress **that** you gifted me for Christmas.
(**'That'** refers to the dress that was a Christmas gift.)

Important Words

–

Transactional Tip(s)

Duration: 11 min



Direct Instruction:

- Introduce the concept of 'relative pronouns' using the examples and explanation given on Pgs. 50 and 51.
- Ask learners to silently read the explanation once again. Ask them to clarify any doubts they may have about this type of pronoun.
- Once everybody is confident about relative pronouns, nominate learners to make sentences with the relative pronouns you read out.
- Discuss the difference between 'who' and 'whom'. Tell learners to remember that 'who' should be used where we can replace it with 'he' or 'she', and 'whom' should be used where we can replace it with 'him' or 'her'.

E.g.: Who is the winner? → He is the winner.

- Whom do you travel with? → I travel with him.
- Refer to the 'Remember' box on Pg. 52 to explain this better.

Class Pulse Check

Duration: 1 min



- Spot what the relative pronoun is referring to. Can you show me the sum that you solved yesterday?

Remember



- We use 'who' and 'whom' for people.
 - ♦ Use 'who' when you can replace the word with 'he' or 'she'.
 - ♦ Use 'whom' when you can replace the word with 'him' or 'her'.

Exercise 3.1: Fill in the blanks with the correct relative pronouns from the options given in brackets. One is done for you.

- 1) I have a friend whose (whose/whom) cat is cute.
- 2) We did not know the tune _____ (that/who) had been playing.
- 3) I saw the girl _____ (whom/who) ate the cake.
- 4) This is the place _____ (when/where) we met.
- 5) Puneet is the man to _____ (who/whom) this watch belongs.
- 6) The car _____ (whose/that) door was broken drove by.



Exercise 3.2: Rewrite the sentences by using the correct relative pronouns. One is done for you.

- 1) This is the cake where Minu baked.

Ans. This is the cake that Minu baked.

- 2) We don't know the person that donated this money.

Ans. _____

- 3) This is the dog whose doesn't like me.

Ans. _____



Duration: 10 min



Transactional Tip(s)

Monitoring Comprehension:

- Revise relative pronouns with the class.
- Ask learners to raise their hands and share the usages of each of the relative pronouns learnt in the last class.
- Once this is done, instruct learners to pair up and complete Ex. 3.1.
- Discuss the answers once all the learners have finished.
- Discuss Ex. 3.2 and ask learners to share which relative pronoun should replace the incorrect one in each sentence.
- After the discussion, instruct learners to complete Ex. 3.2 as homework.

Class Pulse Check



- 1) -

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4) He went to the same school when my father studied.

Ans. _____

5) Sana was the person to who the letter was addressed.

Ans. _____

6) This is the man that house is on fire.

Ans. _____

Exercise 3.3: Choose the correct pronoun for each sentence and fill in the blanks. Then, colour the symbol next to the correct option. One is done for you.

1) I could not find out whose pen it was.

☀ who

★ whose

☾ whom

2) Your school is much bigger than _____.

☀ our

★ ours

☾ us

3) _____ switched the fan off before she left the room.

☀ His

★ Them

☾ She

4) Have you seen Sameer? I think this bag is _____.

☀ his

★ its

☾ him

5) My uncle is taking _____ to the museum.

☀ us

★ whom

☾ yourself

6) We ate up all the mangoes by _____.

☀ us

★ himself

☾ ourselves

Important Words

–

Transactional Tip(s)

Duration: 8 min



Monitoring Comprehension:

- Ask learners to complete Ex. 3.3 independently.
- Then, nominate individual learners and ask them to share the answers with the class.
- Discuss the answers and ask learners to say what types of pronouns are given in the options for each sentence.

E.g.: In the first sentence, 'who', 'whose' and 'whom' are relative pronouns.

- You may also ask learners to say which nouns and pronouns the correct options are replacing.

Class Pulse Check



1) -

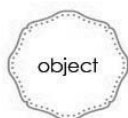
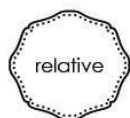
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Exercise 3.4: Write down the type of pronoun that the underlined word in each sentence is. Then, write another sentence using the same pronoun. One is done for you.



1) The stadium where the match took place was renovated two months ago.

Ans. relative pronoun

That is the cave where the thief hid.

2) I had forgotten my bottle, but she had got hers.

Ans. _____

3) They were at the store yesterday.

Ans. _____

4) I cleaned the house by myself.

Ans. _____

5) This is the bag that my mother bought.

Ans. _____

6) Priti looked after her.

Ans. _____

Important Words

–

Transactional Tip(s)

Duration: 12 min



Activity Method:

- Split the class into two groups, and divide the sentences given under Ex. 3.4 between the groups.
- Ask them to identify the types of the underlined pronouns and to frame sentences using them.
- Give each group three additional sentences as well for the same activity.
- The group that finishes first without any mistakes wins.
- After the activity, ensure that all the learners have completed Ex. 3.4 in their books.

Class Pulse Check



1) -

Annual Day:
36/60

Day:
4/5

Actual Date:

Page(s)
55,56,57



Formal Writing

E-mail writing

Prisha's friend Revathi has won the second prize in the inter-school painting competition. Prisha wants to share this exciting news with Revathi, who is currently in Ladakh. Revathi's family can't be reached on the phone. However, they do access the Internet once every night. Should she write a letter? Prisha knows better. She writes an e-mail instead! Let us take a look at Prisha's computer to understand the main elements of an e-mail.

1) To

The e-mail ID or address of the person or persons whom you are sending the e-mail to.

4) Body

The body expresses the main idea of your e-mail. An informal or friendly e-mail does not need to have an introduction, body or conclusion. The ideas can flow as you want them to.

In an official e-mail, we must include a short introductory paragraph and a second paragraph with the main information.

The screenshot shows an email composition window. The 'To' field contains 'revathinatarajan123@gmail.com'. The 'Subject' field contains 'Results of the inter-school painting competition'. The 'Body' field contains the following text: 'Dear Revathi, Hope you are having a lovely time in Ladakh. I am happy to tell you that you have stood second in the inter-school painting competition. Our entire class was excited to hear this news. The prize distribution will take place on Friday, next week. You can treat me to my favourite ice cream once you get the prize! I am waiting for you eagerly. Love, Prisha'. The window also shows a 'Cc Bcc' field, a rich text editor toolbar, and a 'Send' button.

2) Subject

Write a short phrase or line on what the e-mail is about.

3) Greeting and sign-off

Greet the person addressed with words like 'Hi' or 'Dear'.

Sign off with a parting line and your name.

An e-mail or electronic mail is a very popular means of communication over the internet as it is quick and efficient. To send or receive an e-mail, both the sender and the receiver should have e-mail accounts.

Important Words

Duration: 1 min

- **Today:** e-mail, access, internet, efficient

Transactional Tip(s)

Duration: 10 min



Interactive Discussion:

- Discuss how the art of writing letters has evolved from the olden days.
- Explain to learners that writing e-mails is just like writing letters that are delivered and received over the Internet.
- Note the similarities and differences between a letter and an e-mail using the table on Pg. 56.
- Explain the parts and format of e-mail writing using the sample and explanation given on Pg. 55.
- Briefly explain to learners the use of 'Cc' and 'Bcc'. You can also tell them about the tools and buttons at the bottom of the given e-mail format.

Class Pulse Check

Duration: 2 min



- 1) What does 'e-mail' stand for?
- 2) Which is the faster mode of communication: letters or e-mail?

Annual Day:
36/60

Day:
4/5

Actual Date:

Page(s)
56

For many years and even today, a lot of written communication happens through letters. Shall we compare a letter and an e-mail?

Letter	E-mail
can be formal or informal	can be formal or informal
created on paper	created digitally using a computer, smartphone or tablet
sent and received manually through the postal system	sent and received instantly over the internet

Read the e-mail given below. It is jumbled and does not follow the correct format that we read in the sample. Number the elements in the order in which they should appear in an e-mail.



To discuss this in further detail and decide on whom to invite for the event, we will be having a meeting on the 8 of August 2022. It will be held at 4:00 p.m., right after basketball practice. The meeting will be held in the AV room on the third floor.



Hello everyone,



Your president,
Sandeep Roy



As you all know, the 60th anniversary of the Science Club is fast approaching. At our last meeting, we decided to invite someone from the world of science to come give the students a speech on the importance of science in our lives. Some of the suggestions were to call doctors, engineers and research scholars.



To: kabirchoudhury2014@gmail.com, malyabhattacharya@rediffmail.in



Please bring a list of people who you think could be invited for the event, and also try to get their contact numbers and addresses.



Let's make this anniversary day a grand success!



Subject: Meeting to discuss the 60th anniversary celebrations of the Science Club

Important Words

- **Today:** digitally, tablet, postal system, instantly, research scholars

Transactional Tip(s)

Duration: 9 min



Peer Learning - Group:

- Split the class into groups of four.
- Ask learners to work with their group members to sequence the e-mail elements given on Pg. 56.
- Remind learners to look at the e-mail sample given on Pg. 55 to complete the practice exercise.
- Instruct learners to also say why they are placing each element in a particular position.
- Once everyone is done, read out the e-mail in the correct order so that the groups can check their work.

Class Pulse Check

Duration: 1 min



- 1) Why don't you mention your address in an e-mail?

Annual Day:
36/60

Day:
4/5

Actual Date:

Page(s)
57

Exercise 4: Write an e-mail to tell your cousin about a hobby that you picked up during the winter break. You can use the following hints to write the e-mail.

Hints:

- Write the e-mail address of the receiver.
- Write the subject line of the e-mail.
- Write about the hobby that you've picked up.
- Who inspired you to take up this hobby?
- Greet and sign off appropriately.

To

Cc Bcc

Sans Serif | T | B | I | U | A | | | | | | | | | |

Send | A | | | | | | | | Saved | |

Important Words

–

Transactional Tip(s)

Duration: 7 min



Peer Learning - Group:

- Read aloud the question given under Ex. 4.
- Ask learners to discuss any hobbies that they have picked up within the groups formed previously.
- Encourage them to use the given hints as pointers for their discussion.
- Ask each group to make mind maps on the board about the hobbies discussed.
- Ask learners to discuss how they will go about writing the e-mail. They can be asked to complete the e-mail as homework.
- Inform them that they do not need to focus on 'Cc' and 'Bcc' for this exercise.

Class Pulse Check



1) -

Annual Day:
37/60

Day:
5/5

Actual Date:

Page(s)
58,59,60

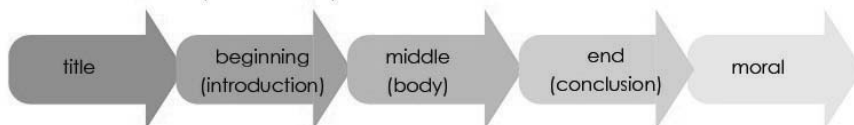


Creative Writing

Story writing

Here is a short story from the *Panchatantra*. The story is jumbled. Name the different parts of the story and number them in the correct order.

Here are the different parts of a story.



What we learnt: Choose your company wisely, and always have presence of mind.

One day, the monkey sent some fruits for the crocodile's wife. She ate the fruits and liked them. But, she was jealous, as she didn't like her husband spending time with the monkey. She said to her husband, 'If the fruits are so juicy, I wonder how sweet the monkey's heart would be! Get me the heart of the monkey.' The crocodile was not willing to kill his friend, but he had no choice. He invited the monkey to his house for dinner and said that his wife would like to meet him. The monkey was happy but couldn't swim, so the crocodile took him on his back. The crocodile was pleased with himself for having tricked the monkey. However, while talking to the monkey, he blurted out the real reason for taking him home. The clever monkey realised he had been tricked, so he quickly thought of a plan to get out of danger. He said, 'You should have told me earlier, I left my heart on the tree. We must go back and get it.'

The Monkey and The Crocodile

The silly crocodile believed him and took him back to the tree. The monkey quickly got off the crocodile's back and climbed up to the top of the tree—to safety. In this way, the clever monkey saved his life.

Important Words

Duration: 1 min

- **Last class:** e-mail, access, internet, efficient, digitally, tablet, postal system, instantly, research scholars
- **Today:** company, blurted

Transactional Tip(s)

Duration: 14 min



Brainstorming:

- Ask learners to read through the jumbled story given on Pgs. 58 and 59.
- Instruct them to discuss the correct order of the story with their partners.
- Next, instruct learners to sequence the story and name each element of the story correctly.
- After everyone has finished this activity, give an overview of the different parts of a story by explaining the importance of each part briefly.

E.g.: The title of a story tells us what the story is about.

The middle part or body of a story tells us the actual problem or main events of a story.

Class Pulse Check

Duration: 1 min



- 1) Suggest an alternate title for the story in the practice exercise.

Annual Day:
37/60

Day:
5/5

Actual Date: _____

Page(s)
59

Once upon a time, in a forest, there lived a monkey on a jamun (berry) tree in a riverside. In the same forest, there lived a crocodile and his wife. One day, the crocodile came to the banks of the river and was resting under the tree. The kind-hearted monkey offered him some fruits. The crocodile came back the next day for more, as he loved the deliciously sweet fruit. As days passed, the crocodile and the monkey became good friends.

Exercise 5: Write a story about an exciting adventure that you had on your school picnic. Use the hints given below. Give the story a suitable title. Add a moral if you think your story has one.

Hints:

- Where was your class going?
- What was the unexpected, exciting adventure?
- How did it end?
- How did you feel about it?

Important Words

- **Today:** adventure

Transactional Tip(s)

Duration: 14 min



Peer Learning - Pair :

- Ask learners to work on Ex. 5 in pairs.
- Instruct the pairs to discuss a story on the lines of the hints given.
- Instruct the pairs that each partner should take up different points or hints and build on them to create a part of the story.
- Ask learners to construct a timeline, listing the events of their stories in the correct order.
- Also, remind learners to ensure that the story has a logical flow to it. There should be a title, introduction, body and conclusion to the story.
- Once all the pairs have discussed and mapped out their stories, ask them to complete Ex. 5 as homework independently.
- Play the Classklap storyteller game. Split the class into groups. Ask each group to pick one card from each set (nouns, pronouns, verbs, adjectives and special).
- Then, ask the groups to create a story with the words they have picked.
- Score the groups according to the instructions in the kit.

Class Pulse Check



1) -

Annual Day:
37/60

Day:
5/5

Actual Date:

Page(s)
60

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) –



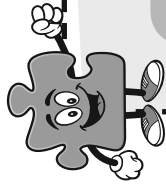


C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
		3	
3		3	
4		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div>	Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>		
App Report	Number _____	Signature _____	

Module 4



Section Name	What I Will Learn
Dictation	Sentence dictation Listen and answer
Vocabulary	Use a dictionary
Grammar	Relative pronouns
Formal Writing	E-mail writing
Creative Writing	Story writing



Dictation

Exercise 1.1: Sentence dictation

- 1) The man sang in a merry voice.
- 2) There was a blaze of sunlight outside the cave.
- 3) The tailor hemmed the skirt.
- 4) My father enjoys toasting bread.
- 5) The tired man staggered by the roadside.

Exercise 1.2: Listen and answer

- 1) What is the innermost layer of the Earth called? [d]
a) mantle
b) crust
c) upper mantle
d) core
- 2) What is the Earth's crust made up of? [c]
a) molten lava
b) water
c) huge rocks
d) sand
- 3) Why does the pressure under the Earth increase? [b]
a) earthquakes
b) the plates rubbing together
c) the cold
d) the weight of people
- 4) How does the Earth ease the increased pressure? [d]
a) by causing rain
b) by keeping it inside the crust
c) by causing famines
d) by trembling and breaking apart
- 5) Which machine measures earthquakes? [a]
a) seismograph
b) scale
c) barometer
d) thermometer



Vocabulary

Use a dictionary

The words that appear at the top of a dictionary page are called **guide words**.

The word on the top-left side of the page tells us what the first word on the page is. The word on the top-right side of the page tells us what the last word on the page is. The words on the page are arranged in alphabetical order. The **alphabetical order** is the order in which the letters from A to Z are written in English.

The purpose of guide words is to help us to find a word easily. By looking at the guide words on a particular page, we can quickly tell which words will appear on a certain page.

Guide words appear above the thick line as shown in the picture below.

harvest	22	hasten
<p>Boston, and named after John Harvard, first donor and benefactor. It awarded art degrees alone until 1782, when a faculty of medicine was added. It continued to be the cultural center of N.E. and Am. life throughout the 19th cent.; Longfellow, Oliver Wendell Holmes, and James Russell Lowell, among others, lectured there. Besides the faculties of law, 1817, and divinity, 1819, there are special schools attached for the study of dentistry, agriculture, science, business administration, and engineering. The Univ. includes a botanic garden, zoological, ethnological, archaeological, Semitic and Germanic museums, an astronomical observatory, the largest univ. library in the U.S. and Fogg Museum of Art Radcliffe College for women is affiliated.</p> <p>harvest (hârv'vest) <i>n.</i> The reaping season; the gathering in of crops; that which is reaped and gathered. — <i>vi.&vt.</i> To reap and gather, as a crop; to win, as a reward</p>	<p>of N. J., U. S. A.; to furnish (usu. a ship) with armor plates so hardened.</p> <p>has (haz) <i>vt.</i> Third pers. sing. pres. ind. of the verb <i>have</i>.</p> <p>Hasan (Hassan), c625-669, and Husain (Hosein), c629-680, sons of Ali and Fatima, d. of prophet Mohammed. After their father's fatal stabbing they retired to Medina. Hasan, one-time caliph, is believed to have been poisoned by his wife; Husain was slain in battle by Yazid, contending for caliphate of Iraq. The brothers are revered by the Shiites as martyrs.</p> <p>has-been or hasbeen (haz'bin) <i>n.</i> <i>colloq.</i> A person or thing no longer effectual.</p> <p>hash (hash) <i>n.</i> A dish of chopped meat and vegetables, often some that have once been cooked and served; a jumble or botch. — <i>vt.</i> To cut up and mix; to botch, as a job: <i>hash over</i>, to go over and over the same ground in discussion.</p>	<p>hassock (has'uk) <i>n.</i> 1 A mat or cushion on which to kneel or rest the feet. 2 A tuft of coarse grass in swampy land.</p> <p>hast (hast) <i>vt.</i> Second pers. sing. pres. ind. of the verb <i>haste</i>, as used in archaic language with <i>thou</i> (sometimes <i>thee</i>) as the subject.</p> <p>hastate (has'tat) <i>adj.</i> Shaped like the head of a spear, as a triangular leaf widening at the base into lateral lobes.</p> <p>haste (hâst) <i>n.</i> Quick action, speed, impatient hurrying; urgency. <i>Syn.</i> Precipitancy, hurry, bustle. <i>Haste</i> denotes rapidity and urgency; <i>hurry</i> implies confusion and flurry; <i>bustle</i> denotes commotion; <i>precipitancy</i> is headlong, excessive or rash haste. — <i>vi.&vt.</i> To hurry, cause to go faster, hasten.</p> <p>hasten (has'n) <i>vi.&vt.</i> To cause to make haste; to expedite; to hurry, as, he <i>hastened</i> into the building. — <i>er n.</i></p>

a dictionary page

Exercise 2.1: Given below are the guide words on a page of a dictionary.

birth

12

bleed

Look at the list of words below. Tick (✓) the words that can be found on that page of the dictionary and cross out (×) the others.

1) blow ☐

2) blind ☐

3) biscuit ☒

4) blanket ☒

5) blank ☒

6) balloon ☐

Exercise 2.2: Make six words using the letters from the word given below. Rewrite the words you made in alphabetical order in the second table.

UNBELIEVABLE

Words
1) able
2) believe
3) label
4) ball
5) live
6) bell

Alphabetical order
1) able
2) ball
3) believe
4) bell
5) label
6) live



Grammar

Pronouns

Read the paragraph and underline the pronouns. Are they subject, object, reflexive or possessive pronouns?

Ravi and Sujal went to the park. They played on the slide. The boys loved it. The slide was very slippery. Meher joined them. She had a ball. She told everybody that it was hers. She had bought the ball for herself.

subject pronoun: they, she, it
reflexive pronoun: herself

object pronoun: it, them
possessive pronoun: hers

You know that naming words are called nouns. A **pronoun** is a word that **takes the place of a noun**.



Let us recall the different types of pronouns that you have studied so far.

Subject pronouns: They perform the action in a sentence.

(I, we, you, he, she, it, they)

Example: **We** ran a race.



Object pronouns: They receive the action in a sentence.

(me, us, you, him, her, it, them)

Example: Rama is going to the party with **him**.



Reflexive pronouns: They are used when we refer to the subject of the sentence again. In other words, these pronouns are used when the object of a sentence is the same as its subject.

They are also used to emphasise the subject of a sentence. (myself, yourself, yourselves, himself, herself, themselves, itself, ourselves)

Example: The children cooked for **themselves**.



Possessive pronouns: They are used to show ownership.

(mine, yours, his, hers, ours, yours, its, theirs)

Example: The bicycle is **hers**.



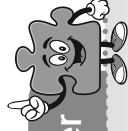
Relative pronouns

Read the following sentences.

- The man **who** was trying to cut the tree was taken to the police station. In this sentence, **who** is a pronoun that relates to the noun **man**.

- The country **that** I would love to visit is Italy.
In this sentence, **that** is a pronoun that relates to the noun **Italy**.

Both '**who**' and '**that**' are **relative pronouns**.



Remember

Relative pronouns point out which person or thing is being talked about. They refer to the noun introduced earlier or later in the sentence and provide additional information about it.

Relative pronoun

Usage and example

who/
whom

- Meera, **who** is my friend, is very kind.
(‘Who’ relates to the person being spoken about—‘Meera, who is also my friend’.)
- The girl **whom** you were talking to is my cousin.
(‘Whom’ relates to the girl who is also the cousin. ‘Whom’ makes it clear that she is the same person.)

whose

- The boy **whose** book I borrowed is my brother’s friend.
(‘Whose’ shows that the book belongs to the boy.)

when

- Summer is the time **when** we go swimming.
(‘When’ refers to the period of time that is summer.)

where

- This is the playground **where** we play football.
(‘Where’ relates to the place—the playground.)

that

- I like the dress **that** you gifted me for Christmas.
(‘That’ refers to the dress that was a Christmas gift.)



Remember

- We use 'who' and 'whom' for people.
 - ◆ Use 'who' when you can replace the word with 'he' or 'she'.
 - ◆ Use 'whom' when you can replace the word with 'him' or 'her'.

Exercise 3.1: Fill in the blanks with the correct relative pronouns from the options given in brackets. One is done for you.

- 1) I have a friend whose (whose/whom) cat is cute.
- 2) We did not know the tune _____ that _____ (that/who) had been playing.
- 3) I saw the girl _____ who _____ (whom/who) ate the cake.
- 4) This is the place _____ where _____ (when/where) we met.
- 5) Puneet is the man to _____ whom _____ (who/whom) this watch belongs.
- 6) The car _____ whose _____ (whose/that) door was broken drove by.



Page 222

Exercise 3.2: Rewrite the sentences by using the correct relative pronouns. One is done for you.

- 1) This is the cake where Minu baked.

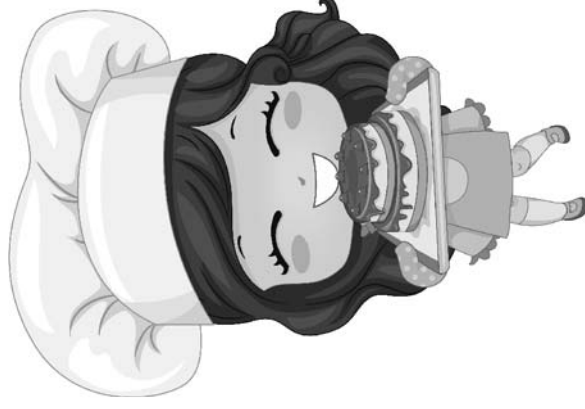
Ans. This is the cake that Minu baked.

- 2) We don't know the person that donated this money.

Ans. We don't know the person who donated this money.

- 3) This is the dog whose doesn't like me.

Ans. This is the dog who/that doesn't like me.
(Accept all valid responses.) _____



4) He went to the same school when my father studied.

Ans. He went to the same school where my father studied.

5) Sana was the person to who the letter was addressed.

Ans. Sana was the person to whom the letter was addressed.

6) This is the man that house is on fire.

Ans. This is the man whose house is on fire.

Exercise 3.3: Choose the correct pronoun for each sentence and fill in the blanks.
Then, colour the symbol next to the correct option. One is done for you.

1) I could not find out whose pen it was.

☀ who ★ whose ☾ whom

2) Your school is much bigger than _____ ours _____.

☀ our ★ ours ☾ us

3) _____ She _____ switched the fan off before she left the room.

☀ His ☆ Them ☾ She

4) Have you seen Sameer? I think this bag is _____ his _____.

☀ his ☆ its ☾ him

5) My uncle is taking _____ us _____ to the museum.

☀ us ☆ whom ☾ yourself

6) We ate up all the mangoes by _____ ourselves _____.

☀ us ☆ himself ☾ ourselves

Exercise 3.4: Write down the type of pronoun that the underlined word in each sentence is. Then, write another sentence using the same pronoun. One is done for you.



- 1) The stadium where the match took place was renovated two months ago.

Ans. relative pronoun

That is the cave where the thief hid.

- 2) I had forgotten my bottle, but she had got hers.

Ans. possessive pronoun

This book is hers.

- 3) They were at the store yesterday.

Ans. subject pronoun

They went for a party yesterday.

- 4) I cleaned the house by myself.

Ans. reflexive pronoun

I always do my homework by myself.

- 5) This is the bag that my mother bought.

Ans. relative pronoun

I attended the concert that was held last week.

- 6) Priti looked after her.

Ans. object pronoun

I gifted her a book.



E-mail writing

Prisha's friend Revathi has won the second prize in the inter-school painting competition. Prisha wants to share this exciting news with Revathi, who is currently in Ladakh. Revathi's family can't be reached on the phone. However, they do access the Internet once every night. Should she write a letter? Prisha knows better. She writes an e-mail instead! Let us take a look at Prisha's computer to understand the main elements of an e-mail.

The diagram illustrates the components of an email interface with the following callouts:

- 1) To**
The e-mail ID or address of the person or persons whom you are sending the e-mail to.
- 2) Subject**
Write a short phrase or line on what the e-mail is about.
- 3) Greeting and sign-off**
Greet the person addressed with words like 'Hi' or 'Dear'.
Sign off with a parting line and your name.
- 4) Body**
The body expresses the main idea of your e-mail. An informal or friendly e-mail does not need to have an introduction, body or conclusion. The ideas can flow as you want them to.
In an official e-mail, we must include a short introductory paragraph and a second paragraph with the main information.

The email interface shown includes the following elements:

- To:** revathinatarajan123@gmail.com
- Cc:** Boc
- Subject:** Results of the inter-school painting competition
- Greeting:** Dear Revathi,
- Body:**

Hope you are having a lovely time in Ladakh. I am happy to tell you that you have stood second in the inter-school painting competition. Our entire class was excited to hear this news. The prize distribution will take place on Friday, next week. You can treat me to my favourite ice cream once you get the prize!

I am waiting for you eagerly.

Love,
Prisha
- Formatting:** Sans Serif, Bold (B), Italic (I), Underline (U), Text Color (A), Bulleted List, Numbered List, Indented List, Decrease Indent, Increase Indent, Link, Unlink, Insert Image, Insert Video, Insert Audio, Insert Table, Insert Code, Insert Quote, Insert Table of Contents, Insert Page Header, Insert Page Footer, Insert Table of Contents, Insert Page Header, Insert Page Footer.
- Buttons:** Send, Saved.

An e-mail or electronic mail is a very popular means of communication over the internet as it is quick and efficient. To send or receive an e-mail, both the sender and the receiver should have e-mail accounts.

For many years and even today, a lot of written communication happens through letters. Shall we compare a letter and an e-mail?

Letter	E-mail
can be formal or informal	can be formal or informal
created on paper	created digitally using a computer, smartphone or tablet
sent and received manually through the postal system	sent and received instantly over the internet

Read the e-mail given below. It is jumbled and does not follow the correct format that we read in the sample. Number the elements in the order in which they should appear in an e-mail.

5

To discuss this in further detail and decide on whom to invite for the event, we will be having a meeting on the 7 of August 2019. It will be held at 4:00 p.m., right after basketball practice. The meeting will be held in the AV room on the third floor.

3

Hello everyone,

8

Your president,
Sandeep Roy

4

As you all know, the 60th anniversary of the Science Club is fast approaching. At our last meeting, we decided to invite someone from the world of science to come give the students a speech on the importance of science in our lives. Some of the suggestions were to call doctors, engineers and research scholars.

1

To: kabirchoudhury2014@gmail.com, malyabhattacharya@rediffmail.in

6

Please bring a list of people who you think could be invited for the event, and also try to get their contact numbers and addresses.

7

Let's make this anniversary day a grand success!

2

Subject: Meeting to discuss the 60th anniversary celebrations of the Science Club

Exercise 4: Write an e-mail to tell your cousin about a hobby that you picked up during the winter break. You can use the following hints to write the e-mail.

Hints:

- Write the e-mail address of the receiver.
- Write about the hobby that you've picked up.
- Greet and sign off appropriately.
- Write the subject line of the e-mail.
- Who inspired you to take up this hobby?

To john_sen@gmail.com

Cc Bcc

Subject: My new hobby

Hi John,

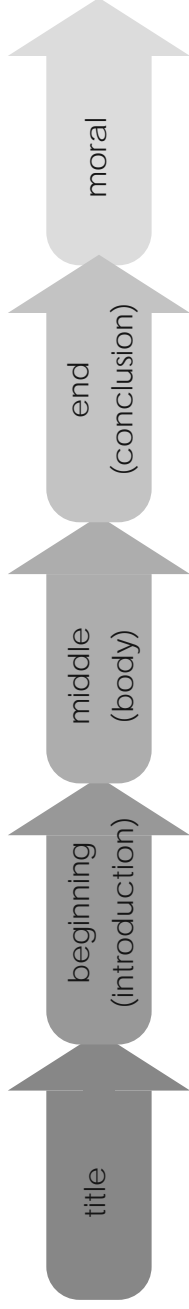
I was so sorry to hear that you wouldn't be able to visit during your vacation.
That is why I thought I'll update you about my holidays over e-mail.
I have been watching a lot of cookery shows lately. This is because I
wanted to pick up a few skills in the kitchen myself. I started with using a
few easy ingredients like bread, milk and eggs. I made bread pudding
with my father's help. Everyone said that it was delicious!
Next, I want to try making a cake and a main course dish. I will share the
recipe for the bread pudding with you when we meet. Do let me know
what your hobbies are.
With best wishes,
Arsha



Story writing

Here is a short story from the Panchatantra. The story is jumbled. Name the different parts of the story and number them in the correct order.

Here are the different parts of a story.



moral → **What we learnt:** Choose your company wisely, and always have presence of mind.

middle → One day, the monkey sent some fruits for the crocodile's wife. She ate the fruits and liked them. But, she was jealous, as she didn't like her husband spending time with the monkey. She said to her husband, 'If the fruits are so juicy, I wonder how sweet the monkey's heart would be! Get me the heart of the monkey.' The crocodile was not willing to kill his friend, but he had no choice. He invited the monkey to his house for dinner and said that his wife would like to meet him. The monkey was happy but couldn't swim, so the crocodile took him on his back. The crocodile was pleased with himself for having tricked the monkey. However, while talking to the monkey, he blurted out the real reason for taking him home. The clever monkey realised he had been tricked, so he quickly thought of a plan to get out of danger. He said, 'You should have told me earlier, I left my heart on the tree. We must go back and get it.'

title → **The Monkey and The Crocodile**

end → The silly crocodile believed him and took him back to the tree. The monkey quickly got off the crocodile's back and climbed up to the top of the tree—to safety. In this way, the clever monkey saved his life.

beginning

Once upon a time, in a forest, there lived a monkey on a jamun (berry) tree in a riverside. In the same forest, there lived a crocodile and his wife. One day, the crocodile came to the banks of the river and was resting under the tree. The kind-hearted monkey offered him some fruits. The crocodile came back the next day for more, as he loved the deliciously sweet fruit. As days passed, the crocodile and the monkey became good friends.

Exercise 5: Write a story about an exciting adventure that you had on your school picnic. Use the hints given below. Give the story a suitable title. Add a moral if you think your story has one.

Hints:

- Where was your class going?
- What was the unexpected, exciting adventure?
- How did it end?
- How did you feel about it?

The Snake and the Camera

Our class was excited and ready to go on our annual school trip to the Vandalur Zoo.

It is located in the south-western part of Chennai. The zoo has a large number of birds,

reptiles, mammals, fish and insects. They also have some endangered species. We were all

looking forward to exploring the zoo. Halfway into the day, we were at the reptiles section.

A small group had gathered near a rattlesnake. Suddenly, one of our teachers, Mr Kareem,

accidentally dropped his camera inside. The moment the snake heard the 'thud' sound, it

slithered towards the camera. Everybody jumped back in fear. It was an expensive camera.

and Mr Kareem was desperate to get it back at any cost. So, we made a plan to retrieve the

camera. The snake had twisted itself around the camera. We decided that we would distract

the snake from the opposite side of the cage so that Mr Kareem could take out the camera.

But who would volunteer to do such a daring act? Three of my friends and I volunteered to help. We went to the opposite side with some snacks that we had brought. Mr Kareem was ready to grab the camera when he got the chance. We made hissing noises to call the snake to our side. The moment it turned, we dropped the food inside and stepped away. Everybody held their breaths for fear of making any noise. The snake slithered towards the distraction, and Mr Kareem quickly grabbed the camera. He thanked us for our help and appreciated our bravery. I will never forget that day!



B – Vision-to-Action Plan: 5 The Coromandel Fishers

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
	6	.	.				
	6	.	.				
		.					
		.	.				
		.	.				
3		.	.				
		.	.			3	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4	3	•	•		4 3		
	3	•	•				

Annual Day:
38/60

Day:
1/4

Actual Date:

Page(s)
26



Listen and Say Aloud

Word	Rhyming words	Word	Rhyming word
light	night	call	cill
free	sea, glee	drives	lives



Warm Up

- Can you think of a few words that are related to the sea?
- Have you seen fishers catch fish? What do you think their routine is like?

Let us read a poem about the lives of fishers of the Coromandel coast, which is the **coastal** plain in the eastern part of southern India.

Important Words

Duration: 1 min

- **Today:** coromandel, fisher, coastal

Transactional Tip(s)

Duration: 26 min



Reading Aloud:

- Read aloud one pair of rhyming words from the 'Listen and Say Aloud' table. Ask learners what they notice about the ending sounds of these two words.
- Remind learners that these are called 'rhyming words'. Ask learners to read aloud the remaining pairs of rhyming words.

Interactive Discussion:

- Discuss the 'Warm Up' questions with the learners.
- Ask learners to think and share their thoughts about why the sea is so important to a fisher.
- Introduce the lesson to the learners by reading out the first few lines of the poem

Class Pulse Check

Duration: 3 min



- 1) Where is the Coromandel coast?
- 2) Where do you think fishers live?

Annual Day:
39/60

Day:
2/4

Actual Date:

Page(s)
27



Reading the Text



catamarans



hasten



glee

Rise, brothers, rise; the **wakening** skies pray to the morning light,

The wind lies asleep in the arms of the dawn like a child that has cried all night.

Come, let us gather our nets from the shore and set our **catamarans** free,

To capture the leaping wealth of the tide, for we are the kings of the sea!

No longer delay, let us **hasten** away in the track of the seagull's call,

The sea is our mother; the cloud is our brother; the waves are our **comrades** all.

What though we toss at the fall of the Sun, where the hand of the sea god drives?

He who holds the storm by the hair will hide in his breast our lives.

Sweet is the shade of the coconut **glade** and the scent of the mango grove,
And sweet are the sands at the full o' the Moon with the sound of the voices we love;

But sweeter, O brothers, the kiss of the spray and the dance of the wild foam's **glee**;

Row, brothers, row to the edge of the verge, where the low sky mates with the sea.

— Sarojini Naidu



wakening



comrades



glade

Important Words

Duration: 1 min

- **Last class:** coromandel, fisher, coastal
- **Today:** wakening, catamarans, hasten, comrades, glades, glee

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Read the poem aloud to the class. Pause after two stanzas and explain the meaning of the lines.
- Encourage learners to look at the pictures given with the story to try and guess the meanings of the words.
- Ask learners what they could understand about the fishers' relationship with the sea. Ask them which words the poet uses to show this relationship.

Interactive Discussion:

- Write the words 'see', 'smell' and 'hear' on the board.
- Instruct learners to mark all the words in the poem that talk about the things one can see, hear and smell near the sea. Ask learners to share their responses.
- Write the learners' responses on the board under the correct categories.

Class Pulse Check

Duration: 2 min



- 1) What are catamarans? (Pg. 28, Q. 1)

Annual Day:
40/60

Day:
3/4

Actual Date:

Page(s)
28,29



Let Us Discuss

- 1) What are catamarans?
- 2) What is the 'leaping wealth of the tide'?
- 3) What is being compared to a child that has cried all night?
- 4) What relation do the fishers have with the sea, the clouds and the waves?



Understanding the Text

Exercise 1: New words

Word	Meaning
coastal	
wakening	
catamarans	
hasten	
comrades	
glade	
glee	

Exercise 2: Literature comprehension

- 1) What does the poet compare the wind to?

Ans. _____

Important Words

Duration: 1 min

- **Last class:** waking, catamarans, hasten, comrades, glades, glee
- **Today:** –

Transactional Tip(s)

Duration: 27 min



Peer Learning - Group:

- Divide the class into four groups, and conduct a quiz on the 'New words' table.
- Ask the class to discuss the meanings of the words in their groups and write them down along with example sentences.
- Then, ask the groups to share the meanings and sentences. Provide your feedback on the meanings that learners have shared.

Interactive Discussion:

- Discuss the answers for Exs. 2 and 3 with the class as a whole, and ask learners to mark the answers to the questions in their books.
- They can then start writing the answers for Ex. 2 in class and complete Ex. 3 as homework.

Class Pulse Check

Duration: 2 min



- 1) What is being compared to a child that has cried all night? (Pg. 28, Q. 3)
- 2) What relation do the fishers have with the sea, the clouds and the waves? (Pg. 28, Q. 4)

Annual Day:
40/60

Day:
3/4

Actual Date:

Page(s)
29

Important Words

–

Transactional Tip(s)

–



2) What are the dangers that the fishers face at sea?

Ans.

3) What are the 'sweet things of the land' that are mentioned in the poem?

Ans.

4) According to the poem, do the fishers prefer the danger of the sea or the life on the shore?

Ans.

Exercise 3: Read and answer

Complete the lines from the poem by matching the sentences in **Column A** to those in **Column B**.

Column A

- 1) Rise, brothers, rise;
- 2) To capture the leaping wealth of the tide,
- 3) The sea is our mother; the cloud is our brother;
- 4) The wind lies asleep in the arms of the dawn
- 5) No longer delay,

Column B

- a) the waves are our comrades all.
- b) the wakening skies pray to the morning light,
- c) for we are the kings of the sea!
- d) let us hasten away in the track of the seagull's call,
- e) like a child that has cried all night.

Class Pulse Check

1) -



Annual Day:
41/60

Day:
4/4

Actual Date:

Page(s)
30

Duration: 1 min

Important Words

–

Exercise 4: Value-based questions – Judgement and appreciation

1) Why do you think the poet calls the fishers the 'kings of the sea'?

Ans.

2) Can you guess why the fishers track the seagull's call?

Ans.



Speaking Task



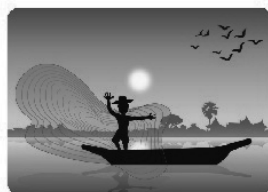
Public speaking

Collect information about one of the following and make a short presentation in front of your class. Your presentation can be an individual presentation or a group one.

- This poem is by Sarojini Naidu, who was a freedom fighter and poet. Find out more about her life and work.
- Collect as much information as you can about fishers and their lifestyle. You can even learn a fishers' song and present it in class.



Sarojini Naidu



fishers

Transactional Tip(s)

Duration: 27 min



Peer Learning - Group:

- Divide the class into pairs and ask them to work on Ex 4.
- Ask the pairs to share their answers. Provide feedback when required.

Practice:

- Read out the topic for the public speaking activity under 'Speaking Task'.
- Divide the learners into groups, and ask each group to choose one of the two topics given. Then, ask them to write a list of five to six questions that they can ask to find more information, such as 'Where was Sarojini Naidu born?', or 'Which are her most well-known books?'.
- Ask each group to share the list of questions they have created for the chosen topic.
- Let the groups gather information based on the questions they have written. Set a date for them in the next week to present their information.

Class Pulse Check

Duration: 2 min



- 1) What does the word 'lifestyle' mean?
- 2) Who is a freedom fighter?



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3		3	
4		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div>	Names		
	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Teacher Reference: Textbook

Theme: Art and Culture

Lesson 5: The Coromandel Fishers



Let Us Discuss

1) What are catamarans?

Ans. Catamarans are fishing boats.

2) What is the 'leaping wealth of the tide'?

Ans. The 'leaping wealth of the tide' refers to the fish that the fishers want to catch.

3) What is being compared to a child that has cried all night?

Ans. The wind is being compared to a child that has cried all night.

4) What relation do the fishers have with the sea, the clouds and the waves?

Ans. The fisher folk consider the sea to be their mother, the clouds to be their brothers and the waves to be their comrades.

Page 239



Understanding the Text

Exercise 1: New words

Word	Meaning
coastal (adj.)	next to the sea
wakening (v.)	getting up; not sleeping anymore
catamarans (n.)	fishing boats
hasten (v.)	to hurry

Teacher Reference: Textbook

Word	Meaning
comrades (n.)	friends
glade (n.)	an open space in a forest
glee (n.)	happiness

Exercise 2: Literature Comprehension

1) What does the poet compare the wind to?

Ans. The poet compares the wind to a child that has cried all night because it now lies asleep in the arms of the dawn.

2) What are the dangers that the fishers face at sea?

Ans. Winds and storms are the dangers that the fishers face at sea.

3) What are the 'sweet things of the land' that are mentioned in the poem?

Ans. The sweet things of the land mentioned in the poem are the shade of the coconut glade, the scent of the mango grove, the sounds of loved voices and the sands on a full Moon night.

4) According to the poem, do the fishers prefer the danger of the sea or the life on the shore?

Ans. Though life on the shore is sweet, the fishers prefer the spray and waves of the sea.

Exercise 3: Read and Answer

Complete the lines from the poem by matching the sentences in **Column A** to those in **Column B**.

Column A

- 1) Rise, brothers, rise;
- 2) To capture the leaping wealth
of the tide,
- 3) The sea is our mother; the
cloud is our brother;

Column B

- a) the waves are our comrades all.
- b) the wakening skies pray to the morning
light,
- c) for we are the kings of the sea!

Teacher Reference: Textbook

Column A

4) The wind lies asleep in the arms of the dawn

5) No longer delay,

Ans. 1 – b; 2 – c; 3 – a; 4 – e; 5 – d

Column B

d) let us hasten away in the track of the seagull's call,

e) like a child that has cried all night.

Exercise 4: Value-based questions – Judgement and appreciation

1) Why do you think the poet calls the fishers the 'kings of the sea'?

Ans. Learner's response

Sample: Just as kings have the power to rule and be responsible for their kingdoms, the Coromandel fishers too have the power to rule the sea. They feel that the sea god will protect them and that nothing can harm them. They look forward to all the dangers and risks that come with life at sea. This is why the poet calls the fishers the 'kings of the sea'.

2) Can you guess why the fishers track the seagull's call?

Ans. Learner's response

Sample: Seagulls primarily eat fish and thus tend to be around areas where a lot of fish can be found. So, if the fishers can track the seagull's call, they can find areas in the sea where plenty of fish can be found.

A – Curriculum to Learning Objectives: Grammar				
Prior Knowledge		• Grammar: Nouns		
Class	L. No.	Lesson Name	KC No.	Key Concept
1	5	Module 5 (Describing words)	3.a	• Introduction to adjectives as describing words
2	5	Module 5 (Adjectives – describing words)	3.a	• Revision of adjectives as describing words
			3.b	• Introduction to adjectives of quality
3	5	Module 5 (Adjectives)	3.a	• Revision of adjectives of quality
			3.b	• Introduction to adjectives of quantity
			3.c	• Introduction to adjectives of number
			3.d	• Mixed exercises to check conceptual clarity
4	5	Module 5 (Adjectives)	3.a	• Revision of adjectives of quality, quantity and number
			3.b	• Introduction to regular degrees of comparison
5	5	Module 5 (Degrees of comparison and Order of adjectives)	3.a	• Revision of degrees of comparison – regular adjectives
			3.b	• Introduction to degrees of comparison – irregular adjectives
			3.c	• Introduction to order of adjectives
			3.d	• Mixed exercises to check conceptual clarity

B – Vision-to-Action Plan: Module 5

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
	6		•	•		6		
	6		•	•	•	6		
	63		•	•		63		
	64		•				64	
	6	3	•	•				
	6 6	3	•	•				
	6 6	3 3	•	•	•	3 6 6	3 6	
3	6	3	•	•				

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
3		3	•	•		3 3		
			•			3 4		
4	3	4	• •	•	•			
	4		•	•		4 4		
			•	•				
	6		•	•		6		

Annual Day:
42/60

Day:
1/5

Actual Date:

Page(s)
61,62,63,64

Module 5



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Proverbs
Grammar	Degrees of comparison Order of adjectives
Formal Writing	Notice writing
Creative Writing	Dialogue writing



Dictation

Exercise 1.1: Word dictation

1)	2)	3)
4)	5)	6)
7)	8)	9)

61

Important Words

–

Transactional Tip(s)

Duration: 8 min



Practice:

- Read out the words for dictation from the Teacher Reference section twice.
- Once learners have written all the words under Ex. 1.1, nominate individual learners to spell out each word so that the class can check the answers.

Class Pulse Check



1) -

Annual Day:
42/60

Day:
1/5

Actual Date:

Page(s)
62

Exercise 1.2: Listen and answer

1) What were the names of the two friends?

Ans. _____

2) Mention one thing that the two friends did together.

Ans. _____

3) What type of food were the two friends learning to make?

Ans. _____

4) What did the two friends cook for the cooking competition?

Ans. _____

5) What lesson did the two friends learn?

Ans. _____

Important Words

–

Transactional Tip(s)

Duration: 9 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to write the answers to each question given under Ex. 1.2.
- Discuss the answers with the class. Ensure that all the learners write the correct and exact answers to the questions.

Class Pulse Check



1) -



Vocabulary

Proverbs

Exercise 2.1: Match the proverbs in Column A with their correct meanings in Column B.

Column A

1) One good turn deserves another.

2) Two heads are better than one.

3) Too many cooks spoil the broth.

4) Waste not, want not.

5) Look before you leap.

6) Empty vessels make the most noise.

Column B

a) Think well before you make a decision.

b) If we don't waste things, we will not be in the sorry position of needing them.

c) If you are good to others, they will be good to you too.

d) Ignorant people speak the loudest.

e) Too many helpers can damage the task at hand.

f) Two people together can solve a problem faster than just one.

Important Words

Duration: 1 min

- Today: ignorant, broth

Transactional Tip(s)

Duration: 7 min



Brainstorming:

- Explain that proverbs are phrases or sentences that impart wisdom or give advice.
- Ask learners to read through the meanings of the proverbs given in Column B of Ex. 2.1.
- Then, read out the proverbs in Column A.
- Nominate individual learners to guess what each proverb means.
- Ask them to select the correct meanings for the proverbs from Column B. Discuss the answers.
- Ask learners to match the correct proverbs and meanings in their books.

Class Pulse Check

Duration: 1 min



- 1) Choose a suitable proverb.
When Milie wanted to bake a cake, all her friends wanted to join. – a) Look before you leap. b) Too many cooks spoil the broth.

Annual Day:
42/60

Day:
1/5

Actual Date:

Page(s)
64

Exercise 2.2: Write the proverbs that the sentences suggest by choosing from the options given below.

Better late than
never.

Cleanliness is next
to godliness.

Honesty is the
best policy.

Birds of a feather
flock together.

Penny wise,
pound foolish.

Slow and steady
wins the race.

1) Rakesh started his own restaurant at the age of sixty.

Ans. _____

2) Sita bought a cheap dress but spent a lot more money in getting it to fit.

Ans. _____

3) The leaders admitted their mistakes at last and told the truth.

Ans. _____

4) Tina always keeps her study table neat and tidy.

Ans. _____

5) The tortoise did not give up, and he won the race in the end.

Ans. _____

6) Rohan, Hassan and Ken share many common interests that they enjoy together.

Ans. _____



Important Words

- Today: penny, pound

Transactional Tip(s)

Duration: 4 min



Brainstorming:

- Ask learners to discuss in groups the meanings of the proverbs given under Ex. 2.2.
- Tell them to map the proverbs with the sentences and check which ones suit the situations the best.
- Discuss the answers, and ask learners to complete the exercise as homework.

Class Pulse Check



1) -

Annual Day:
43/60

Day:
2/5

Actual Date:

Page(s)
65,66,67,68



Grammar

Degrees of comparison

Underline the adjectives in the sentences given below. Identify the degrees of comparison and write 'P' for positive, 'C' for comparative and 'S' for superlative degrees.



- | | |
|--|---|
| <input type="radio"/> The mango is the sweetest fruit. | <input type="radio"/> The fox was cleverer than the crow. |
| <input type="radio"/> I like hot tea. | <input type="radio"/> Sejal is the fastest sprinter in class. |
| <input type="radio"/> It was an old quilt. | <input type="radio"/> Suman's dress is brighter than Leena's. |

Remember



Adjectives have three degrees of comparison.

- The **positive degree** shows the quality of something or someone.
Example: I have a **small** dog.
- The **comparative degree** is used to compare two things or people with the same quality.
Example: My friend's dog is **smaller** than mine.
- The **superlative degree** is used to compare more than two things or people. It singles out one from the rest.
Example: My neighbour's dog is the **smallest** that I have seen.

Regular adjectives

The comparative and superlative degrees of most regular adjectives are formed by adding '-er' and '-est' to their positive degrees respectively. The comparative and superlative degrees of words that end in '-y' are formed by replacing '-y' with '-ier' and '-iest' respectively.

Important Words

- Last class:** ignorant, broth , penny, pound
- Today:** –

Transactional Tip(s)

Duration: 7 min



Summarising:

- Read aloud the sentences given in the practice exercise to the class.
- Ask learners to clap when they hear an adjective.
- Instruct them to indicate the degree of the adjective by making the following motions with their hands: raise their pointer fingers for 'positive', wave their hands for 'comparative' and show a curled finger (like a hook) for 'superlative'.
- Then, revise the basic rules of degrees of comparison using the information given in the 'Remember' box on Pg. 65.
- Write a few words on the board in different degrees of comparison. Draw a table under the words with three columns with the headings 'positive', 'comparative' and 'superlative'.
- Nominate learners to sort the adjectives into the correct columns.

Class Pulse Check

Duration: 1 min



- Use the correct degree of comparison.
Tea is cheapest than gold in India.

Annual Day:
43/60

Day:
2/5

Actual Date: _____

Page(s)
66

Examples:

Positive degree	Comparative degree	Superlative degree	Positive degree	Comparative degree	Superlative degree
black	blacker	blackest	strong	stronger	strongest
bold	bolder	boldest	quick	quicker	quickest
brave	braver	bravest	costly	costlier	costliest
clever	cleverer	cleverest	heavy	heavier	heaviest
hard	harder	hardest	funny	funnier	funniest
narrow	narrower	narrowest			

In some regular adjectives that end in '-e', a single '-r' is added in the comparative degree and '-st' in the superlative degree.

Examples:

Positive degree	Comparative degree	Superlative degree
simple	simpler	simplest
nice	nicer	nicest
late	later	latest

The comparative forms of many adjectives of two syllables and all adjectives of more than two syllables are formed by using 'more' before the positive forms. The superlative degree is formed by using 'most' before the positive form.

Important Words

Duration: 1 min

- Today: syllables

Transactional Tip(s)

Duration: 9 min



Summarising:

- Explain how the positive degree is changed to the comparative and superlative degrees by adding '-er' and '-est' in most cases.
- Highlight that a few words do not follow exactly the same rules. Tell learners how words that end in '-e' and '-y' are changed into the comparative and superlative degrees.
- Use the explanation and example tables given on Pgs. 65 and 66 for this purpose.
- Also, discuss how 'more' and 'most' are added before adjectives that have more than two syllables and also before words that have two syllables in some cases. Ask learners to read the examples of this from the table given on Pg. 67.
- End by summarising the various ways in which adjectives change their degrees. Draw a table on the board, and list the points discussed.

Class Pulse Check

Duration: 1 min



1) What comes next?

curly _____

Examples:

Positive degree	Comparative degree	Superlative degree
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
important	more important	most important

Irregular adjectives

Irregular adjectives do not follow any set rules or patterns to form their comparative and superlative degrees. Sometimes, a whole new word is used. Such adjectives are known as irregular adjectives.

Examples:

Positive degree	Comparative degree	Superlative degree
good	better	best
far	farther/further	farthest/furthest
little	less	least
bad	worse	worst
much/many	more	most

Exercise 3.1: Fill in the table with the positive, comparative or superlative forms of the given adjectives. One is done for you.

	Positive degree	Comparative degree	Superlative degree
1)	enjoyable	<u>more enjoyable</u>	<u>most enjoyable</u>
2)	strange		
3)			least

Important Words

- **Today:** qualified

Transactional Tip(s)

Duration: 11 min



Direct Instruction:

- Inform learners how irregular adjectives do not follow any specific rules when their degrees change. It is usually a whole new word that is formed.
- Ask learners to read the examples from the table given on Pg. 67.
- Show the Classklap chart on degrees of comparison to help learners better understand the concepts of regular and irregular adjectives.
- Follow this up by asking learners to finish Ex. 3.1 independently.
- Nominate individual learners to share the answers with the class once everyone has finished.
- Learners can be asked to complete Ex. 3.2 as homework.

Class Pulse Check



- 1) -

Annual Day:
43/60

Day:
2/5

Actual Date: _____

Page(s)
68

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) –

Positive degree	Comparative degree	Superlative degree
4)	holier	
5)	more qualified	
6)		truest

Exercise 3.2: Complete the dialogue using the appropriate degrees of the adjectives given in brackets. One is done for you.

Neera I am bored. Shall I ask my uncle to take us for a movie?

Shalini No, the tickets are too expensive. Let's ask if we can go to the town instead. It's cheaper (cheap).

Neera But the cafe there isn't very _____ (good). The food at the cinema is _____ (good) than that of the cafe.

Shalini Maybe we should go to the museum. It's the _____ (close) of all, and I am too tired to walk.

Neera Yes, that's true, and it's _____ (hot) today than it was yesterday. Why don't we play a game of carrom at home?

Shalini Yes, that's the _____ (good) idea so far.

Annual Day:
44/60

Day:
3/5

Actual Date:

Page(s)
69,70,71

Order of adjectives

Read the following sentences.



That is a **beautiful brown** armchair.



My mother has an **old white** mirror.



I like to look at the **big, new** clock on the wall.

Sometimes, we use more than one adjective to describe a noun in a sentence. Look at the adjectives (in bold) in the above sentences.

While using more than one adjective in a sentence, we must make sure that they are put in the correct order.

Let us learn about the order of adjectives.

Order	Description	Examples
1) opinion adjectives	tell our view or thought about something	beautiful, boring, interesting, dangerous
2) size adjectives	tell us how big or small something is	small, big, large, tiny, huge
3) condition / physical quality adjectives	tell us about the state of something or someone	weak, broken, cold, hot, wet, dirty
4) age adjectives	tell us how old someone or something is	old, young, new, ancient
5) colour adjectives	tell us the colour of something	green, red, white, black
6) purpose adjectives	tell us what something is used for	gardening, sleeping, playing, reading, cleaning

Important Words

Duration: 1 min

- **Last class:** syllables, qualified
- **Today:** ancient

Transactional Tip(s)

Duration: 12 min



Direct Instruction:

- Read out the sentences given on Pg. 69, and tell learners how a certain order is followed when more than one adjective is used in a sentence.
- Use the information and examples given in the book to explain the concept.
- Discuss the different types of adjectives and their order from the table on Pg. 69.
- Refer to the order of adjectives for phrases using the table given on Pg. 70.
- Write a few other similar sentences with multiple adjectives, and ask learners to orally reorder the adjectives.

Class Pulse Check

Duration: 1 min



- 1) Put the adjectives in the correct order.
old, beautiful, yellow house

Annual Day:
44/60

Day:
3/5

Actual Date:

Page(s)
70

Important Words

–

Let's check the order of adjectives in the following phrases.

Opinion		Colour		Noun
beautiful	→	brown		armchair

Age		Colour		Noun
old	→	white		mirror

Size		Age		Noun
big	→	new	→	clock

Exercise 3.3: Arrange the words in their correct order. One is done for you.

1) teacher, lovely, old

Ans. lovely, old teacher

2) brown, small, package

Ans. _____

3) friendly, young, man

Ans. _____

4) writing, desk, rough

Ans. _____

5) new, shiny, shoe

Ans. _____

6) frosty, roads, dangerous

Ans. _____

Transactional Tip(s)

Duration: 7 min



Practice:

- Ask learners to attempt Ex. 3.3 by discussing with their partners.
- Tell learners to read out each phrase to their partners until they have determined the correct order.
- Encourage them to refer to the order given on Pg. 69 if needed.
- Discuss the answers with the class once everyone has finished the exercise.

Class Pulse Check



1) -

Annual Day:
44/60

Day:
3/5

Actual Date:

Page(s)
71

Exercise 3.4: Choose the correct order of words from the brackets and complete the sentences. One is done for you.

- 1) He was wearing a dirty, old shirt.

(dirty, old shirt / shirt, old dirty / old, dirty shirt)

- 2) Pass me the _____.

(mug, big green / big, green mug / big, mug green)

- 3) I used to drive _____.

(an old, white Ambassador / an old, Ambassador white / a white, old Ambassador)

- 4) Dump the waste in the _____.

(yellow cleaning container / yellow container cleaning / container yellow cleaning)

- 5) He sat behind a _____.

(large desk writing / large writing desk / writing large desk)

- 6) She gave him a _____.

(vase, glossy pretty / glossy, vase pretty / pretty, glossy vase)



Important Words

- Today: Ambassador

Transactional Tip(s)

Duration: 9 min



Practice:

- Read out the sentences given under Ex. 3.4 to class.
- Pause at the blanks and ask learners to indicate the correct options in the following way: raise one finger for the first option, two for the second and three for the third.
- Then, read out the complete and correct sentence to the class.
- As the answers are being read out, discuss the adjective type that each word represents.
- Ensure that all learners note down the correct answers in their books.

Class Pulse Check



- 1) -

Annual Day:
45/60

Day:
4/5

Actual Date:

Page(s)
72,73,74



Formal Writing

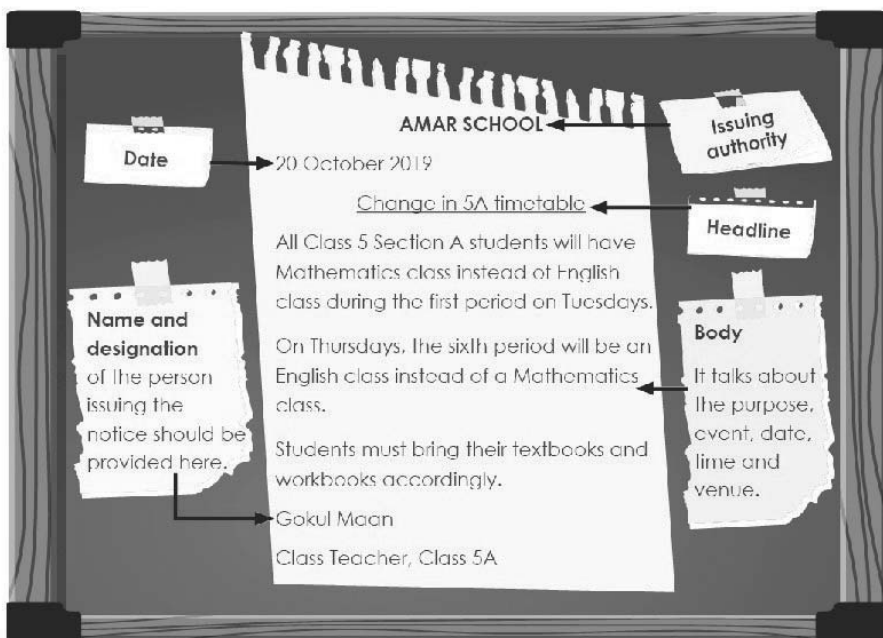
Notice writing

A **notice** is a brief, formal piece of communication that contains details regarding a certain event or process. It should contain the following elements.

- a proper heading or title
- date of issue
- name and designation of issuing authority
- relevant content

The content should answer questions such as 'what', 'when', 'where', 'from whom' and 'for whom'.

Read the given sample of a notice and observe its elements.



72

Important Words

Duration: 1 min

- **Last class:** ancient, Ambassador
- **Today:** designation, relevant, issuing authority, venue

Transactional Tip(s)

Duration: 10 min



Interactive Discussion:

- Ask learners to think about the various notices that are put up at school.
- Ask them to say what they think is the purpose of a notice.
- Discuss the elements and body of a notice using the sample notice given on Pg. 72.
- You may also use a physical copy of an old school notice to demonstrate this.
- Ask learners whether the notice answers questions such as 'what', 'when', 'where', 'from whom' and 'for whom'.

Class Pulse Check

Duration: 1 min



- 1) The issuing authority is for whom the notice is issued.
– True or false?

Annual Day:
45/60

Day:
4/5

Actual Date:

Page(s)
73

Shahu Senior Secondary School has issued a notice regarding their annual Spelling Bee competition. Can you identify and name the parts of the notice?

SHAHU SR. SEC. SCHOOL

7 November 2022

→ **Spelling Bee Competition**

A spelling bee competition is being hosted for Classes 1 to 5 at the school auditorium on 5 January 2023. Those interested in participating should register their names on or before 15 December 2022. The first prize is a trip to an amusement park and a trophy. All will receive certificates of participation. For more details, contact the office before 4.00 p.m. today.

Khushi Singh
President of the Activity Club, Shahu Sr. Sec. School

Important Words

–

Transactional Tip(s)

Duration: 4 min



Interactive Discussion:

- Ask learners to read the notice given under the practice exercise on Pg. 73.
- Instruct them to label the elements of the notice by discussing with their partners.
- Discuss the answers with the class once everyone is done.

Class Pulse Check



1) -

Annual Day:
45/60

Day:
4/5

Actual Date:

Page(s)
74

Important Words

–

Exercise 4: Your school is hosting Independence Day celebrations. Your principal has partly filled a notice and has requested you to complete it. Complete the notice given below with the necessary details.

Model Public School

Date: _____

Independence Day Celebrations

On the occasion of _____,

the school is hosting _____.

It will be held on the _____ in the _____.

The programme will start at _____ and continue _____.

The programme will consist of _____

All students are requested to wear _____

Smita Paul

Model Public School

Transactional Tip(s)

Duration: 14 min



Practice:

- Read out the topic for notice writing given under Ex. 4.
- Ask learners to go through the given prompts and suggest details to complete the sentences.
- Make a word splash on the board, and populate it with suggestions from learners.
- Then, instruct learners to complete the notice using the word splash and prompts.

Class Pulse Check

1) -



Annual Day:
46/60

Day:
5/5

Actual Date:

Page(s)
75,76



Creative Writing

Dialogue writing

Resham and Zeeshaan met in the corridor during their break. They started talking about the various school clubs and which ones they were thinking of joining. Here is a part of their conversation. But wait—it's horribly jumbled up! Arrange Resham and Zeeshaan's lines in the correct order by numbering the stars so that their conversation makes sense.

- ★ Resham: Oh yes! We have to pick a club to join in school. We've to inform our teachers by the end of this week.
- ★ Zeeshaan: Oh, there goes the bell! I have to go, Resham. Hope you can decide on a club to join soon!
- ★ Resham: Hey, Zeeshaan! What's up?
- ★ Zeeshaan: Bye bye, Resham. See you around!
- ★ Resham: Oh, that's wonderful to hear, Zeeshaan! I'm yet to decide which club I want to be in. All the options are confusing me!
- ★ Zeeshaan: Hi, Reshu! Nothing much. Just looking at this notice here about extra-curricular activities and school clubs.
- ★ Resham: Thanks, Zeeshaan. I'll see you later. Bye!
- ★ Zeeshaan: Hmm. I'm thinking I should maybe join the Art club? I haven't painted for a while now, you know? I want to improve my drawing skills.

Exercise 5: Write a short dialogue, like the one you read, between two other classmates who discuss their favourite activities and choices of school clubs.

Hints:

- They discuss the various clubs in school.
- They talk about why they enjoy these clubs.

Important Words

Duration: 1 min

- **Last class:** designation, relevant, issuing authority, venue
- **Today:** corridor

Transactional Tip(s)

Duration: 13 min



Peer Learning - Pair :

- Discuss the scenario given under 'Dialogue writing'.
- Ask learners to form pairs and go through the jumbled conversation.
- Once they have identified the correct order of the conversation, nominate pairs to enact the dialogue.

Class Pulse Check



1) -

Annual Day:
46/60

Day:
5/5

Actual Date: _____

Page(s)
76

Important Words

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Transactional Tip(s)

Duration: 16 min

Activity Method:

- Retain the same pairs for Ex. 5.
- Point out that while writing a dialogue, one must imagine that the person they are talking to is in front of them.
- Also, remind them that a dialogue must have a clear and logical flow, just like a conversation.
- Ask pairs to have a conversation based on the given topic using the hints.
- Based on the conversation, ask learners to complete Ex. 5 independently.



- Retain the same pairs for Ex. 5.
- Point out that while writing a dialogue, one must imagine that the person they are talking to is in front of them.
- Also, remind them that a dialogue must have a clear and logical flow, just like a conversation.
- Ask pairs to have a conversation based on the given topic using the hints.
- Based on the conversation, ask learners to complete Ex. 5 independently.

Class Pulse Check

1) -

☒



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly

3		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div>	Names		
	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Module 5



Section Name	What I Will Learn
Dictation	Word dictation Listen and answer
Vocabulary	Proverbs
Grammar	Degrees of comparison Order of adjectives
Formal Writing	Notice writing
Creative Writing	Dialogue writing



Dictation

Exercise 1.1: Word dictation

1) fisher	2) wakening	3) hasten
4) comrade	5) glade	6) glee
7) coastal	8) dawn	9) spray

Exercise 1.2: Listen and answer

1) What were the names of the two friends?

Ans. The names of the two friends were Harry and Christo.

2) Mention one thing that the two friends did together.

Ans. They went to school together, did their homework together and even played football together. They also loved to cook together. (Accept all valid responses.)

3) What type of food were the two friends learning to make?

Ans. The two friends were learning to make Italian food.

4) What did the two friends cook for the cooking competition?

Ans. The two friends cooked a mix-veg pizza with tomato sauce for the cooking competition.

5) What lesson did the two friends learn?

Ans. They learned that they must not keep their talent hidden but should have the courage to show it to the world.



Proverbs

Exercise 2.1: Match the proverbs in Column A with their correct meanings in Column B.

Column A

1) One good turn deserves another.

2) Two heads are better than one.

3) Too many cooks spoil the broth.

4) Waste not, want not.

5) Look before you leap.

6) Empty vessels make the most noise.

Column B

a) Think well before you make a decision.

b) If we don't waste things, we will not be in the sorry position of needing them.

c) If you are good to others, they will be good to you too.

d) Ignorant people speak the loudest.

e) Too many helpers can damage the task at hand.

f) Two people together can solve a problem faster than just one.

Exercise 2.2: Write the proverbs that the sentences suggest by choosing from the options given below.

Better late than never.

Cleanliness is next to godliness.

Honesty is the best policy.

Birds of a feather flock together.

Penny wise, pound foolish.

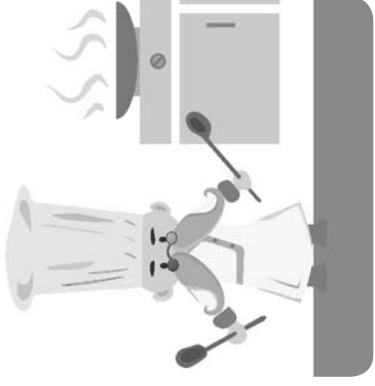
Slow and steady wins the race.

1) Rakesh started his own restaurant at the age of sixty.

Ans. Better late than never.

2) Sita bought a cheap dress but spent a lot more money in getting it to fit.

Ans. Penny wise, pound foolish



3) The leaders admitted their mistakes at last and told the truth.

Ans. Honesty is the best policy.

4) Tina always keeps her study table neat and tidy.

Ans. Cleanliness is next to godliness.

5) The tortoise did not give up, and he won the race in the end.

Ans. Slow and steady wins the race.

6) Rohan, Hassan and Ken share many common interests that they enjoy together.

Ans. Birds of a feather flock together.



Degrees of comparison

Underline the adjectives in the sentences given below. Identify the degrees of comparison and write 'P' for positive, 'C' for comparative and 'S' for superlative degrees.



- | | | | |
|-------------------------|---|-------------------------|--|
| <input type="radio"/> S | The mango is the <u>sweetest</u> fruit. | <input type="radio"/> C | The fox was <u>cleverer</u> than the crow. |
| <input type="radio"/> P | I like <u>hot</u> tea. | <input type="radio"/> S | Sejal is the <u>fastest</u> sprinter in class. |
| <input type="radio"/> P | It was an <u>old</u> quilt. | <input type="radio"/> C | Suman's dress is <u>brighter</u> than Leena's. |



Remember

Adjectives have three degrees of comparison.

- The **positive degree** shows the quality of something or someone.
Example: I have a **small** dog.
- The **comparative degree** is used to compare two things or people with the same quality.
Example: My friend's dog is **smaller** than mine.
- The **superlative degree** is used to compare more than two things or people. It singles out one from the rest.
Example: My neighbour's dog is the **smallest** that I have seen.

Regular adjectives

The comparative and superlative degrees of most regular adjectives are formed by adding '-er' and '-est' to their positive degrees respectively. The comparative and superlative degrees of words that end in '-y' are formed by replacing '-y' with '-ier' and '-iest' respectively.

Examples:

Positive degree	Comparative degree	Superlative degree	Positive degree	Comparative degree	Superlative degree
black	blacker	blackest	strong	stronger	strongest
bold	bolder	boldest	quick	quicker	quickest
brave	braver	bravest	costly	costlier	costliest
clever	cleverer	cleverest	heavy	heavier	heaviest
hard	harder	hardest	funny	funnier	funniest
narrow	narrower	narrowest			-

In some regular adjectives that end in ' -e ' , a single ' -r ' is added in the comparative degree and ' -st ' in the superlative degree.

Examples:

Positive degree	Comparative degree	Superlative degree
simple	simpler	simplest
nice	nicer	nicest
late	later	latest

The comparative forms of many adjectives of two syllables and all adjectives of more than two syllables are formed by using 'more' before the positive forms. The superlative degree is formed by using 'most' before the positive form.



Examples:

Positive degree	Comparative degree	Superlative degree
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
important	more important	most important

Irregular adjectives

Irregular adjectives do not follow any set rules or patterns to form their comparative and superlative degrees. Sometimes, a whole new word is used. Such adjectives are known as irregular adjectives.

Examples:

Positive degree	Comparative degree	Superlative degree
good	better	best
far	farther/further	farthest/furthest
little	less	least
bad	worse	worst
much/many	more	most

Exercise 3.1: Fill in the table with the positive, comparative or superlative forms of the given adjectives. One is done for you.

Positive degree	Comparative degree	Superlative degree
1) enjoyable	<u>more enjoyable</u>	<u>most enjoyable</u>
2) strange	<u>stranger</u>	<u>strangest</u>
3) <u>little</u>	<u>less</u>	least

Positive degree	Comparative degree	Superlative degree
4) <u>holy</u>	holier	<u>holiest</u>
5) <u>qualified</u>	more qualified	<u>most qualified</u>
6) <u>true</u>	<u>trueer</u>	truest

Exercise 3.2: Complete the dialogue using the appropriate degrees of the adjectives given in brackets. One is done for you.

Neera

I am bored. Shall I ask my uncle to take us for a movie?

Shalini

No, the tickets are too expensive. Let's ask if we can go to the town instead. It's cheaper (cheap).

Neera

But the cafe there isn't very _____ good _____ (good). The food at the cinema is _____ better _____ (good) than that of the cafe.

Shalini

Maybe we should go to the museum. It's the _____ closest _____ (close) of all, and I am too tired to walk.

Neera

Yes, that's true, and it's _____ hotter _____ (hot) today than it was yesterday. Why don't we play a game of carrom at home?

Shalini

Yes, that's the _____ best _____ (good) idea so far.

Order of adjectives

Read the following sentences.



That is a **beautiful brown** armchair.



My mother has an **old white** mirror.



I like to look at the **big, new** clock on the wall.

Sometimes, we use more than one adjective to describe a noun in a sentence. Look at the adjectives (in bold) in the above sentences.

While using more than one adjective in a sentence, we must make sure that they are put in the correct order.

Let us learn about the order of adjectives.

Order	Description	Examples
1) opinion adjectives	tell our view or thought about something	beautiful, boring, interesting, dangerous
2) size adjectives	tell us how big or small something is	small, big, large, tiny, huge
3) condition / physical quality adjectives	tell us about the state of something or someone	weak, broken, cold, hot, wet, dirty
4) age adjectives	tell us how old someone or something is	old, young, new, ancient
5) colour adjectives	tell us the colour of something	green, red, white, black
6) purpose adjectives	tell us what something is used for	gardening, sleeping, playing, reading, cleaning

Let's check the order of adjectives in the following phrases.

Opinion	→	Colour	Noun
beautiful		brown	armchair

Age	→	Colour	Noun
old		white	mirror

Size	→	Age	Noun
big		new	clock

Exercise 3.3: Arrange the words in their correct order. One is done for you.

1) teacher, lovely, old

Ans. lovely, old teacher

2) brown, small, package

Ans. small, brown package

3) friendly, young, man

Ans. friendly, young man

4) writing, desk, rough

Ans. rough writing desk

5) new, shiny, shoe

Ans. shiny, new shoe

6) frosty, roads, dangerous

Ans. dangerous, frosty roads

Exercise 3.4: Choose the correct order of words from the brackets and complete the sentences. One is done for you.

1) He was wearing a dirty, old shirt.

(**dirty, old shirt** / shirt, old dirty / old, dirty shirt)

2) Pass me the big, green mug

(mug, big green / big, green mug / big, mug green)

3) I used to drive an old, white Ambassador

(an old, white Ambassador / an old, Ambassador white / a white, old Ambassador)

4) Dump the waste in the yellow cleaning container

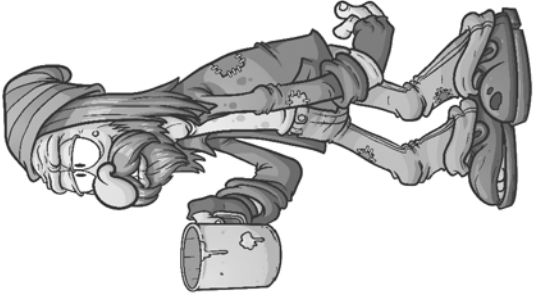
(yellow cleaning container / yellow container cleaning / container yellow cleaning)

5) He sat behind a large writing desk

(large desk writing / large writing desk / writing large desk)

6) She gave him a pretty, glossy vase

(vase, glossy pretty / glossy, vase pretty / pretty, glossy vase)





Formal Writing

Notice writing

A **notice** is a brief, formal piece of communication that contains details regarding a certain event or process. It should contain the following elements.

- a proper heading or title
- date of issue
- name and designation of issuing authority
- relevant content

The content should answer questions such as 'what', 'when', 'where', 'from whom' and 'for whom'.

Read the given sample of a notice and observe its elements.

Issuing authority
AMAR SCHOOL

Date
20 October 2019

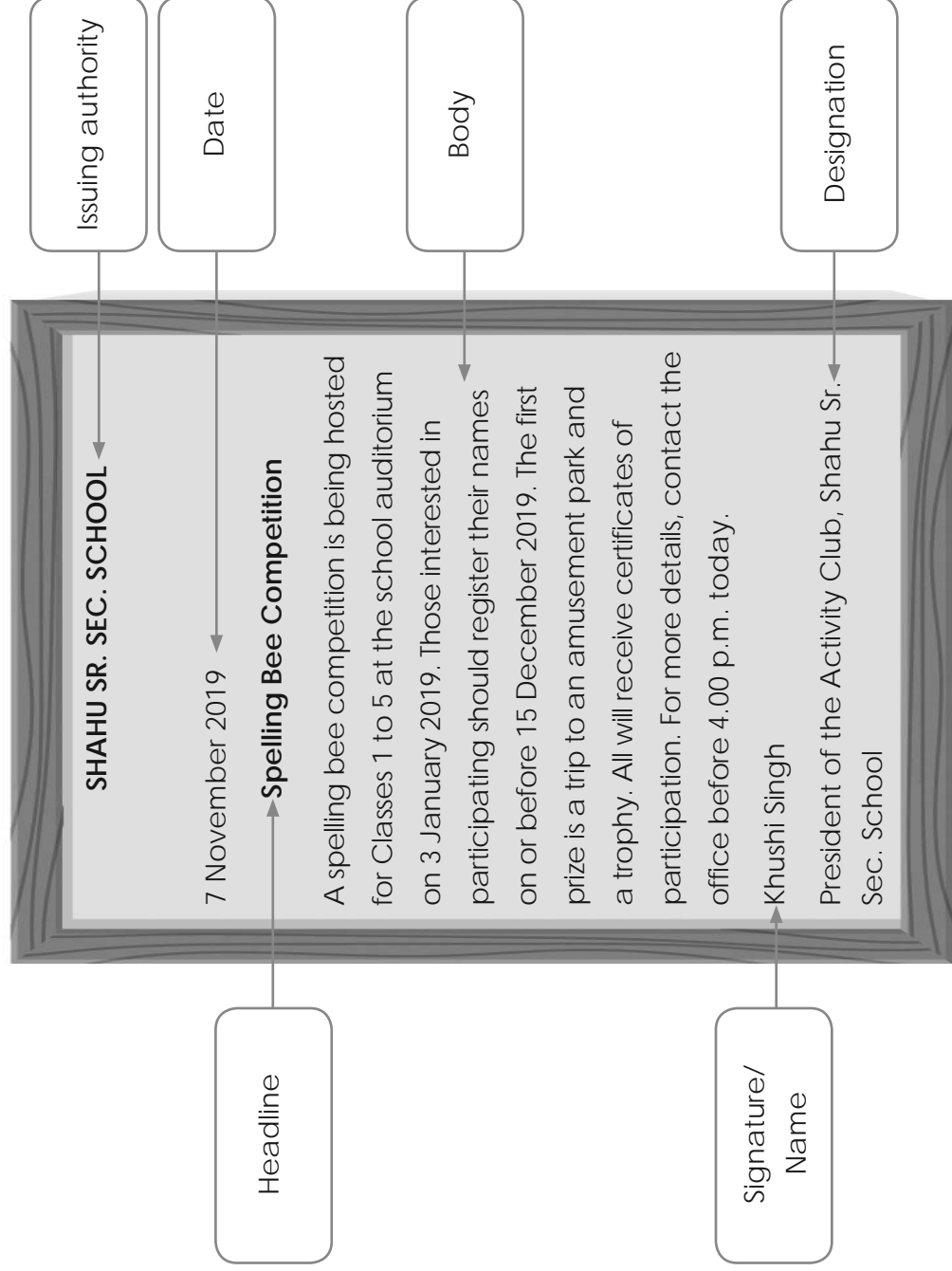
Name and designation
of the person
issuing the
notice should be
provided here.
Gokul Maan
Class Teacher, Class 5A

Headline
Change in 5A timetable

Body
It talks about
the purpose,
event, date,
time and
venue.

All Class 5 Section A students will have Mathematics class instead of English class during the first period on Tuesdays. On Thursdays, the sixth period will be an English class instead of a Mathematics class. Students must bring their textbooks and workbooks accordingly.

Shahu Senior Secondary School has issued a notice regarding their annual Spelling Bee competition. Can you identify and name the parts of the notice?



Exercise 4: Your school is hosting Independence Day celebrations. Your principal has **partly filled a notice and has requested you to complete it. Complete the notice given below with the necessary details.**

Model Public School

Date: 11 August 2022

Independence Day Celebrations

On the occasion of India's Independence Day, the school is hosting a cultural programme. It will be held on the 15 of August 2022 in the school auditorium. The programme will start at 10 a.m. and continue till 1 p.m.

The programme will consist of patriotic songs sung by Class 10 and 11 students, dance performances by Class 6 and 7 students and a skit by Class 12 students

All students are requested to wear traditional clothes

Smita Paul

Head Girl

Model Public School



Dialogue writing

Resham and Zeeshaan met in the corridor during their break. They started talking about the various school clubs and which ones they were thinking of joining. Here is a part of their conversation. But wait—it's horribly jumbled up! Arrange Resham and Zeeshaan's lines in the correct order by numbering the stars so that their conversation makes sense.

3

Resham: Oh yes! We have to pick a club to join in school. We've to inform our teachers by the end of this week.

6

Zeeshaan: Oh, there goes the bell! I have to go, Resham. Hope you can decide on a club to join soon!

1

Resham: Hey, Zeeshaan! What's up?

8

Zeeshaan: Bye bye, Resham. See you around!

5

Resham: Oh, that's wonderful to hear, Zeeshaan! I'm yet to decide which club I want to be in. All the options are confusing me!

2

Zeeshaan: Hi, Reshu! Nothing much. Just looking at this notice here about extra-curricular activities and school clubs.

7

Resham: Thanks, Zeeshaan. I'll see you later. Bye!

4

Zeeshaan: Hmm. I'm thinking I should maybe join the Art club? I haven't painted for a while now, you know? I want to improve my drawing skills.

Exercise 5: Write a short dialogue, like the one you read, between two other classmates who discuss their favourite activities and choices of school clubs.

Hints:

- They discuss the various clubs in school.
- They talk about why they enjoy these clubs.

- They discuss what they plan to do as club members.

Bonny : Hey Soham! Are you joining the drama club this year? The high school has a very
active drama club.

Soham : Hello, Bonny. I'll join the drama club next year. This year, I am attending the
meetings of the music club.

Bonny : Oh! Yes. You love Miss Smith's music classes, don't you?

Soham : Yes, Miss Smith's classes are my favourite. She even said that she'll start training me
to play the piano soon, if I keep up the singing projects. How about your drama
club? Which play is the school performing this year?

Bonny : Drama is extremely enjoyable. It helps me express myself through a different craft.
We will be performing one of Shakespeare's plays this year.

Soham : That sounds exciting. Good luck with it!

Bonny : Good luck with your piano classes as well!

B – Vision-to-Action Plan: 6 A Lesson for Life

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
	3	•	•				
	3	•	•				
	3	•					
	3 33	•	•				
	3	•	•				
3	34	•	•		34		
	34	•	•				

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4	3	•	•				
	36 3	•	•		36 3	3 3	
			•				

Annual Day:
47/60

Day:
1/5

Actual Date:

Page(s)
31,32

Important Words

Duration: 1 min

- Today: peppers

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Read the tongue twister aloud and slowly under the 'Listen and Say Aloud' table, and ask learners to repeat it after you.
- Then, ask learners to say it as quickly as they can without making mistakes.

Interactive Discussion:

- Discuss the 'Warm Up' questions with the learners.
- Ask learners to think of a time when they shared and did not share something with someone.
- Ask learners to volunteer to share these incidents with the rest of the class. (Avoid judging the learners' responses as good or bad.)
- Introduce the lesson to the learners by reading out the first few lines from the play.

Class Pulse Check

Duration: 2 min



- 1) What are some things that you share with your friends?



Listen and Say Aloud

Try this fun tongue twister. Can you repeat it fast without making a mistake?

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers, where are the pickled peppers Peter Piper picked?



Warm Up

- Do you like to share things with your friends?
- Do you think that sharing is important? How do you feel when you share things?

Let us read a play about Rohit. He is a very thoughtful and caring boy who likes to share his things with others.

Annual Day:
47/60

Day:
1/5

Actual Date:

Page(s)
32

Important Words

- Today: setting, cast



Transactional Tip(s)

—



Class Pulse Check

1) -



Reading the Text

Setting: The play is set in a classroom. There are colourful charts on the walls. The teacher's desk and a blackboard are on one side.

Cast:

Sandeep Sir – a young, enthusiastic teacher who is very gentle towards his students

A class of twenty students, including **Rohit, Ayan** and **Shreya**

Sandeep Sir: (with a cheerful smile) Good morning, children!

Class: Good morning, Sir.

Sandeep Sir: Do you remember what we learnt yesterday?

Class: Yes, Sir. We learnt to count and add things.

Sandeep Sir: Do you know why we need to count? Imagine that you have a few sheep. Every morning, you let them out. And every evening, you see them safely back in. How do you know you've got them all back?

Class: We will count the sheep when they go out and then count them again when they come back.

Sandeep Sir: That's good. Now, if you have five sheep and five dogs, how many animals do you have in all?

Class: (holding up both hands and wiggling their fingers) We will have five sheep and five dogs, so ten animals in total.

Sandeep Sir: Very good. Shreya, if I give you two mangoes and then two more, how many mangoes will you have?

Shreya: Four mangoes, Sir.

Sandeep Sir: Excellent! Ayan, if you have two oranges and I give you six more, how many oranges will you have?

Ayan: Eight oranges, Sir.

Sandeep Sir: Correct. I am very happy with the class today. One more question. Rohit, if I give you four apples and then four more, how many apples will you have?

Rohit: (counts on his fingers, thinks and answers confidently) Four.

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Sandeep Sir: (looking disappointed) Perhaps you did not hear properly. Listen carefully, Rohit. It's very simple. If I give you four apples and then four more, how many apples will you have?

Narrator: Rohit sees his expression and realises that his answer is not what he expected.

Rohit: (hesitatingly) Four?

Narrator: A thought occurs to the teacher. Possibly, Rohit does not like apples, and so he cannot focus on the sum. He thinks of a different **approach**.

Sandeep Sir: Wait a minute. I know you love cherries, don't you, Rohit?

Rohit: (smiling) Yes, Sir.

Sandeep Sir: (with **exaggerated** excitement and twinkling eyes, wanting Rohit to answer correctly) Let's change the fruit. If I give you four red cherries and then four more, how many red cherries will you have?

Rohit: (again counting on his fingers, says confidently) Eight.

Sandeep Sir: (smiling **victoriously**) Wonderful! That is right. Now, if I give you four apples and four more, how many apples will you have?

Rohit: Four.

Sandeep Sir: (disappointed) But, how? If four cherries and four more make eight, how can four apples and four more make up four? Can you explain your answer, Rohit?

Rohit: (softly) Yes, Sir. I live nearby, and Kamla didi drops me to school every day. Her son, Jignesh, goes to another school that is on the way. We walk to our schools together. Today, he was crying as he wanted to eat apples, and didi said that they were very expensive and she could not buy them. If I get apples, I will definitely share them with him. So, if I have eight apples, I will give half to him. I will then be left with four apples.

Narrator: The teacher is very **touched** by this reply.

Sandeep Sir: Class, let's clap for Rohit for sharing his apples.

(The class **applauds** loudly.)

Sandeep Sir: I hope all of you will share your things with your friends like Rohit did.



—Manjula Shukla

Important Words

Duration: 1 min

- **Last class:** peppers, setting, cast
- **Today:** approach, exaggerated, victoriously, touched, applauds

Transactional Tip(s)

Duration: 27 min



Reading Aloud:

- Nominate one or two learners to summarise what they remember from the first part of the play.
- Next, nominate different learners to read aloud the lines of the different characters in the play. Ask different learners to read after every few lines.
- Ask learners to think about the ending of the play. Ask them why the class clapped for Rohit.
- Ask learners to share their responses with the rest of the class.

Direct Instruction:

- Ask learners to look at the 'Speaking Project' activity on Pg. 35.
- Explain the activity to them, divide them into groups and assign one art form to them (these could be names of music, dance or theatre forms).
- Instruct the groups to find out information about the art form given to them using the pointers on Pg. 35.

Class Pulse Check

Duration: 2 min



- 1) Why was Sandeep Sir disappointed? (Pg. 34, Q. 1)
- 2) Which fruit did Sandeep Sir know Rohit loved? (Pg. 34, Q. 2)

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- 1) Why was Sandeep Sir disappointed?
- 2) Which fruit did Sandeep Sir know Rohit loved?
- 3) Who did Rohit want to share his apples with? Why?
- 4) Why did Sandeep Sir ask the class to applaud Rohit?



Understanding the Text

Exercise 1: New words

Word	Meaning
approach	
exaggerated	
victoriously	
touched	
applauds	



Speaking Task



Pair discussion

What are the things that you share with others? When was the last time that you shared something that was precious to you? Talk to your partner about it.



Important Words

Duration: 1 min

- **Last class:** approach, exaggerated, victoriously, touched, applauds
- **Today:** precious

Transactional Tip(s)

Duration: 27 min



Activity Method:

- Divide the class into pairs for the pair discussion activity under 'Speaking Task'. Allow time to the pairs to discuss the given topic.
- Ask pairs to share in one or two sentences what they discussed with the class.

Peer Learning - Group:

- Divide the class into four groups, and conduct a quiz on the 'New words' table.
- Ask the class to discuss the meanings of the words in their groups and write them down along with example sentences.
- Then, ask the groups to share the meanings and sentences.

Class Pulse Check

Duration: 2 min



- 1) Who did Rohit want to share his apples with? Why?
(Pg. 34, Q. 3)
- 2) Why did Sandeep Sir ask the class to applaud Rohit?
(Pg. 34, Q. 4)

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Day:
4/5

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Speaking Project

Folk arts of India

The delta region of Bangladesh and West Bengal, is full of rivers. Fishing is the main occupation there. Fishers row their boats from dawn till dusk. They often sing in chorus as they row. Their music is called *Bhaatiyali Gaan*. They sing songs about the river, the tides, and about their lives as fishers as they row their boats. *Bhaatiyali* comes from the word *bhaata*, which means 'a rising tide'. Likewise, every region has its own forms of folk art, dance and music. Are you familiar with any?

In groups of four, pick any one form of folk art, music or dance and gather information on them. Allot 5–7 minutes for discussion. Then, ask each group to make a short presentation before the class.

Hints:

- What is the name of the folk art that you have selected?
- Which region does the form originate from?
- Who usually performs or practises that folk art?
- Have you ever seen a performance or exhibition of the art form?
- What do you find attractive about this art form?



35

Important Words

Duration: 1 min

- **Last class:** precious
- **Today:** occupation, folk, familiar

Transactional Tip(s)

Duration: 28 min



Activity Method:

- Instruct learners to get into the groups that were made in class earlier, for the 'Speaking Project' activity. Ask the groups to keep the information they have gathered ready.
- Ask the groups to present their information before the class.
- Provide constructive feedback after every presentation.

Class Pulse Check

Duration: 1 min



- 1) What is the meaning of 'Bhaatiyali Gaan'?

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Reading Comprehension

Passage 1

Read the passage and answer the questions given below.

The history of Chinese tea is a story of gradual refinement. Generations of growers and producers have perfected the Chinese way of manufacturing tea and its many unique variations.



The original idea is credited to the legendary Emperor Shennong. His orders required that all drinking water be boiled as a hygienic precaution. A story goes that one summer day, while visiting a distant part of his kingdom, he and the court stopped to rest. In accordance with his orders, the servants began to boil water for the court to drink. Dried leaves from a nearby bush fell into the boiling water, and a brown substance got infused into the water. As a scientist, the emperor was interested in the new liquid. He drank some and found it very refreshing.

And so, according to the legend, tea was created in 2737 BC. Tea is an important part of the Chinese tradition. The main varieties of Chinese tea are green tea, red tea (black tea), Wulong tea, white tea, yellow tea and reprocessed tea.

(Source: Adapted from <http://www.chinahighlights.com/travelguide/chinese-tea/>)

- 1) What happened when the emperor's servants were boiling water for the court to drink?

Ans. _____

- 2) Which are the main varieties of tea?

Ans. _____

Important Words

Duration: 1 min

- **Last class:** occupation, folk, familiar
- **Today:** gradual, original, legendary, court

Transactional Tip(s)

Duration: 29 min



Reading Aloud:

- Read Passage 1 aloud once. Then, learners can be asked to independently read the passage one more time.
- The same can be done for Passage 2.

Interactive Discussion:

- Discuss the answers for Passages 1 and 2 with the class as a whole, and ask learners to mark the answers to the questions in their books.
- They can then start writing the answers for Passage 1 in class and complete Passage 2 as homework.

Class Pulse Check



- 1) -

- 3) Fill in the blanks with suitable adjectives.
- a) Mohan is very _____. He can pick up this heavy chair.
- b) This red rose is very _____.
- c) He is the _____ boy in class.
- 4) The meaning of 'reprocessed' is _____.

- 5) Match the words with their correct meanings.

Column A

- 1) gradual
2) refinement
3) unique

Column B

- a) special
b) over a long period of time
c) improvement

Passage 2

Read the passage and answer the questions given below.

Once upon a time, a smart city boy was travelling in a train. The only other person in the compartment was a boy who looked like a simpleton. The city boy, Akshay, thought he would have some fun at the other boy's expense.

'Hi, what is your name?' he asked.

'Ram' was the reply.

'Well, we have a long journey ahead of us. To make it more interesting, I suggest we ask each other questions to while away time', he said.

'Alright', said Ram.

'Let's keep a penalty. If the answer is wrong, the person has to pay ₹ 50', said Akshay.

'Fair enough! However, you are well educated, knowledgeable and smart, whereas I am a simple village dweller. My penalty should be half of yours', said Ram.

Akshay agreed to this condition. Ram suggested that Akshay ask the first question.

'What is the latest technology by which seeds can produce stronger plants?' asked Akshay.

'I don't know', said Ram and handed ₹ 25 over.

**Important Words**

- **Today:** compartment, simpleton, expense, penalty, dweller

Transactional Tip(s)**Class Pulse Check**

- 1) -

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51/60

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5/5

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Important Words

- Today: germinate

'Your turn now', said Akshay.

'Why is it that when a handful of seeds are sown, some germinate faster and some don't germinate at all?' asked Ram.

Akshay was stumped. He thought for a long time. Finally, he gave up and handed Ram ₹ 50.

'Tell me the answer', said Akshay, watching Ram put the money into his wallet.

'I don't know either', answered Ram.

— Manjula Shukla

- 1) Where did the two boys meet?

Ans. _____

- 2) Who ended up with more money in the end?

Ans. _____

- 3) Fill in the blanks with the correct forms of the verb 'be'.

a) My mother _____ cooking dinner. (are/am/is)

b) The hammer and nails _____ new. (are/is/am)

c) It is very late, and I _____ very tired. (is/am/are)

- 4) The antonym of 'penalty' is _____.

- 5) Match the words with their correct meanings.

Column A

1) stumped

2) simpleton

3) germinate

Column B

a) to begin to grow

b) not knowing the answer to something

c) someone who is not intelligent and does not have a good sense of judgement

Transactional Tip(s)



Class Pulse Check

- 1) -



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3			
4			

Post-lesson Reflection		Handhold Learners	Challenge Learners
<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <hr/> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div> <div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> </div>	Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>		
App Report	Number _____	Signature _____	

Teacher Reference: Textbook

Theme: Art and Culture

Lesson 6: A Lesson for Life



Let Us Discuss

1) Why was Sandeep Sir disappointed?

Ans. Sandeep Sir was disappointed because Rohit could not answer a simple question on addition.

2) Which fruit did Sandeep Sir know Rohit loved?

Ans. Sandeep Sir knew that Rohit loved cherries.

3) Who did Rohit want to share his apples with? Why?

Ans. Rohit wanted to share his apples with Jignesh. Jignesh had been crying because he wanted to eat apples. His mother, Kamala dadi, had said that she could not buy apples as they were costly.

4) Why did Sandeep Sir ask the class to applaud Rohit?

Ans. Sandeep Sir asked the class to applaud Rohit, as he was considerate enough to want to share his apples with his friend.



Understanding the Text

Exercise 1: New words

Word	Meaning
approach (n.)	a way of dealing with something
exaggerated (adj.)	made up to be greater than what is true
victoriously (adv.)	with a feeling of winning
touched (v.)	to be emotionally affected by someone's words or actions
applauds (v.)	claps to show approval or praise

R2: Reading Comprehension

Passage 1

1) What happened when the emperor's servants were boiling water for the court to drink?

Ans. When the emperor's servants were boiling water for the court, dried leaves from a nearby bush fell into the boiling water, and a brown substance got infused into the water.

2) Which are the main varieties of tea?

Ans. The main varieties of Chinese tea are green tea, red tea (black tea), Wulong tea, white tea, yellow tea and reprocessed tea.

3) Fill in the blanks with suitable adjectives.

a) Mohan is very strong. He can pick up this heavy chair.

b) This red rose is very beautiful.

c) He is the smartest boy in class.

(Accept all valid responses.)

4) The meaning of 'reprocessed' is 'to make again'.

5) Match the words with their correct meanings.

Column A	Column B
1) gradual	a) special
2) refinement	b) over a long period of time
3) unique	c) improvement

Ans. 1) – b); 2) – c); 3) – a)

Passage 2

1) Where did the two boys meet?

Ans. The two boys met in a train.

2) Who ended up with more money in the end?

Ans. Ram ended up with more money in the end.

3) Fill in the blanks with the correct forms of the verb 'be'.

a) My mother is cooking dinner. (are/am/is)

b) The hammer and nails are new. (are/is/am)

c) It is very late, and I am very tired. (is/am/are)

4) The antonym of 'penalty' is 'reward'.

5) Match the words with their correct meanings.

Column A

Column B

1) stumped

a) to begin to grow

2) simpleton

b) not knowing the answer to something

3) germinate

c) someone who is not intelligent and does not have a good sense of judgement

Ans. 1) – b); 2) – c); 3) – a)

A – Curriculum to Learning Objectives: Grammar

Prior Knowledge		• Grammar: Nouns		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
	6	6	3	•
	6	6	3	•
3	6	6	3	•
			3	•
4	6	6	3	•
			3	•
			3	•
			3	•
	6	6	3	•
			3	•
			3	•

B – Vision-to-Action Plan: Module 6

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
			•	•				
			•		•			
			•	•	•			
			•					
		3	•	•				
	3		• •	•		3 3		
3	4	3 3	• •	•		3 4		
		3	• •	•		3 3 3 4		

Period and Planned Date	WB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
4	6	4	•	•				
			•	•			4	
			•	•				
			•	•				

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Day:
1/5

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Module 6



Section Name	What I Will Learn
Dictation	Sentence dictation Listen and answer
Vocabulary	Vocabulary in context
Grammar	Articles
Formal Writing	Persuasive writing
Creative Writing	Story review



Dictation

Exercise 1.1: Sentence dictation

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

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Important Words

–

Transactional Tip(s)

Duration: 6 min



Practice:

- Read out the sentences for dictation from the Teacher Reference section twice.
- Once learners have written all the sentences under Ex. 1.1, nominate individual learners to come forward and write the sentences on the board.
- Ask the other learners to check their answers.

Class Pulse Check

1) -



Important Words

- Today: society

Exercise 1.2: Listen and answer

- Who are considered to be the friendliest creatures of the seas and oceans? []
a) sharks b) goldfish
c) dolphins d) whales
- What are the stories that have been told about dolphins? []
a) about them saving people from drowning
b) about what they eat
c) about how they kill people
d) about how people save them
- What are the young ones of dolphins called? []
a) foals b) cubs
c) children d) calves
- How are dolphins similar to humans? []
a) They live in water like humans. b) They live in a society like humans.
c) They fight like humans. d) They are not like humans.
- Which of the following proves that dolphins are intelligent? []
a) They have children. b) They live in water.
c) They use tools. d) They are friendly.



Vocabulary

Vocabulary in context

Context clues are hints that help us to understand a difficult or unusual word in a sentence. The clue may appear in the same sentence as the word to which it refers, or in a previous or later sentence.

There are four kinds of context clues that are quite common.

Synonym clue

A synonym, or another word that means the same, is used in the same sentence. This gives the reader a clue about the meaning of the new word.

Example: The new girl was an introvert; she was quiet and mostly kept to herself.

Transactional Tip(s)

Duration: 7 min



Practice:

- Play the audio clip for the 'Listen and answer' section, and ask learners to listen carefully.
- Replay the audio clip, and ask learners to mark the answer to each question given under Ex. 1.2.
- Discuss the answers with the class, and ensure that all learners have marked the correct answers.

Class Pulse Check



- 1) -

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1/5

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Antonym clue

A word or a group of words that has the opposite meaning reveals the meaning of the unknown word.

Example: Marty is gregarious, unlike his quiet and shy older brother.

Explanation clue

The unknown word is explained either within the sentence or in a sentence just before it.

Example: The team was elated when they won the trophy.

Example clue

Specific examples are used to define the unknown word.

Example: Celestial bodies such as the Sun, the Moon and the stars are very far away from the Earth.

Exercise 2.1: Fill in the blanks with the correct words from the options given in brackets. Use a dictionary to look for the meanings of the words in brackets. One is done for you.

- 1) Mala was very happy and eager (eager/scared) to go on the school picnic. She even bought herself a new pair of shoes.
- 2) Please hold the glass carefully; it is _____ (fragile/flexible).
- 3) The clown _____ (invited/entertained) the audience with her funny tricks.
- 4) I cannot _____ (afford/affect) to buy the big pencil box, because it is too expensive.
- 5) We must _____ (repair/prepare) for the examinations that start next week.
- 6) Rohit finished the _____ (entire/retire) plate of laddoos all by himself. He ate them all.

Important Words

- **Today:** introvert, reveals, gregarious, elated, celestial bodies, fragile, flexible

Transactional Tip(s)

Duration: 9 min



Monitoring Comprehension:

- Read aloud the following sentence to the class. 'Mother was furious when she saw that the house was a mess.'
- Ask learners to guess the meaning of the word 'furious', as well as to explain how they guessed that it means the same as 'angry'.
- Explain that the words in a sentence which help us to guess the meanings of new words are called 'context clues'. Explain the four types of context clues as given on Pgs. 78 and 79.
- Divide the class into four groups, and give each group a dictionary.
- Instruct the groups to find out the meanings of the words given in brackets under Ex. 2.1, and to discuss and complete Ex. 2.1.
- Ask the groups to share their answers with the class.

Class Pulse Check



- 1) -

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Exercise 2.2: Read the following sentences. Use the clues to identify the correct meanings of the words in bold. Then, colour the symbol next to the correct options.

- 1) There is **harmony** among the people in that community. Everybody comes together to celebrate all festivals.



strong dislike



peace



laughter

- 2) At the sound of the bell, the children **hastened** towards their class.



stopped



walked slowly



walked fast

- 3) She smiled with **glee** as she opened her gift.



happiness



sadness



anger

- 4) This man used to be very **idle**, but now he works all day long.



active



inactive



friendly

- 5) My throat felt so **parched** that I felt like I could drink the entire stream.



liquid



dry



full

- 6) We had the option of a hot or a cold **beverage**.



drink



spoon



soup

Important Words

- **Today:** glee, parched, beverage

Transactional Tip(s)

Duration: 5 min



Monitoring Comprehension:

- Read out the sentences under Ex. 2.2.
- Nominate individual learners to read the words in bold and try to explain their meanings, based on what they can guess from the rest of the sentence.

E.g.: Draw the learners' attention to the phrase 'comes together' in the first sentence, and ask them which of the options it is related to.

- Demonstrate how the explanation clue helps us pick the correct answer as 'peace'.
- In this manner, ask learners to search for various context clues and complete the exercise as homework.

Class Pulse Check

Duration: 2 min



- 1) Even though Maria had a good job and a nice family, she yearned for more. – What does the word 'yearned' mean? How did you find out its meaning?



Grammar

Articles

Fill in the blanks with the correct articles to complete the paragraph.
Put **X** where no article is needed.

_____ frog can live in _____ water and also on land. It is called _____ 'amphibian'.

'Amphibian' is _____ Greek word, that means 'having a double life'.

Its wet skin holds the secret of _____ frog's double life. It can breathe only when _____ skin is wet. If _____ skin dries out, _____ frog cannot breathe. Isn't that _____ interesting piece of information?



Remember



- **Articles** are words used before nouns.
- There are three articles in English: 'a', 'an' and 'the'.
- 'A' and 'an' are indefinite articles, while 'the' is the definite article.

Remember that the first **sound** and **not** the first **letter** should be considered.

Example: It is **an** honour to meet you.

We say 'an' honour even though the first letter in honour is 'h', which is a consonant. This is because while pronouncing this word, 'h' is silent and we pronounce the word as 'aunur'.

The same goes for words like 'uniform' or 'unicorn'. We use the article 'a' before them as the first sound in these words is 'y' even though the first letters are vowels.

Important Words

Duration: 1 min

- **Last class:** society, introvert, reveals, gregarious, elated, celestial bodies, fragile, flexible, glee, parched, beverage
- **Today:** amphibian

Transactional Tip(s)

Duration: 11 min



Questioning:

- Read out the passage given as the practice exercise on articles.
- Pause at the blanks and ask learners to tell you which article to use in each case.
- Ask them to indicate the type of article in the following way: make an 'o' with their fingers for 'a', raise two fingers for 'an', show a hooked finger for 'the' and wave for zero article.
- Then, revise the use of 'a', 'an' and 'the' using the information in the 'Remember' box.
- Point out the exceptions to the rule, that is, where the articles are used based on the sound of the first letter.
- Refer to the examples given on Pg. 82 and also discuss some examples of your own.
- You may also ask learners to share example sentences of their own.

Class Pulse Check

Duration: 1 min



- 1) Change the articles that are used incorrectly in this sentence. – There is a institution for the blind in this city.

Examples:

A: used before singular, countable nouns that begin with consonant sounds



Tejas is **a** little boy.



She is wearing **a** uniform.



Gagan has **a** mini car.

An: used before singular, countable nouns that begin with vowel sounds



An old man sat on the bench.



We will go in **an** aeroplane.



They have **an** hour left to catch the train.

The: used before nouns that have been mentioned earlier

- Use 'the' before particular (definite) things, such as specific articles, names of rivers, lakes, oceans, holy books, newspapers, well-known buildings and a few countries such as the United States and the United Kingdom.
- 'The' is also used to refer to specific locations such as 'the airport', 'the railway station', 'the ticket counter', 'the kitchen' and so on.
- Use 'the' while mentioning something unique, such as 'the Sun', 'the Moon' and so on.
- 'The' is pronounced 'thee' when used before nouns that begin with vowel sounds.



The Ganga is the longest river in India.



I have read **the** Ramayana.



I liked **the** bag that you gave me.

Important Words

–

Transactional Tip(s)

Duration: 16 min



Monitoring Comprehension:

- Point out to learners the difference between definite and indefinite articles using a few example sentences.

E.g.: I want a broom to clean my house.—The indefinite article 'a' has been used as any general broom is being referred to.

I want the broom kept in the balcony.—The definite article 'the' has been used because a specific broom (the one kept in the balcony) is being referred to.

- Next, instruct learners to focus on the different examples given for 'the'.
- Bring their attention to how 'the' is pronounced as 'thee' when used before nouns that begin with vowel sounds.
- Divide the class into four groups and quiz them on articles. You can use any simple sentences for this.
- After the quiz, ask learners to complete Ex. 3.1 independently.
- Discuss the answers with the class once everyone has finished.

Class Pulse Check

Duration: 1 min



1) Fill in the blanks.

There was _____ orange in _____ basket.

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2/5


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Exercise 3.1: Look at the pictures and fill in the blanks with 'a', 'an' or 'the'. Write the names of the nouns indicated by the pictures as well. One is done for you.

- 1) You can see the Arabian  from Mumbai.
sea

- 2) I love to sip _____  of grape juice in the morning.
(_____)

- 3) My sister attended _____  class at school today.
(_____)

- 4) Raima has _____  injury from playing tennis.
(_____)

- 5) I gifted my father _____  on his birthday. _____  is black in colour.
(_____) (_____)

- 6) This is _____ . I wear it to school.
(_____)

Important Words
—

Transactional Tip(s)



Class Pulse Check

1) -

Annual Day:
54/60

Day:
3/5

Actual Date:







Page(s)
84,85

Important Words

Duration: 1 min

- **Last class:** amphibian
- **Today:** wisdom, Botany

Exercise 3.2: Look at the pictures and fill in the blanks with 'a', 'an' or 'the'. One is done for you.

1)  <u>an</u> ant and <u>an</u> apple	2)  _____ hour and _____ minute	3)  _____ giraffe and _____ umbrella
4)  _____ cupcake and _____ candle	5)  _____ Sun and _____ Moon	6)  _____ owl and _____ pussycat

Zero article

Remember



- Do not use articles while saying general things about plural and uncountable nouns.
Examples: I hate sweets made of **sugar**.
I am afraid of **heights**.
- Do not use articles before abstract nouns.
Examples: I have **confidence** in you.
My grandmother is full of **wisdom**.
- Do not use articles before names of people, countries (with exceptions such as the US and the UK), towns, subjects and languages.
Examples: **Sudeep** is from **Bangladesh**.
We are studying **Botany**.
Raza is fluent in **Spanish**.

Transactional Tip(s)

Duration: 12 min



Interactive Discussion:

- Ask learners to finish Ex. 3.2 in pairs.
- Nominate individual learners to share the answers with the class.
- After learners have completed this exercise, revise the concept of zero article.
- Discuss the three cases in which articles are not needed.
- Give examples of your own and encourage learners to contribute examples as well.
- While explaining the second rule, recall abstract nouns.

Class Pulse Check

Duration: 1 min



- 1) Say whether the following sentences need an article.
- a) I left _____ work at 6 p.m.
 - b) Are you going to _____ beach this afternoon?

Annual Day:
54/60

Day:
3/5

Actual Date:

Page(s)
85

Exercise 3.3: Fill in the blanks with the correct articles. Put ✕ where no article is needed. One is done for you.

- 1) ✕ Dhaka is the capital of Bangladesh.
- 2) My mother is _____ doctor, and my father is _____ architect.
- 3) Ravi works at _____ airport every night.
- 4) Do you have _____ dictionary with you?
- 5) Do not worry about _____ Mehak's illness. She will be fine.
- 6) She was faint with _____ thirst.

Exercise 3.4: Rewrite the paragraph after correcting the articles used. Put ✕ where no article is needed. One is done for you.

I found that a money does not buy as much as it used to. I have been living in the city of Mumbai for two years and have not bought a house of my own. Recently, we moved into an small house with the garden in the back. On the first day, I wanted to get a milk, the small loaf of bread and a orange. I had twenty rupees only. This amount was not enough to buy all these things.

Ans. I found that ✕ money does not buy as much as it used to.

Important Words

–

Transactional Tip(s)

Duration: 16 min



Practice:

- Ask learners to read through the sentences given under Ex. 3.3 and to complete the exercise independently.
- Discuss the answers with the class once everyone has finished.
- Ask learners to work on Ex. 3.4 independently and mark the mistakes in the book.
- Then, nominate individual learners to say what the correct answers would be.
- Ensure that all learners rewrite the correct passage in their books.

Class Pulse Check



1) -

Annual Day:
55/60

Day:
4/5

Actual Date:

Page(s)
86,87,88,89



Formal Writing

Persuasive writing

What is persuasive writing?

When you share your opinion with supporting arguments or reasons to convince others of an idea, it is called persuasive writing. You persuade readers to agree with you and take suitable action. Different writings, such as newspapers, essays, speeches, advertisements and so on, try different ways to persuade readers.

For example, 'This brand of chips is the crispiest, crunchiest and the most delicious brand of chips you will ever taste. Buy a bag today!'

You can write a persuasive essay in three parts. The main elements of persuasive writing are as follows.

1) Introduction

- Identify the audience or the readers that you want to convince.
- Identify the issue or the problem.
- State your opinion, expressing what you believe in.

2) Reasons

- Explain your opinion in detail.
- Give reasons and arguments to support your opinion and convince the reader.
- Give examples to support your arguments.

3) Conclusion

- Remind readers of your opinion again.
- Suggest what the reader can do next.

You can use the following sentence starters to help you write!

Helping words/phrases

Introduction	Reasons		Conclusion
I think/feel that...	Firstly/secondly...	For example...	For these reasons...
I am sure that...	If... then ...	In fact...	In other words...

Important Words

Duration: 1 min

- **Last class:** wisdom, Botany
- **Today:** persuasive, persuade

Transactional Tip(s)

Duration: 10 min



Interactive Discussion:

- Ask learners how they convince their parents when they want something.
- Nominate learners to share their responses.
- Explain that 'persuasion' means 'to try and convince someone by telling them your opinions and reasons about something'. Explain briefly how persuasive writing is used in the same way.
- Refer to the informative tips and examples given on Pg. 86 to make the concept clearer.
- Discuss the main elements of persuasive writing by referring to the diagram on Pg. 87.
- Share an example for every element explained.
- Read out to learners the words or phrases used for writing given on Pg. 86, and use one or two of them in a sentence.

Class Pulse Check

Duration: 2 min



- 1) Share a topic that you would want to persuade your teacher about.

Annual Day:
55/60

Day:
4/5

Actual Date:

Page(s)
87

Read a persuasive essay on the topic 'Why we must not compare ourselves with others'.

Audience: people who compare themselves with others

Issue: Comparing oneself with others makes one feel bad about oneself.

Opinion statement: why we must not compare ourselves with others

Reason 1

There will always be somebody better or worse than you. The comparison never stops. It makes you feel either low or proud.

Reason 2

Comparison results in copying others blindly. This will stop us from being who we really are.

Conclusion:

Let us not always find faults in others. Let us be gentle.
Let us accept ourselves and be happier.

Very often, people advise us to compare ourselves with others. 'You should be like your brother', 'You must be the best student in your class' and so on. This is not always the best way of thinking.

To begin with, we should stop comparing ourselves with others because there will always be someone better than us. Therefore, we may feel inferior to others even without a real reason. We must also avoid comparison because we may then want to act and think like them. The problem with that is if we blindly copy someone, we will never know what we really want or who we really are.

For all these reasons, and because we are unique, we should not compare ourselves with others, but only with ourselves. We should not judge so much, but instead accept ourselves as we really are. Then, undoubtedly, we will live happier.

Important Words

- **Today:** inferior, undoubtedly

Transactional Tip(s)

Duration: 10 min



Interactive Discussion:

- Divide the class in four groups for the sample writing.
- Assign one of the four elements to each of the groups.
- Ask learners to go through the piece of persuasive writing given on Pg. 87 and work on the elements that they have been assigned.
- Ask each group to summarise their assigned sections based on the passage.
- Discuss how all the elements come together to form a convincing persuasive essay.

Class Pulse Check



1) -

Annual Day:
55/60

Day:
4/5

Actual Date:

Page(s)
88

Exercise 4: Write a persuasive essay on the following topic: 'School breaks should be made longer'. Write for or against the topic. Fill in the planning box before writing the essay.

Audience: _____

Issue: _____

Opinion statement: _____

Reason 1

Reason 2

Conclusion:

Important Words

–

Transactional Tip(s)

Duration: 7 min



Brainstorming:

- Ask learners to remain in the same four groups from the previous activity and ask them to discuss the topic given.
- Instruct learners to brainstorm in their groups and note down points for each of the elements mentioned.
- Tell learners that creating a mind map to organise their arguments, opinions and conclusions makes writing a persuasive essay easy.
- You may also make a word splash on the board and ask learners to contribute words and phrases related to the topic.
- Ask learners to use the word splash and their respective mind maps to write the essay for Ex. 4.
- Instruct learners to start writing their essays in class and complete them as homework.

Class Pulse Check



1) -

Annual Day:
55/60

Day:
4/5

Actual Date:

Page(s)
89

Important Words

–

Transactional Tip(s)

–



Creative Writing

Story review

Different people like different kinds of stories. It is hard to find out whether a story would be interesting or not, without reading it first. A review of the story explains the strong and the weak points about it. This helps the readers to decide whether they should read the story.

Class Pulse Check

1) -



Annual Day:
56/60

Day:
5/5

Actual Date:

Page(s)
90,91,92

Important Words

Duration: 1 min

- **Last class:** persuasive, persuade, inferior, undoubtedly
- **Today:** –

Introduction

- The title and the name of the author
- The type of story (fiction, non-fiction, funny, adventure, fantasy, horror)

Analysis

- Did you like the story?
- What were your most favourite and least favourite parts of the story?
- Was the language clear and easy to understand?

Steps to write a story review

A summary of the story

- What was the story about?
- Who were the main characters?
- Did the main characters run into any problem or adventure?

Conclusion

- How was the ending? How did you feel about it?
- What type of person would like this story?

Let us read a sample story review of a story from your textbook. You can read the complete story from the lesson 'The Selfish Giant'.

'The Selfish Giant' is a short story from the book 'The Happy Prince and Other Tales' by Oscar Wilde. A Giant had a lovely, large garden with green grass, peach trees and cheerful birds. Sometimes when the Giant was not at home, children used to come and play happily in the garden. The Giant did not like this. He scolded the children angrily and put up a notice saying that no one was allowed to enter his garden.

Once, the children stopped coming to the garden to play, nature became sad. The plants didn't bloom and the birds wouldn't sing. Even when it was spring outside, it was still winter in the Giant's garden.

One day, the children crept back into the garden through a hole in the wall. The garden was so happy to see them back that the trees began blooming again. The Giant was surprised to see his garden become beautiful once more. He realised how selfish he had been. From then on, the Giant and the children played in the garden together and everyone was happy again.

Transactional Tip(s)

Duration: 12 min



Summarising:

- Ask learners to think about their favourite story and their reasons for liking it.
- Nominate learners to share this information with the class, along with a very short summary of the story.
- Explain the concept of a story review, and tell learners how a story review helps others decide whether they should read the story.
- Discuss the steps involved in reviewing a story using the diagram given on Pg. 90.
- Read aloud the sample story review.
- Ask learners to identify the different parts of the story review. Point out if there are any parts that they have missed out.

Class Pulse Check

Duration: 2 min



- 1) What kind of stories do you enjoy reading?

Annual Day:
56/60

Day:
5/5

Actual Date:

Page(s)
91

My most favourite part of the story was the description of the garden and all the beautiful things in it. My least favourite part was when the children were sad. The ending of this story made me very happy as the garden was beautiful again and everyone was happy in it. I wish I was one of the children playing in the Giant's garden.

Exercise 5: Write a story review of a story that you have recently read. Fill in the review sheet before writing your story review.

Title: _____		Author: _____	
How much did you like the story? ★★★★★			
Who were the characters? Did you like them?		Where did the story take place?	
What happened in the story? Was it fun to read?		What did you learn from the story?	

Important Words

–

Transactional Tip(s)

Duration: 15 min



Monitoring Comprehension:

- Divide the learners into pairs for Ex. 5.
- Instruct them to discuss the review sheet with their partners.
- Remind learners that it is OK to have different opinions about the same story.
- Next, ask pairs to make mind maps which will help them organise their reviews better.
- After the discussion, ask them to start writing the review.
- Nominate learners to share their reviews with the class.

Class Pulse Check

1) –



Annual Day:
56/60

Day:
5/5

Actual Date:

Page(s)
92

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) –



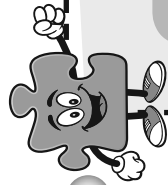


C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3		3	

Post-lesson Reflection		Handhold Learners	Challenge Learners
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Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>		
App Report	Number _____	Signature _____	

Module 6



Section Name	What I Will Learn
Dictation	Sentence dictation Listen and answer
Vocabulary	Vocabulary in context
Grammar	Articles
Formal Writing	Persuasive writing
Creative Writing	Story review



Dictation

Exercise 1.1: Sentence dictation

- 1) I made breakfast for the family this morning.
- 2) The winning team cheered victoriously.
- 3) The robbery was exaggerated by the newspaper.
- 4) We waited in excitement for the magic show to begin.
- 5) The crowd applauded the music performance loudly.

Exercise 1.2: Listen and answer

- 1) Who are considered to be the friendliest creatures of the seas and oceans? [c]
a) sharks b) goldfish
c) dolphins d) whales
- 2) What are the stories that have been told about dolphins? [a]
a) about them saving people from drowning
b) about what they eat
c) about how they kill people
d) about how people save them
- 3) What are the young ones of dolphins called? [d]
a) foals b) cubs
c) children d) calves
- 4) How are dolphins similar to humans? [b]
a) They live in water like humans. b) They live in a society like humans.
c) They fight like humans. d) They are not like humans.
- 5) Which of the following proves that dolphins are intelligent? [c]
a) They have children. b) They live in water.
c) They use tools. d) They are friendly.

Page 313



Vocabulary

Vocabulary in context

Context clues are hints that help us to understand a difficult or unusual word in a sentence. The clue may appear in the same sentence as the word to which it refers, or in a previous or later sentence.

There are four kinds of context clues that are quite common.

Synonym clue

A synonym, or another word that means the same, is used in the same sentence. This gives the reader a clue about the meaning of the new word.

Example: The new girl was an introvert; she was quiet and mostly kept to herself.

Antonym clue

A word or a group of words that has the opposite meaning reveals the meaning of the unknown word.

Example: Marty is gregarious, unlike his quiet and shy older brother.

Explanation clue

The unknown word is explained either within the sentence or in a sentence just before it.

Example: The team was elated when they won the trophy.

Example clue

Specific examples are used to define the unknown word.

Example: Celestial bodies such as the Sun, the Moon and the stars are very far away from the Earth.

Exercise 2.1: Fill in the blanks with the correct words from the options given in brackets. Use a dictionary to look for the meanings of the words in brackets. One is done for you.

- 1) Mala was very happy and eager (eager/scared) to go on the school picnic. She even bought herself a new pair of shoes.
- 2) Please hold the glass carefully; it is _____ fragile _____ (fragile/flexible).
- 3) The clown _____ entertained _____ (invited/entertained) the audience with her funny tricks.
- 4) I cannot _____ afford _____ (afford/affect) to buy the big pencil box, because it is too expensive.
- 5) We must _____ prepare _____ (repair/prepare) for the examinations that start next week.
- 6) Rohit finished the _____ entire _____ (entire/retire) plate of laddoos all by himself. He ate them all.

Exercise 2.2: Read the following sentences. Use the clues to identify the correct meanings of the words in bold. Then, colour the symbol next to the correct options.

- 1) There is **harmony** among the people in that community. Everybody comes together to celebrate all festivals.



strong dislike



peace



laughter

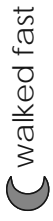
- 2) At the sound of the bell, the children **hastened** towards their class.



stopped



walked slowly



walked fast

- 3) She smiled with **glee** as she opened her gift.



happiness



sadness



anger

- 4) This man used to be very **idle**, but now he works all day long.



active



inactive



friendly

- 5) My throat felt so **parched** that I felt like I could drink the entire stream.



liquid



dry



full

- 6) We had the option of a hot or a cold **beverage**.



drink



spoon



soup



Articles

Fill in the blanks with the correct articles to complete the paragraph.

Put ✕ where no article is needed.

REVISE

A ___ frog can live in ___ ✕ water and also on land. It is called ___ an ___ 'amphibian'.

'Amphibian' is ___ a ___ Greek word, that means 'having a double life'.

Its wet skin holds the secret of ___ the ___ frog's double life. It can breathe only when ___ the ___ skin is wet. If ___ the ___ skin dries out, ___ the ___ frog cannot breathe. Isn't that ___ an ___ interesting piece of information?

**Remember**

- **Articles** are words used before nouns.
- There are three articles in English: 'a', 'an' and 'the'.
- 'A' and 'an' are indefinite articles, while 'the' is the definite article.




Remember that the first sound and **not** the first letter should be considered.

Example: It is **an** honour to meet you.

We say 'an' honour even though the first letter in honour is 'h', which is a consonant. This is because while pronouncing this word, 'h' is silent and we pronounce the word as 'aunur'.

The same goes for words like 'uniform' or 'unicorn'. We use the article 'a' before them as the first sound in these words is 'y' even though the first letters are vowels.

Examples:

 <p>Tejas is a little boy.</p>	 <p>She is wearing a uniform.</p>	 <p>Gagan has a mini car.</p>
--	---	---

 <p>An old man sat on the bench.</p>	 <p>We will go in an aeroplane.</p>	 <p>They have an hour left to catch the train.</p>
--	---	--

The: used before nouns that have been mentioned earlier

- Use 'the' before particular (definite) things, such as specific articles, names of rivers, lakes, oceans, holy books, newspapers, well-known buildings and a few countries such as the United States and the United Kingdom.
- 'The' is also used to refer to specific locations such as 'the airport', 'the railway station', 'the ticket counter', 'the kitchen' and so on.
- Use 'the' while mentioning something unique, such as 'the Sun', 'the Moon' and so on.
- 'The' is pronounced 'thee' when used before nouns that begin with vowel sounds.

 <p>The Ganga is the longest river in India.</p>	 <p>I have read the Ramayana.</p>	 <p>I liked the bag that you gave me.</p>
--	---	---

Exercise 3.1: Look at the pictures and fill in the blanks with 'a', 'an' or 'the'. Write the names of the nouns indicated by the pictures as well. One is done for you.

1) You can see the Arabian _____ from Mumbai.



sea

2) I love to sip _____ a _____ of grape juice in the morning.



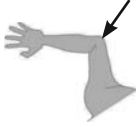
(_____ glass _____)

3) My sister attended _____ the _____ class at school today.



(_____ piano _____)

4) Raima has _____ an _____ injury from playing tennis.



(_____ elbow _____)

5) I gifted my father _____ a _____ on his birthday. _____ The _____ is black in colour.



(_____ vase _____)





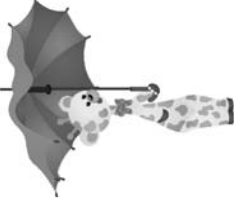
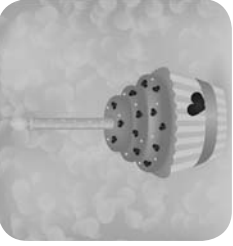


(_____ vase _____)

6) This is _____ a _____. I wear it to school.



(_____ uniform _____)

Exercise 3.2: Look at the pictures and fill in the blanks with 'a', 'an' or 'the'. One is done for you.

1)  an ant and <u>an</u> apple	2)  an ___ hour and a ___ minute	3)  a ___ giraffe and an ___ umbrella
4)  a ___ cupcake and a ___ candle	5)  the ___ Sun and the ___ Moon	6)  an ___ owl and a ___ pussycat

Zero article



- Do not use articles while saying general things about plural and uncountable nouns.

Examples: I hate sweets made of **sugar**.

I am afraid of **heights**.

- Do not use articles before abstract nouns.

Examples: I have **confidence** in you.

My grandmother is full of **wisdom**.

- Do not use articles before names of people, countries (with exceptions such as the US and the UK), towns, subjects and languages.

Examples: **Sudeep** is from **Bangladesh**.

We are studying **Botany**.

Raza is fluent in **Spanish**.

Exercise 3.3: Fill in the blanks with the correct articles. Put **X** where no article is needed. One is done for you.

- 1) **X** Dhaka is the capital of Bangladesh.
- 2) My mother is a doctor, and my father is an architect.
- 3) Ravi works at the airport every night.
- 4) Do you have a dictionary with you?
- 5) Do not worry about **X** Mehak's illness. She will be fine.
- 6) She was faint with **X** thirst.

Exercise 3.4: Rewrite the paragraph after correcting the articles used. Put **X** where no article is needed. One is done for you.

I found that a money does not buy as much as it used to. I have been living in the city of Mumbai for two years and have not bought a house of my own. Recently, we moved into an small house with the garden in the back. On the first day, I wanted to get a milk, the small loaf of bread and a orange. I had twenty rupees only. This amount was not enough to buy all these things.

Page 320

Ans. I found that **X** money does not buy as much as it used to. I have been living in the city of Mumbai for two years and have not bought a house of my own. Recently, we moved into **a** small house with **a** garden in the back. On the first day, I wanted to get **X** milk, **a** small loaf of bread and **an** orange. I had twenty rupees only. This amount was not enough to buy all these things.



Persuasive writing

What is persuasive writing?

When you share your opinion with supporting arguments or reasons to convince others of an idea, it is called persuasive writing. You persuade readers to agree with you and take suitable action. Different writings, such as newspapers, essays, speeches, advertisements and so on, try different ways to persuade readers.

For example, 'This brand of chips is the crispiest, crunchiest and the most delicious brand of chips you will ever taste. Buy a bag today!'

You can write a persuasive essay in three parts. The main elements of persuasive writing are as follows.

1) **Introduction**

- Identify the audience or the readers that you want to convince.
- Identify the issue or the problem.
- State your opinion, expressing what you believe in.

2) **Reasons**

- Explain your opinion in detail.
- Give reasons and arguments to support your opinion and convince the reader.
- Give examples to support your arguments.

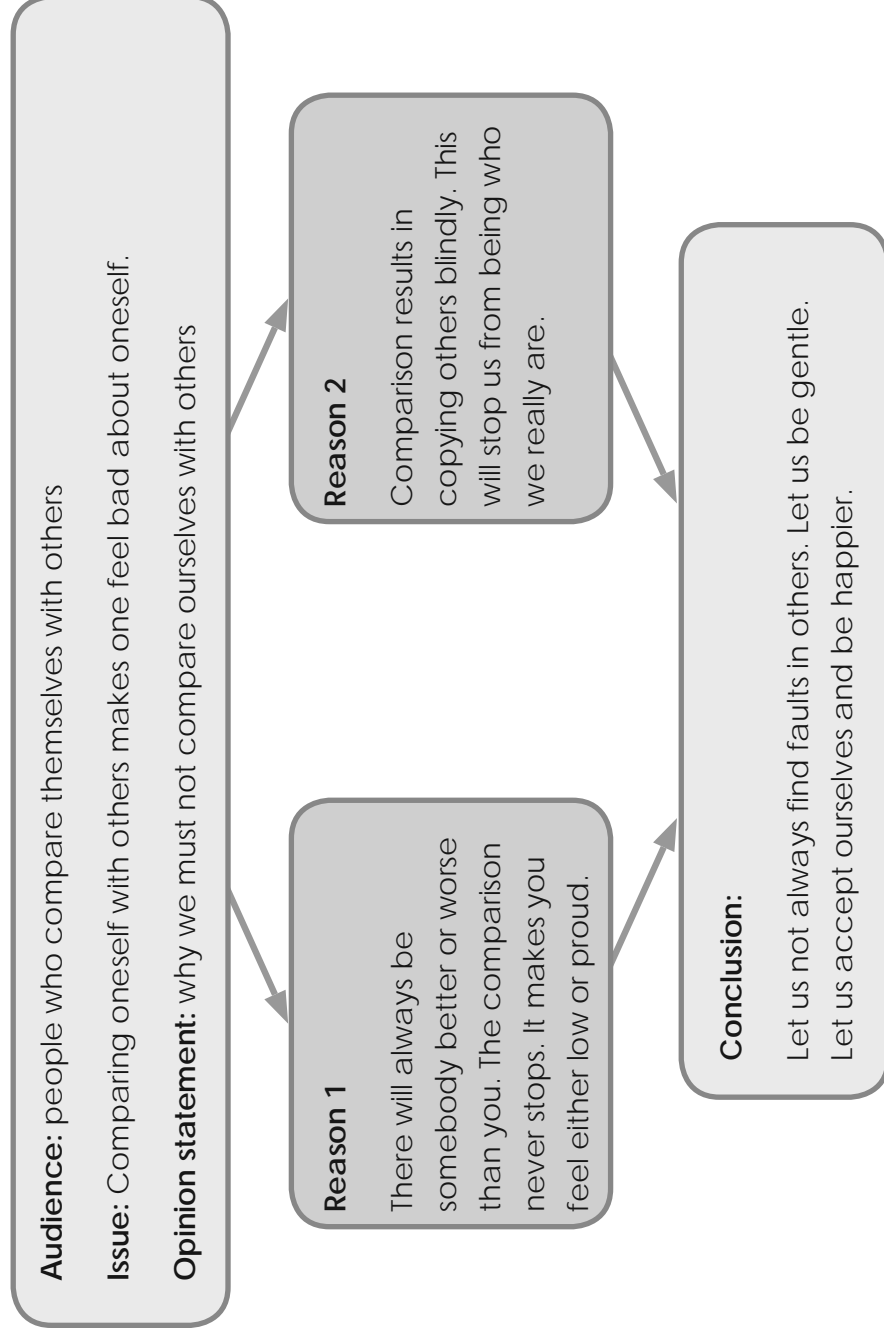
3) **Conclusion**

- Remind readers of your opinion again.
- Suggest what the reader can do next.

You can use the following sentence starters to help you write!

Helping words/phrases			
Introduction	Reasons		Conclusion
I think/feel that...	Firstly/secondly...	For example...	For these reasons...
I am sure that...	If... then ...	In fact...	In other words...

Read a persuasive essay on the topic 'Why we must not compare ourselves with others'.

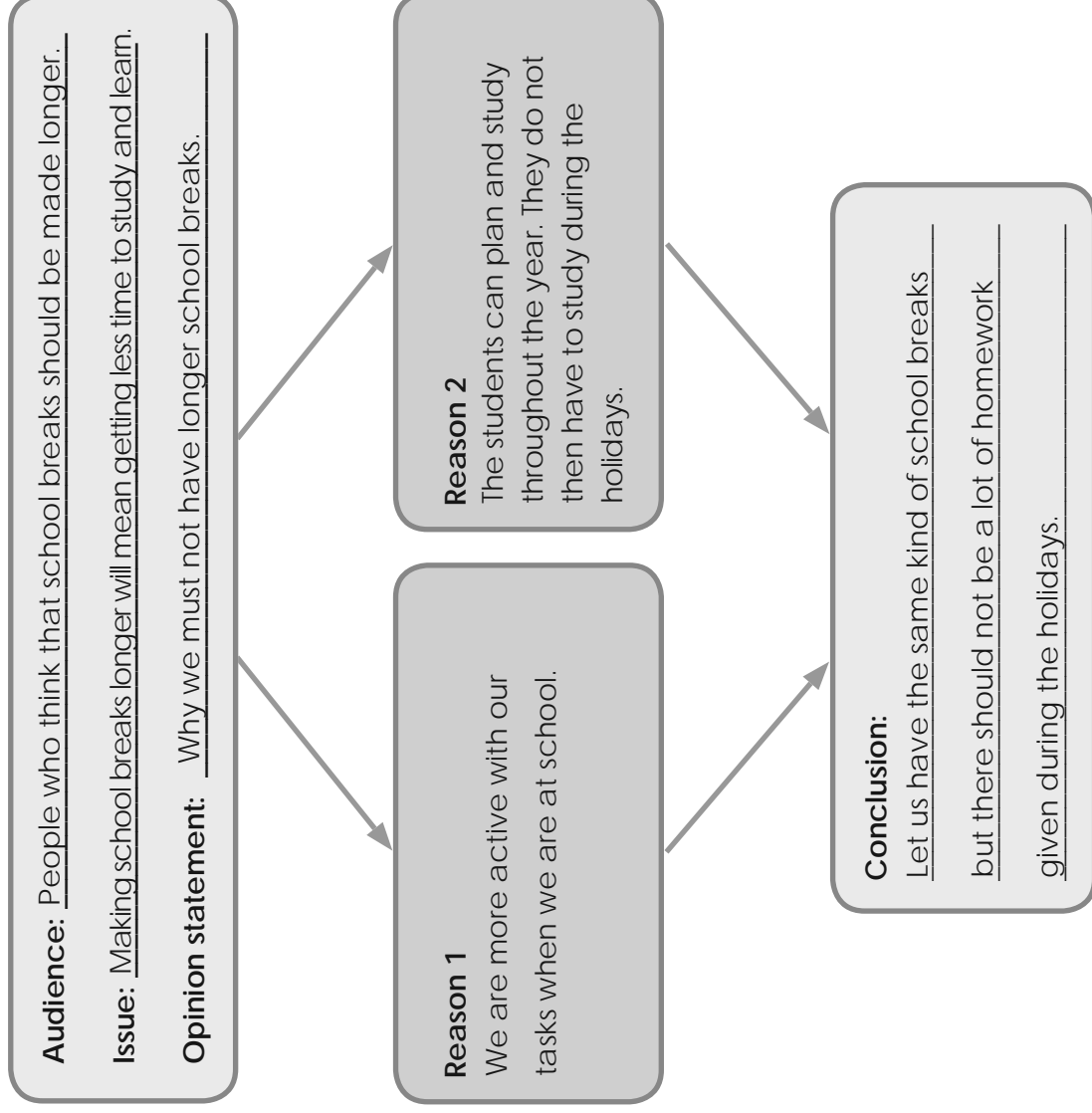


Very often, people advise us to compare ourselves with others. 'You should be like your brother', 'You must be the best student in your class' and so on. This is not always the best way of thinking.

To begin with, we should stop comparing ourselves with others because there will always be someone better than us. Therefore, we may feel inferior to others even without a real reason. We must also avoid comparison because we may then want to act and think like them. The problem with that is if we blindly copy someone, we will never know what we really want or who we really are.

For all these reasons, and because we are unique, we should not compare ourselves with others, but only with ourselves. We should not judge so much, but instead accept ourselves as we really are. Then, undoubtedly, we will live happier.

Exercise 4: Write a persuasive essay on the following topic: 'School breaks should be made longer'. Write for or against the topic. Fill in the planning box before writing the essay.



We always complain when we have to go to school after a long summer break. Don't we wish it was a longer holiday!

But on the other hand, there is so much work to do at school. We get to learn different subjects, and play sports like hockey, tennis and cricket. We use our time in a better way at school, unlike the holidays when we are usually lazy. If the holidays become longer we won't be able to learn all the things which the teachers have planned for us. There will be a shortage of time and the

teachers may have to finish the syllabus in a hurry.

Moreover during the break we are not able to meet all our friends, especially the ones we meet only at school. We have to wait until the holidays are over to finally see them.

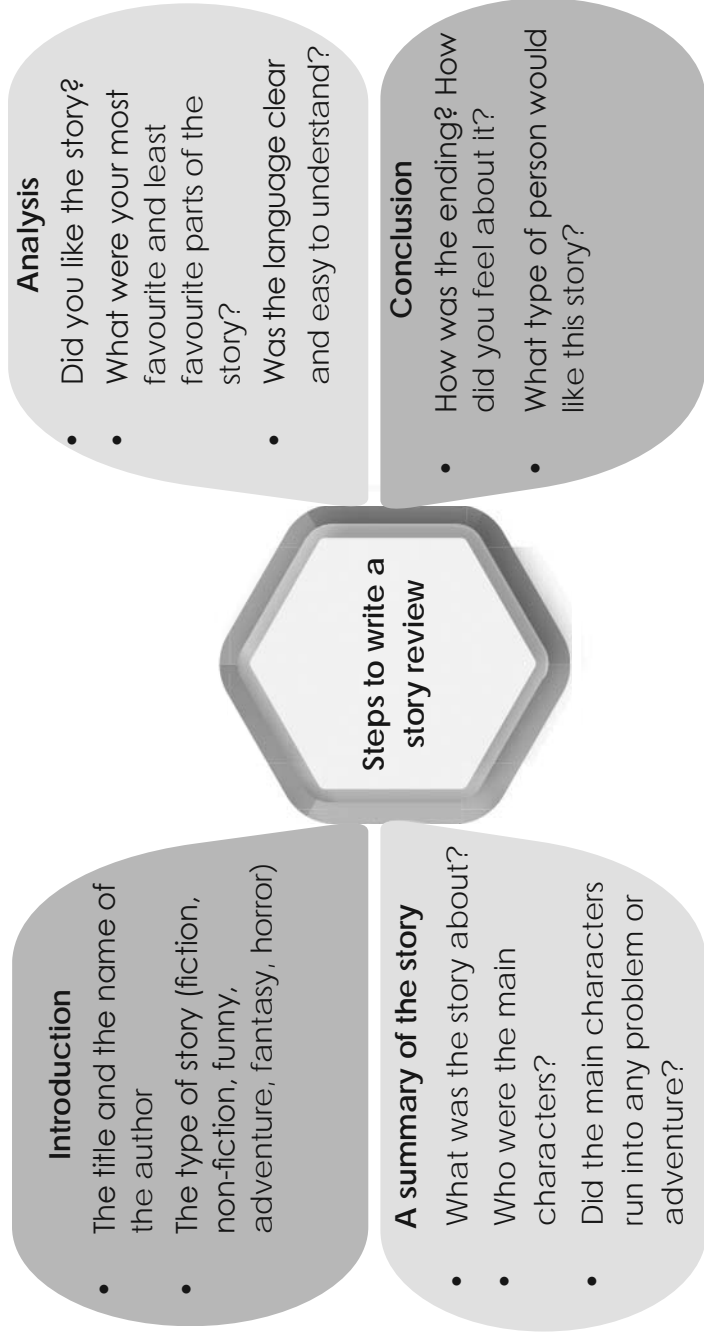
So, it is alright that the holidays are not longer. The only thing which the school should keep in
mind is that we should not get too much homework during the holidays in that case.

[illegible]

Creative Writing

Story review

Different people like different kinds of stories. It is hard to find out whether a story would be interesting or not, without reading it first. A review of the story explains the strong and the weak points about it. This helps the readers to decide whether they should read the story.



Let us read a sample story review of a story from your textbook. You can read the complete story from the lesson 'The Selfish Giant'.

'The Selfish Giant' is a short story from the book 'The Happy Prince and Other Tales' by Oscar Wilde. A Giant had a lovely, large garden with green grass, peach trees and cheerful birds. Sometimes when the Giant was not at home, children used to come and play happily in the garden. The Giant did not like this. He scolded the children angrily and put up a notice saying that no one was allowed to enter his garden. Once, the children stopped coming to the garden to play, nature became sad. The plants didn't bloom and the birds wouldn't sing. Even when it was spring outside, it was still winter in the Giant's garden. One day, the children crept back into the garden through a hole in the wall. The garden was so happy to see them back that the trees began blooming again. The Giant was surprised to see his garden become beautiful once more. He realised how selfish he had been. From then on, the Giant and the children played in the garden together and everyone was happy again.

My most favourite part of the story was the description of the garden and all the beautiful things in it. My least favourite part was when the children were sad. The ending of this story made me very happy as the garden was beautiful again and everyone was happy in it. I wish I was one of the children playing in the Giant's garden.

Exercise 5: Write a story review of a story that you have recently read. Fill in the review sheet before writing your story review.

Title: BFG (Big Friendly Giant) Author: Roald Dahl

How much did you like the story? ★★★★★

Who were the characters? Did you like them?

Sophie and the Big Friendly Giant
Yes, I liked them a lot.

Where did the story take place?

The story takes place in different places such as Sophie's home, the Giant Land, the Giant's home as well as Buckingham Palace.

What happened in the story? Was it fun to read?

In this story, Sophie has many adventures along with the giant. The book was very interesting and I enjoyed reading it.

What did you learn from the story?

I learnt that we should be kind to people and always have happy dreams.

The BFG is a story about a girl named Sophie, who is eight-years old, and the Big Friendly Giant, who is called the BFG.

Even if the story is about a giant, it is not scary at all, because the BFG is actually a kind giant who gives happy dreams to children. He meets Sophie when she is unable to sleep one night. Sophie speaks in English, but the BFG speaks in a different language called gobblefunk, which has a lot of strange words. The strange words make the story really funny.

The story starts off at Sophie's home and then takes place in Giant Land and Buckingham Palace. It also has nine other giants, who are very different from the BFG. They are always looking for people to eat, and so Sophie and the BFG take the Queen's help to catch the other giants. The Queen sends her army, and the nine giants are finally caught. To reward them, the Queen got special homes built for the BFG and Sophie, and a special room for the BFG to store his dreams.

My favourite part of the story was that Sophie and the BFG become great friends even though they are so different, and they are always there to help each other. It taught me that not everyone who looks scary is actually scary, and that we can become friends with someone even if they are different from us. It was a very interesting and funny book. I would recommend all children to read this book, as they would surely enjoy it.



B – Vision-to-Action Plan: 7 Rip Van Winkle

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
	3	.	.				
	3	.	.				
	4	.					
	4 4	.	.				
	4 4	.	.				
3	4	.	.		4		
	4 43	.	.		4 43	3 43	

Period and Planned Date	TB Page No. and Key Competency	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
					CW	HW	
4	44	•	•		4 44		
	44	•	•				

Annual Day:
57/60

Day:
1/4

Actual Date:

Page(s)
39

Important Words

Duration: 1 min

- **Today:** nation, discussion, Dutch, inn



Listen and Say Aloud

Words that end in -ion (stress the second-to-last syllable)

nation	examination	discussion	satisfaction
solution	admiration	companion	conclusion



Warm Up

- Imagine that you sleep one day and wake up 20 years later. How would you feel?
- What would the world be like? Share your thoughts.

Let us read a story about a man named Rip Van Winkle, who fell asleep in the woods for a very, very long time, and then, one day, when he woke up . . .

Transactional Tip(s)

Duration: 27 min



Activity Method:

- Discuss the 'Warm Up' questions with the learners.
- Ask learners to imagine any one object that might look different after 20 years. Instruct them to draw a simple pen/pencil sketch of how that object would look 20 years from now.
- Nominate some learners to share their drawings with the class and describe them in a sentence.
- Connect the learners' responses to the story by telling them what it is about. Then, read out the first two paragraphs of the story.

Reading Aloud:

- Read aloud the words given in the 'Listen and Say Aloud' table, stressing on the second-to-last syllable of each word.
- Instruct learners to repeat each word after you, stressing on the same syllable.

Class Pulse Check

Duration: 2 min



- 1) What does the word 'nation' mean?
- 2) Can you make a sentence with the word 'nation'?

Annual Day:
58/60

Day:
2/4

Actual Date:

Page(s)
40,41



Reading the Text

Rip Van Winkle was a lazy man who lived in a small **Dutch** village. He liked to wander through town with his pet dog, Wolf, and tell stories to the children. Rip's wife, Dame, did not like his laziness and used to shout at him for not doing any work.

To escape her shouting, he often went to a nearby **inn** to relax and exchange stories with his friends. The forest was the only other place where Rip felt safe from his wife's shouting.



inn

One wintry afternoon, Rip and Wolf went into the hills, again, to escape Dame's shouting. They spent the whole day hunting for squirrels, though they did not catch anything. When it was time to return home, they heard a voice calling Rip.

They thought it was Dame until they saw a small man dressed in strange clothes.

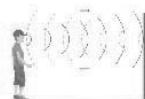
The little man was carrying a heavy drum and asked for Rip's help. Rip hurried to help him.



ninepins

As Rip and the little man carried the drum, they heard a loud booming sound like thunder. After walking for quite a while, they came to an open field, where Rip saw many little bearded men playing a game called 'ninepins'.

The noisy game was being played with huge balls that made a booming sound when they hit one another. Rip recognised the sound that he had been hearing all along. The sound of their bowling **echoed** throughout the mountains.



echoed

The drum that Rip had helped to carry was filled with a tasty drink, which the small men shared with Rip. After drinking three full glasses, he began to feel sleepy. The Sun had gone down and the noise of the bowling continued, as Rip fell asleep in the moonlight.



tattered

When Rip woke up, he was surprised! Wolf was gone, Rip's clothes were **tattered** and torn, his gun had **rusted**, and his beard had grown – a foot in length! He looked around to see if he could find the little bearded men, but he could not recognise the place. Rip decided to go home, though he knew he would be scolded by his wife for being careless again!



rusted

Important Words

Duration: 1 min

- **Last class:** nation, discussion, Dutch, inn
- **Today:** ninepins, echoed, tattered, rusted

Transactional Tip(s)

Duration: 27 min



Summarising:

- Once all the groups have completed reading the story, instruct each group to describe what happens in it.
- You may do this by asking one group to start with the first two paragraphs. You can then continue with the rest of the groups till the whole story has been summarised.

Reading Aloud:

- Divide the learners into groups of four or five.
- Instruct learners, in their respective groups, to take turns and read each paragraph of the story aloud.
- Tell learners that they can use the pictures given along with the story to try to guess the meanings of the difficult words.

Class Pulse Check

Duration: 2 min



- 1) Who was Rip Van Winkle? Where did he live? (Pg. 41, Q. 1)
- 2) Why would Rip's wife scold him? (Pg. 42, Q. 2)

Annual Day:
58/60

Day:
2/4

Actual Date:

Page(s)
41

Important Words

- Today: enquired

When Rip entered his village, he stopped in surprise. There were many new buildings. The children of the village were curious and gathered around him, whispering. He did not recognise any of them. He went to his own house and found it empty, silent.

He called out his wife's name and the names of his children, but no one answered.

The house looked lonely and empty. Now even more confused than before, Rip walked through town to the inn. However, the old inn was gone. There was a bigger, newer inn in its place.

Outside the inn, people were gathered around, talking about an election. Rip **enquired** about his friends. He was told that the inn manager had been dead for eighteen years and that the schoolmaster he knew had moved from the village.

Finally, Rip asked if anyone knew who Rip Van Winkle was. A young woman holding a baby stepped forward, saying that Rip was her father and that he'd gone out hunting twenty years ago and never returned. Rip then realised that he had been asleep for twenty years!

Rip recognised the young woman as his daughter Judith now grown. He told her that he, in fact, was her father. Rip then told everyone the story of where he had been for the last twenty years. No one believed him.

Finally, they called an old, wise man named Peter Vanderdonk, who knew many stories about the village. Peter listened as Rip repeated his tale. He claimed that Rip had met some ghosts. A few of the villagers thought Rip Van Winkle was crazy. But others believed him.

Rip Van Winkle went to live with his daughter, Judith, and her family. He began telling stories to the children, just as he used to earlier. And not surprisingly, he told his own story frequently. Occasionally, he would hear thunder in the mountains, but he never went into the forest again. He did not want to lose another twenty years.

– Adapted from 'Rip Van Winkle' by Washington Irving



Let Us Discuss

- 1) Who was Rip Van Winkle? Where did he live?
- 2) Why would Rip's wife scold him?
- 3) Where did Rip meet the little man?
- 4) What did the little, bearded men share with Rip?



Transactional Tip(s)

–



Class Pulse Check

- 1) -



Annual Day:
59/60

Day:
3/4

Actual Date:

Page(s)
42,43



Understanding the Text

Exercise 1: New words

Word	Meaning
Dutch	
inn	
ninepins	
echoed	
tattered	
rusted	
enquired	

Exercise 2: Literature comprehension

1) What kind of a person was Rip Van Winkle? What did he like to do?

Ans. _____

2) What was strange about the men whom Rip met in the hills?

Ans. _____

3) Nobody recognised Rip when he reached the village. Why?

Ans. _____

Important Words

Duration: 1 min

- **Last class:** ninepins, echoed, tattered, rusted, enquired
- **Today:** –

Transactional Tip(s)

Duration: 27 min



Peer Learning - Group:

- Divide the class into four groups, and conduct a quiz on the 'New words' table.
- Ask the class to discuss the meanings of the words in their groups and write them down along with example sentences.
- Then, ask the groups to share the meanings and sentences. Provide constructive feedback.

Interactive Discussion:

- Discuss the answers for Exs. 2 and 3 with the class as a whole, and ask learners to mark the answers to the questions in their books.
- They can then start writing the answers for Ex. 2 in class and complete Ex. 3 as homework.

Class Pulse Check

Duration: 2 min



- 1) Where did Rip meet the little man? (Pg. 41, Q. 3)
- 2) What did the little, bearded men share with Rip? (Pg. 41, Q. 4)

Annual Day:
59/60

Day:
3/4

Actual Date:

Page(s)
43

Important Words

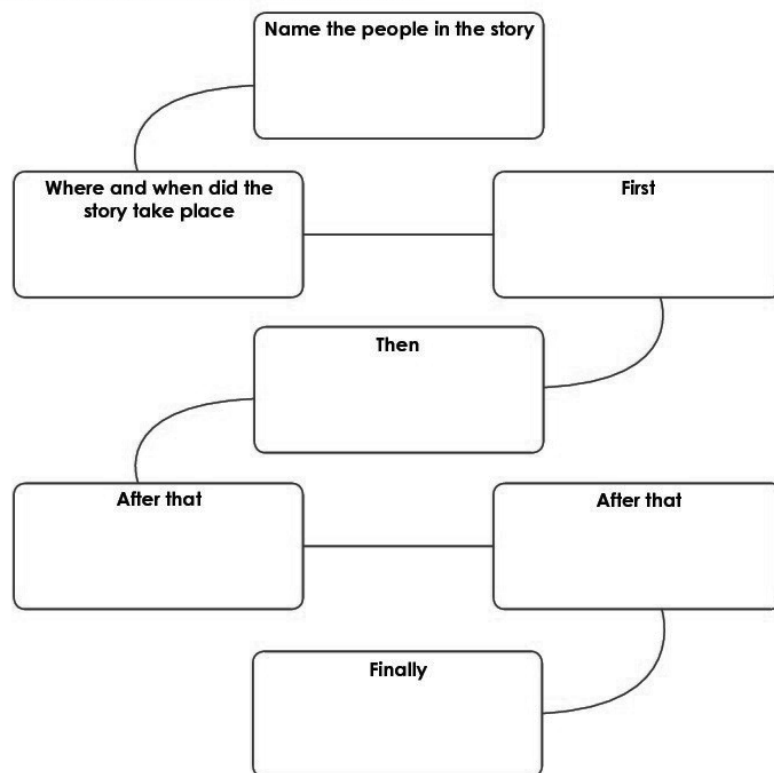
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- 4) How do we know that Rip was asleep for a long time? Support your answer with details from the story.

Ans.

Exercise 3: Read and answer

Divide your class into groups of four. Read the story carefully and discuss it. Then, fill in the details of the story in the given graphic organiser.



Transactional Tip(s)

–



Class Pulse Check

1) -



Annual Day:
60/60

Day:
4/4

Actual Date:

Page(s)
44,45,46,47,48

Exercise 4: Value-based questions – Judgement and appreciation

1) Why do you think no one believed Rip Van Winkle's story?

Ans. _____

2) Do you believe in ghosts? Why or why not?

Ans. _____



Speaking Task



Show and tell

What do you think the world would be like 20 years from now? Draw a picture and share your thoughts about the future world with your classmates.

Important Words

Duration: 1 min

- **Today:** ghosts, future

Transactional Tip(s)

Duration: 28 min



Activity Method:

- Read out the topic for the show-and-tell activity under 'Speaking Task'.
- Ask learners to think and share how the world might look twenty years later. Write their responses on the board.
- Instruct learners to draw a picture based on their responses in the box given under 'Speaking Task'.

Peer Learning - Pair :

- Divide the class into pairs for Ex. 4.
- They can then share their opinions with the class turn by turn. Provide feedback wherever required.

Class Pulse Check

Duration: 1 min



- 1) How will you look after 20 years?

Annual Day:
60/60

Day:
4/4

Actual Date:

Page(s)
45

Glossary

Sr. No.	Words	Meaning
1	applauds (v.)	claps to show approval or praise
2	approach (n.)	a way of dealing with something
3	bagged (v.)	won
4	black and blue (adj.)	having dark marks on one's skin because of being hit or injured
5	blaze (n.)	a large fire
6	blossoms (n.)	pretty flowers
7	bore (v.)	produced rich fruit or flower
8	catamarans (n.)	fishing boats
9	clasp (v.)	to hold tightly with one's hands or arms
10	cloak (n.)	a loose piece of clothing worn over one's shoulders
11	coastal (adj.)	next to the sea
12	cologne (n.)	a light perfume that does not have a strong smell
13	comrades (n.)	friends
14	conducted (v.)	organised
15	crept (v.)	crawled
16	dedicated (adj.)	focused
17	delicately (adv.)	carefully and softly
18	delight (n.)	pure happiness

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) –



Annual Day:
60/60

Day:
4/4

Actual Date:

Page(s)
46

Sr. No.	Words	Meaning
19	determination (n.)	the quality that makes one continue trying to do or achieve something that is difficult
20	Dutch (adj.)	belonging to the Netherlands
21	echoed (v.)	the same sound repeated itself
22	English Channel (n.)	the body of water that separates Great Britain from the rest of Europe
23	enquired (v.)	asked
24	enthusiastically (adv.)	in a way that shows intense and eager enjoyment
25	exaggerated (adj.)	made up to be greater than what is true
26	exclaimed (v.)	cried out in surprise and joy
27	extremely (adv.)	very
28	feat (n.)	something that has been achieved through great strength and effort
29	frantically (adv.)	fearfully and worriedly
30	frost (n.)	a thin, white layer of ice that forms when the temperature is below freezing point
31	gasping (adj.)	breathing in loudly through the mouth
32	giant (n.)	a person who is extremely large and strong
33	glade (n.)	an open space in a forest
34	glee (n.)	happiness
35	hail (n.)	frozen rain
36	hasten (v.)	to hurry
37	hemmed (v.)	folded back and sewn down
38	Imam (n.)	a person who leads prayers in a mosque

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) –



Annual Day:
60/60

Day:
4/4

Actual Date:

Page(s)
47

Important Words

–

Transactional Tip(s)

–



Sr. No.	Words	Meaning
39	individual (n.)	person
40	inn (n.)	a house where people can eat and rent a room to sleep
41	jerked (v.)	moved suddenly and sharply
42	limb (n.)	an arm or leg of a person
43	Marmee (n.)	an affectionate way of calling one's mother
44	melodramatic (adj.)	extremely dramatic or emotional
45	mole (n.)	a small spot on a person's skin
46	ninepins (n.)	a game played with a heavy ball and nine vertical columns called pins
47	pearl (n.)	a milky white colour
48	perseverance (n.)	the quality of never giving up
49	poker (n.)	a straight metal rod for moving coal or wood
50	prosecuted (v.)	lawful action against rule breaking
51	rusted (v.)	got covered in rust, which is a reddish substance formed on metals
52	saluting (v.)	(here) respecting
53	stagger (v.)	move unsteadily from place to place
54	tattered (adj.)	torn and in poor condition
55	toasting (v.)	warming oneself by being close to a fire or another source of heat
56	touched (v.)	to be emotionally affected by someone's words or actions
57	trespassers (n.)	those who enter a place without rightful permission
58	unmatched (adj.)	better than everybody else
59	victoriously (adv.)	with a feeling of winning

Class Pulse Check

1) -



Annual Day:
60/60

Day:
4/4

Actual Date:

Page(s)
48

Sr. No.	Words	Meaning
60	wakening (v.)	getting up; not sleeping anymore
61	wandered (v.)	walked around slowly without any purpose

Key	
n.	noun
v.	verb
adj.	adjective
adv.	adverb
phr.	phrase
int.	interjection

Important Words

–

Transactional Tip(s)

–



Class Pulse Check

1) –





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
3			
4			

Post-lesson Reflection		Handhold Learners	Challenge Learners
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	Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
	App Report	Number _____	Signature _____

Teacher Reference: Textbook

Theme: Imagination and Adventure

Lesson 7: Rip Van Winkle



Let Us Discuss

1) Who was Rip Van Winkle? Where did he live?

Ans. Rip Van Winkle was a lazy man who lived in a small Dutch village.

2) Why would Rip's wife scold him?

Ans. Rip's wife, Dame, would scold him because she didn't like his laziness. She used to shout at him for not doing any work.

3) Where did Rip meet the little man?

Ans. Rip met the little man in the hills.

4) What did the little, bearded man share with Rip?

Ans. The little, bearded man shared a tasty drink with Rip.



Understanding the Text

Exercise 1: New words

Word	Meaning
Dutch (adj.)	belonging to the Netherlands
inn (n.)	a house where people can eat and rent a room to sleep
ninepins (n.)	a game played with a heavy ball and nine vertical columns called pins
echoed (v.)	the same sound repeated itself

Teacher Reference: Textbook

Word	Meaning
tattered (adj.)	torn and in poor condition
rusted (v.)	got covered in rust, which is a reddish substance formed on metals
enquired (v.)	asked

Exercise 2: Literature Comprehension

- 1) What kind of person was Rip Van Winkle? What did he like to do?

Ans. Rip Van Winkle was a lazy man. He liked to wander through town with his pet dog, Wolf, and tell stories to the children.

- 2) What was strange about the men whom Rip met in the hills?

Ans. The men were little and bearded. They played a noisy game of ninepins that echoed throughout the mountains.

- 3) Nobody recognised Rip when he reached the village. Why?

Ans. Nobody recognised Rip when he reached the village because he was missing for 20 years and had changed a lot in appearance.

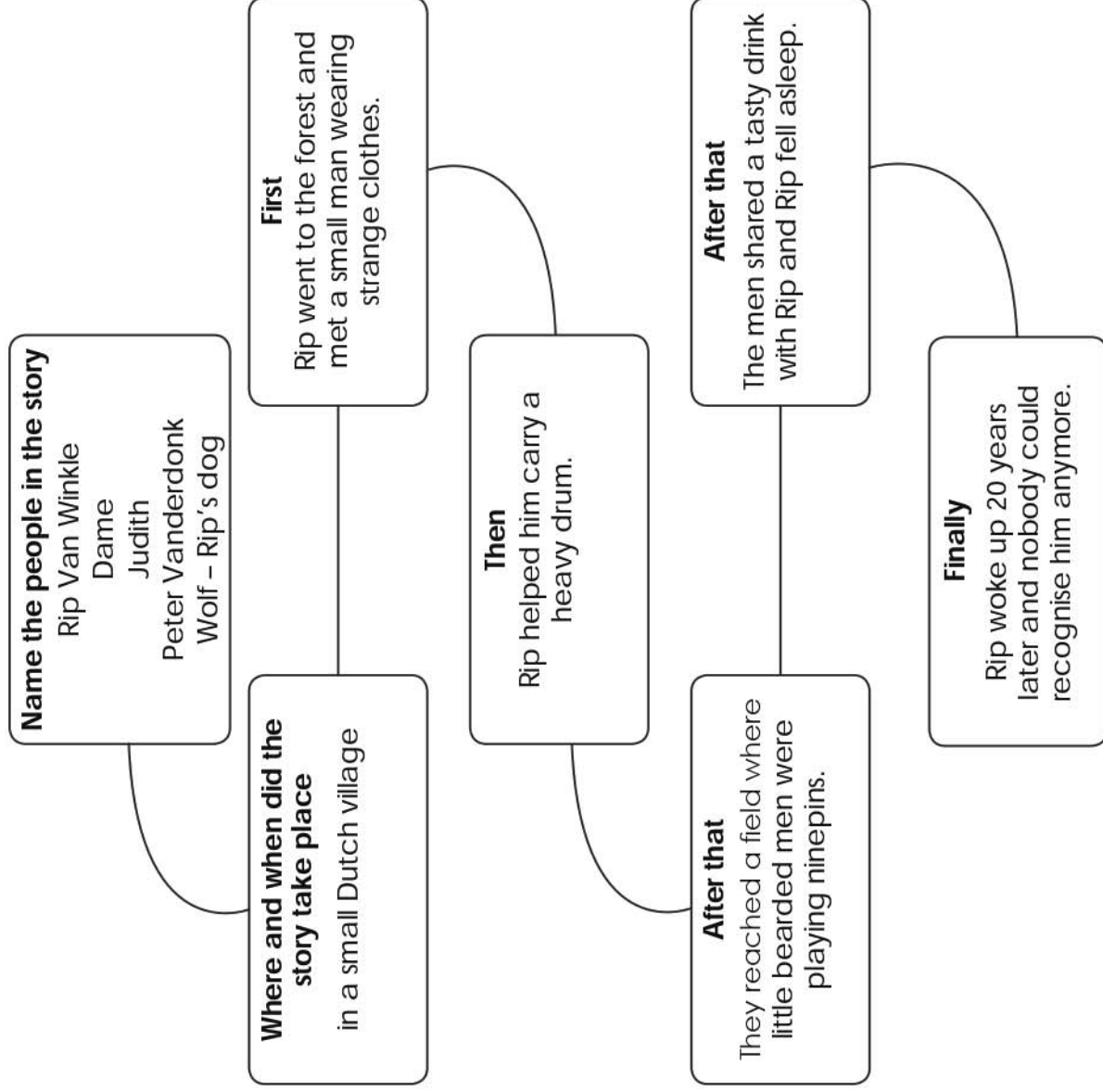
- 4) How do we know that Rip was asleep for a long time? Support your answers with details from the story.

Ans. We know that Rip was asleep for a long time because when he woke up his clothes were tattered, his gun had rusted and his beard had grown a foot in length.

Teacher Reference: Textbook

Exercise 3: Read and Answer

Divide your class into groups of four. Read the story carefully and discuss it. Then, fill in the details of the story in the given graphic organiser.



Teacher Reference: Textbook

Exercise 4: Value-based questions – Judgement and appreciation

- 1) Why do you think no one believed Rip Van Winkle's story?

Ans. Learner's response

Sample: No one believed Rip's story because he said that he was asleep for 20 years in the hills. The people thought he was crazy. A wise old man named Peter Vanderdonk thought Rip had met some ghosts.

- 2) Do you believe in ghosts? Why or why not?

Ans. Learner's response

Sample: No, I do not believe in ghosts, because I cannot believe in something that I have not seen with my own eyes. Also, the existence of ghosts has not been proven by science yet.

Art Integrated Lesson Plans

Grade: Grade 5, FA 1

Subject: English

Lesson: A Hero with a Difference

Learning Outcome(s):

- Explores facts about India
- Expresses opinion on 'Unity in Diversity'
- Writes a song based on the tune of a well-known national integration song

Integrated Art Form(s):

- Music composition and singing

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Notebook
- 2) Pencils

Resources (External References):

Ice-Breaker:

- Video on facts about India

Core Activity:

- Video of the song 'Just Like You'

Art Integrated Lesson Plans

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

Ice-Breaker:

Summary: Share interesting facts about India and help learners understand the cultural diversity in the country.

Procedure:

- Brainstorm with learners about aspects that make India unique. Note learners' responses on the blackboard. You could give the following examples to initiate the discussion: the culture and traditions in different states of India; the variety of animals and birds found in India.
- Show the video on facts about India to review some details about India's landscape and culture. Pause the video wherever required to give learners time to absorb the information being shared.
- Encourage learners to clarify any queries.

Core Activity:

Summary: Discuss the concept of diversity and what it looks like in India. Simultaneously, assist learners in creating a song based on their individual likes, dislikes, strengths and weaknesses.

Procedure:

Step 1:

- Write the phrase 'Unity in Diversity' on the blackboard and ask learners to share their understanding of the phrase. Note learners' responses on the board.
- Explain to learners that people living in India experience a feeling of oneness, in spite of immense diversity within the country. Recall the different points of diversity that are present in India.
- Show the video of the song 'Just Like You' sung by professional singers and further explain the concept.
- Encourage learners to share their thoughts on the video. Ask them how unity in diversity is represented in this video.
- Play the video again and ask learners to sing along for them to get a better understanding of the tune.

Step 2:

- Inform learners that they will create a new set of lyrics in groups and sing it to the tune of the song they just practised. Further explain

Art Integrated Lesson Plans

that they could create lyrics based on each individual in the group. Show the following example to support learners.

Example:

I am Aparna

I love puri and chana

But I am just like you.

I am Akhil

I love the month April

But I am just like you.

- Divide learners into groups of 6. Support learners if they get stuck with rhyming words for the lyrics.
- Provide them time to practise their lyrics on the rhythm of the song 'Just Like You'.

Step 3:

- Once the groups are ready, invite them to come forward and present their song to the class.
- Conclude the class by emphasising the fact that all of us are unique and have our individual strengths. But when we all come together, we can make a difference.

Extension Activity:

Ask learners to learn the lyrics of the song 'Just Like You' and present it to their parents.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity helps learners analyse their likes as well as strengths, and write a song alongside learning about our unique country.

Art Integrated Lesson Plans

Suggested Rubric for Assessing Art Integrated Learning

P A R A M E T E R S	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
	RATING	4	3	2	1
	Knowledge Construction and Expression	Demonstrates excellent use of inquiry and higher order thinking skills, and accurate representation of arts standards.	Demonstrates good use of inquiry and higher order thinking skills and effective representation of arts standards.	Demonstrates moderate use of inquiry and higher order thinking skills and occasional representation of arts standards.	Demonstrates minimal use of inquiry and higher order thinking skills and little representation of arts standards.
	Collaboration	Participates proactively in community building through collaborative work, and always communicates well within team(s) and with the facilitator.	Participates actively in community building through collaborative work, and mostly communicates within team(s) and with the facilitator.	Participates moderately in community building through collaborative work, and occasionally communicates within team(s) and with the facilitator.	Participates rarely in community building through collaborative work, and hardly communicates within team(s) and with the facilitator.
	Envisioning	Engages proactively in rigorous arts integration by embracing change; has multiple perspectives and takes adequate calculated risks .	Engages actively in arts integration by accepting change; has some perspectives and takes some calculated risks .	Engages moderately in arts integration by accepting few changes; has few perspectives and takes few calculated risks .	Engages rarely in arts integration; has minimal perspectives and hardly takes risks .
	Art and Content Integration	Displays a clear connect between the arts and learning outcomes.	Displays an acceptable connect between the arts and learning outcomes.	Displays a moderate connect between the arts and learning outcomes.	Displays a rare connect between the arts and learning outcomes.
	Self-Assessment	Demonstrates significantly increased awareness of relevance and purpose of the arts integration process.	Demonstrates increased awareness of relevance and purpose of the arts integration process.	Demonstrates occasional awareness of relevance and purpose of the arts integration process.	Demonstrates rare awareness of relevance of the arts integration process.

Art Integrated Lesson Plans

Grade: 5, FA 2

Subject: English

Lesson: Adjectives

Learning Outcome(s):

- Lists the comparative and superlative forms of adjectives through a game of Bingo
- Arranges adjectives by their degrees of comparison through construction of a Bell Tota hanging
- Compares the positive, comparative and superlative forms of adjectives

Integrated Art Form(s):

- Bell Tota Craft

Materials Required:

Ice-Breaker:

- 1) Notebook
- 2) Pencil
- 3) List of common adjectives

Core Activity:

- 1) Coloured sheets
- 2) Scissors
- 3) Beads

Art Integrated Lesson Plans

- 4) Wool for hanging
- 5) Glue/Cellotape
- 6) Pencil

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Samples of Bell Tota
- Tutorial video on Bell Tota

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

Ice-Breaker:

Summary: Conduct a game to review adjectives and their degrees of comparison along with identifying the rules for comparison.

Procedure:

Step 1:

- Recap learners' understanding of adjectives and nouns. Ask them to give examples of adjectives and note them on the blackboard.
- Briefly review degrees of adjectives by forming comparative and superlative forms of the adjectives listed on the blackboard.
- Play a game of Bingo to review comparative and superlative forms of common adjectives.
- Begin with writing ten adjectives on the blackboard. For example: delicious, sweet, fast, good, etc.

Art Integrated Lesson Plans

- Ask learners to draw a 3X 3 square template in their notebooks. Next, ask them to choose the adjectives written on the blackboard and fill in the squares with either the comparative or superlative forms of these adjectives. Inform learners that these words should be written in a random order.

Step 2:

- Call out the comparative and superlative degrees of the adjectives written on the blackboard, one at a time. Each time the learner hears a word that is on their template, they cross out the word with a pencil. When learners cross out to make a complete row (horizontal, vertical, or diagonal), they yell "Bingo!" and they are declared the winners of that round.
- Review the rules of forming the different degrees of adjectives.

Core Activity:

Summary: Conduct an activity in which learners create Bell Tota hangings using the positive, comparative and superlative forms of different adjectives.

Procedure :

Step 1:

- Show them samples of Bell Tota and ask them if they have seen such hangings around them.
- Explain that Bell Tota is an Indian folk craft which is a string of multi-coloured fabric animals (usually elephants or birds) with a bell at the end of the string. They are usually hung near a door, and it is believed that they bring good luck.
- Inform learners that they will create a Bell Tota hanging using adjectives and their comparative and superlative forms.

Step 2:

- Play the tutorial video on Bell Tota to explain the procedure of making the bird string hanging using coloured sheets.
- Divide learners into groups of 5-6. Inform learners that they will make a similar bird string hanging within their groups.
- Tell learners to trace and cut out circles from the coloured sheets to make the birds. Next, make the beak, eyes and feathers as demonstrated in the video. Clarify that each learner will make a hanging string of three birds.
- Ask learners to punch a tiny hole and string wool through the hole. String in the beads and birds, sandwiching the birds between the

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beads as shown in the video. Tell them to tie a knot at the end of the string before inserting the beads.

- Assist groups with the activity, wherever required.

Step 3:

- Once the hangings are ready, assign an object/animal to each group.
- Ask learners to create a list of adjectives to describe the assigned object/animal. Approve their lists of adjectives and ensure that no two groups have the same adjectives.
- Once their lists are approved, each learner will pick one adjective from the list and write the positive, comparative and superlative forms on the birds in their string hangings. Ask them to write their adjectives on the white portion of the birds using a bold marker.
- Ask learners to write the positive form of their chosen adjective on the first bird, the comparative form on the second bird and the superlative form on the third bird, such that the adjectives are in the order of their degrees of comparison.
- Next, ask each group to display their Bell Tota hangings and describe the assigned object/animal using the positive, comparative and superlative adjective forms that the learners in their group have noted on their hangings.

Extension Activity:

Learners can watch this informative video on degrees of comparison for better understanding.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity helps learners describe an object or an animal using the degrees of comparison of adjectives. The activity helps learners explore this concept through the traditional folk craft of Bell Tota that has been popularly used in Indian homes for generations.

Art Integrated Lesson Plans

Suggested Rubric for Assessing Art Integrated Learning

P A R A M E T E R S	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
	RATING	4	3	2	1
	Knowledge Construction and Expression	Demonstrates excellent use of inquiry and higher order thinking skills, and accurate representation of arts standards.	Demonstrates good use of inquiry and higher order thinking skills and effective representation of arts standards.	Demonstrates moderate use of inquiry and higher order thinking skills and occasional representation of arts standards.	Demonstrates minimal use of inquiry and higher order thinking skills and little representation of arts standards.
	Collaboration	Participates proactively in community building through collaborative work, and always communicates well within team(s) and with the facilitator.	Participates actively in community building through collaborative work, and mostly communicates within team(s) and with the facilitator.	Participates moderately in community building through collaborative work, and occasionally communicates within team(s) and with the facilitator.	Participates rarely in community building through collaborative work, and hardly communicates within team(s) and with the facilitator.
	Envisioning	Engages proactively in rigorous arts integration by embracing change; has multiple perspectives and takes adequate calculated risks .	Engages actively in arts integration by accepting change; has some perspectives and takes some calculated risks .	Engages moderately in arts integration by accepting few changes; has few perspectives and takes few calculated risks .	Engages rarely in arts integration; has minimal perspectives and hardly takes risks .
	Art and Content Integration	Displays a clear connect between the arts and learning outcomes.	Displays an acceptable connect between the arts and learning outcomes.	Displays a moderate connect between the arts and learning outcomes.	Displays a rare connect between the arts and learning outcomes.
	Self-Assessment	Demonstrates significantly increased awareness of relevance and purpose of the arts integration process.	Demonstrates increased awareness of relevance and purpose of the arts integration process.	Demonstrates occasional awareness of relevance and purpose of the arts integration process.	Demonstrates rare awareness of relevance of the arts integration process.

Art Integrated Lesson Plans

Grade: 5, FA 2

Subject: English

Lesson: One and Many

Learning Outcome(s):

- Identifies and classifies countable and uncountable nouns
- Distinguishes between countable and uncountable nouns using Sanjhi Art.

Integrated Art Form(s):

- Sanjhi Paper Art

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Drawing sheet
- 2) Poster colours / Watercolours
- 3) Brushes
- 4) Palette
- 5) Scissors
- 6) Coloured scrap paper
- 7) Sketch pens

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8) Ruler

9) Glue

Resources (External References):

Ice-Breaker:

- Countable and Uncountable Nouns

Core Activity:

- Stencil Art
- Sanjhi Art

Time Needed:

Ice-Breaker: 10 min

Core Activity: 70 min

Ice-Breaker:

Summary: Lead a discussion on the concept of countable and uncountable nouns through an informative video. Through this section, help learners list down examples of countable and uncountable nouns.

Procedure:

Step 1:

- Begin with a quick review on nouns. Discuss what a noun is. Ask learners to share several examples of nouns.
- Review the different ways we classify nouns such as collective, proper and common nouns.
- Discuss countable and uncountable nouns by showing the video on countable and uncountable nouns.

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Step 2:

- Ask learners to list the different countable and uncountable nouns from the video they watched. List learners' responses on the board.
- Instruct learners to share a few more examples of countable and uncountable nouns and add them to the list on the board.

Core Activity:

Summary: Facilitate a presentation of countable and uncountable nouns using the Sanjhi paper cutting art form.

Procedure:

Step 1:

- Inform learners that they will make flashcards of varied countable and uncountable nouns using the Sanjhi art of paper cutting.
- Explain that Sanjhi Art is the traditional art of stenciling from Mathura which is a truly unique craft form that features exquisite designs and intricate picture motifs, cut into paper.
- Watch the video on the Sanjhi art form to explore the art in detail.

Step 2:

- Divide the class into pairs. Ask each pair to brainstorm and identify one countable and uncountable noun.
- Inform learners to discuss these words to check whether they have been identified correctly as countable and uncountable nouns.
- Share feedback, if necessary. Ensure that a unique set of countable and uncountable nouns have been listed by learners.

Step 3:

- Once the list of words has been confirmed, explain the core activity in detail.
- Ask learners to measure 8x12 cm on a drawing sheet using a ruler and cut those out to make flashcards.
- Show them how to trace a drawing using a stencil through the video on stencil art for clarity.
- Next, ask them to draw the chosen countable and uncountable nouns in their respective pairs.
- Tell learners to mark the area that needs to be cut and cut it out carefully.

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- Stick each flash card on a coloured or a black sheet which serves as the background. This will help enhance the visibility of the design on the flashcard.

Step 4:

- Once learners have completed their flashcards, they can be asked to pin them on the bulletin board.
- Before they pin their flashcards, ask learners to read out their words while the rest of the class categorises them as countable and uncountable nouns.
- Repeat this for every pair.
- Once all the words have been displayed on the board, you can read them out and quiz learners on the topic.

Extension Activity:

Ask learners to read the book 'Hector The Hermit Crab', and make a list of countable and uncountable nouns from the text in their notebook.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

The activities help learners exhibit their understanding of countable and uncountable nouns using the Sanji art of paper cutting.

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Suggested Rubric for Assessing Art Integrated Learning

LEVELS					
Proficient					
Evolving					
Beginner					
Pre-Beginner					
RATING	4	3	2	1	
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Art and Content Integration	Displays a clear connect between the arts and learning outcomes.	Displays an acceptable connect between the arts and learning outcomes.	Displays a moderate connect between the arts and learning outcomes.	Displays a rare connect between the arts and learning outcomes.	
Self-Assessment	Demonstrates significantly increased awareness of relevance and purpose of the arts integration process.	Demonstrates increased awareness of relevance and purpose of the arts integration process.	Demonstrates occasional awareness of relevance and purpose of the arts integration process.	Demonstrates rare awareness of relevance of the arts integration process.	

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Art Integrated Lesson Plans

Grade: Grade 5, SA 1

Subject: English

Lesson: Rip Van Winkle

Learning Outcome(s):

- Presents ideas to design the future, eco-friendly city

Integrated Art Form(s):

- Modelling

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Old newspaper
- 2) Cardboard
- 3) Shampoo bottles
- 4) Caps
- 5) Empty cereal boxes
- 6) Scissors
- 7) Glue
- 8) Pencil
- 9) Sketch pens
- 10) Paint
- 11) Paint brush
- 12) Any dry waste material

Art Integrated Lesson Plans

Resources (External References):

Ice-Breaker:

- Video on how Indian cities have changed over time
- Urbanisation and the environment

Core Activity:

- Tutorial video on making a model of a sustainable city
- Eco-cities of the future

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

(to be done over 2 teaching periods)

Ice-Breaker:

Summary: Assist learners in understanding the impact of urbanisation through a video and discussion.

Procedure:

Step 1:

- Play the video on how Indian cities have changed over time. Ask learners to note the terms or things that catch their eye in the video or they don't understand. Discuss with learners the changes in the cities they noticed in the video. For example: change in layout, less open spaces, crowded with traffic and people etc.
- Discuss with learners that rapid urbanisation is the cause of the changes seen in the cities. Explain that urbanisation is the increase in the population living in towns and cities, which leads to more construction work towards malls, business parks, and housing societies. It is all these construction projects that also create slums in cities because the poor can't buy property and have to work for the rich in order to survive.
- Sensitise learners towards the negative effects of urbanisation such as damage to the environment, poor sanitation, poverty, lack of resources, etc through the video on urbanisation and the environment.

Core Activity:

Summary: Lead a discussion to help learners explore eco-friendly ideas. Assist learners with presenting their ideas through designing a model of a future eco-city.

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Procedure (Day 1):

Step 1:

- Inform learners that they will be building a model of a future eco-city in groups, with the aim of minimising the negative impacts of urbanisation.
- Play the tutorial video as an example. Pause at different points and discuss the ideas used in the video to make the model sustainable, such as solar power, wind energy, waste management, etc.
- Bring to learners' attention the different materials that have been used to depict various objects in the model in the video.
- Brainstorm ideas for making future cities sustainable with learners and note them on the blackboard.

Step 2:

- Play the video on eco-cities of the future. Pause at various points and discuss predictions about what future cities will look like. Note the points discussed on the blackboard.
- Divide learners into groups of 6. Explain that they will be planning their future city in the present period and in the next period, they will be building a model using waste material such as cardboard, newspaper, shampoo bottles, caps, etc. Tell them that based on their discussion, they will bring in materials for building the model in the next class.
- Inform learners that certain parts of the model can be pre-constructed at home, which they can assemble together as a group in the next period.
- Provide time for learners to discuss their ideas. Support groups wherever required. Inform learners that their models need not be too elaborate but that the ideas are more important. Ask them to be prepared to explain and talk about their planned cities as well.

Procedure (Day 2):

- Review some concepts of sustainable cities as discussed in the previous class.
- Instruct learners to get into their groups and allot time for them to create their models.
- Nominate groups to present their models and speak about their design once they are ready.
- Ask other learners to share the following points about the designs other groups have worked on:
 - a. Three things they liked.
 - b. Two more things that the group could have included in their plan.
 - c. One thing that they'd like to explore further to understand more about.
- Conclude the session by talking about the importance of conserving energy and creating more sustainable designs for a better future.

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Extension Activity:

Ask learners to listen to the story 'Greta and the Giants' to understand the need for sustainability.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity helps learners plan, design and explain their ideas about future cities of India after understanding changes that have been taking place.

Suggested Rubric for Assessing Art Integrated Learning

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How to Create an Effective Learning Experience?

NCF 2022 aims at achieving a holistic overall transformation of the teaching-learning process that will ensure an enjoyable, inclusive and positive overall learning experience. The NCF asserts that the teacher is at the heart of the practice of education and is the torchbearer of the transformation it envisions for the Indian education system. It also re-emphasises the overall guiding principles of the NEP 2020, some of which include:

- a) achieving Foundational Literacy and Numeracy by all students by Grade 3,
- b) emphasis on conceptual understanding rather than rote learning and learning for examinations,
- c) development of 21st-century skills such as problem-solving, creativity and critical thinking to encourage logical decision-making and innovation
- d) respect for diversity and respect for the local context in curriculum and pedagogy

Here we have outlined some additional pointers that are in alignment with NCF 2022 that we feel will support teachers of English.

As a teacher of English in India, you have the challenging task of teaching English to non-native speakers of the language. English, most likely is not the mother tongue of your students or your mother tongue. India is one of the most linguistically diverse countries and nearly all of us are bilingual or multilingual. This means that if students know more than one language, they can as easily also learn English. Let's ask ourselves: *what is the purpose of a language?* Simply put, to *communicate*. Why is it challenging to teach or learn English in school then? Below we try to provide some useful pointers for English teachers.

A few pointers for English teachers:

- ☆ **Avoid treating English like a subject:** If English is treated as a 'subject' and not a language, then learning does not happen as easily. While it is important to spend some time on grammar exercises, providing learners the opportunity to *use* the language in meaningful ways by bringing in their own experiences is what can make your English classrooms more effective.
- ☆ **Focus on the *skills* involved in language learning:** LSRW or Listening-Speaking-Reading-Writing are the four basic skills involved in learning or using any language. Note that the order is important: Listening, Speaking, Reading and then Writing. This imitates the natural process of learning any language. In English classrooms, there should be equal if not more focus on listening and speaking, besides reading and writing. (Look at the diagram at the end of this document to understand the micro-skills involved in each of these main skills.)

- ☆ **Create a stress-free environment for learning English:** Language learning is a natural process for human beings and can happen very joyfully and quickly if the environment is relaxed. Avoid being judgmental of students or providing harsh feedback. Your goal as an English teacher would be that students learn to *love* the language and want to use it, with confidence.
- ☆ **Welcome errors in language learning:** Errors are a crucial part of language learning. Allow for errors, especially in grammar, since they are mostly *developmental* in nature. Errors are vital to the way the brain processes a new language. Errors are bound to happen, especially when you are dealing with learners at the Foundational or Elementary stages. What is important is that as the teacher, you pay attention to the kinds of errors your students are making and help them clarify those specific misconceptions.
- ☆ **Personalise the experience of learning English:** Language is best learnt when we start thinking of our experiences in it. Help students develop a closeness to the language by making them use it to talk extensively about their own experiences and culture. This has proven to be the most effective way for young students to pick up a language.
- ☆ **Create a print-rich classroom:** Ensure your classroom has authentic materials such as newspaper/magazine clippings, brochures, pamphlets and posters for students to be exposed to visually. You can even create word-walls or word-corners. Also display students' own written work to reinforce that they are producers of language as well. Print-rich classrooms are very effective in getting students to imbibe the language.
- ☆ **Use the D.E.A.R strategy:** Have a D.E.A.R or Drop Everything And Read hour in school for everyone including teachers and staff to encourage the love of books and the English language.
- ☆ **Use mnemonic or memory devices for spellings:** English is a non-phonetic language, which means that English is not spoken the way it is written. This makes it difficult to predict spellings of words. Memory, hence, plays an important role in learning English spellings. Teach students some tricks to remember spellings easily. For example, 'stationary' and 'stationery'. Ask students to remember that 'envelope', a stationery item, begins with an 'E'. Hence, 'stationery' with 'e' is the one which means paper and other writing material. (A lot of such ideas are available on the internet.)

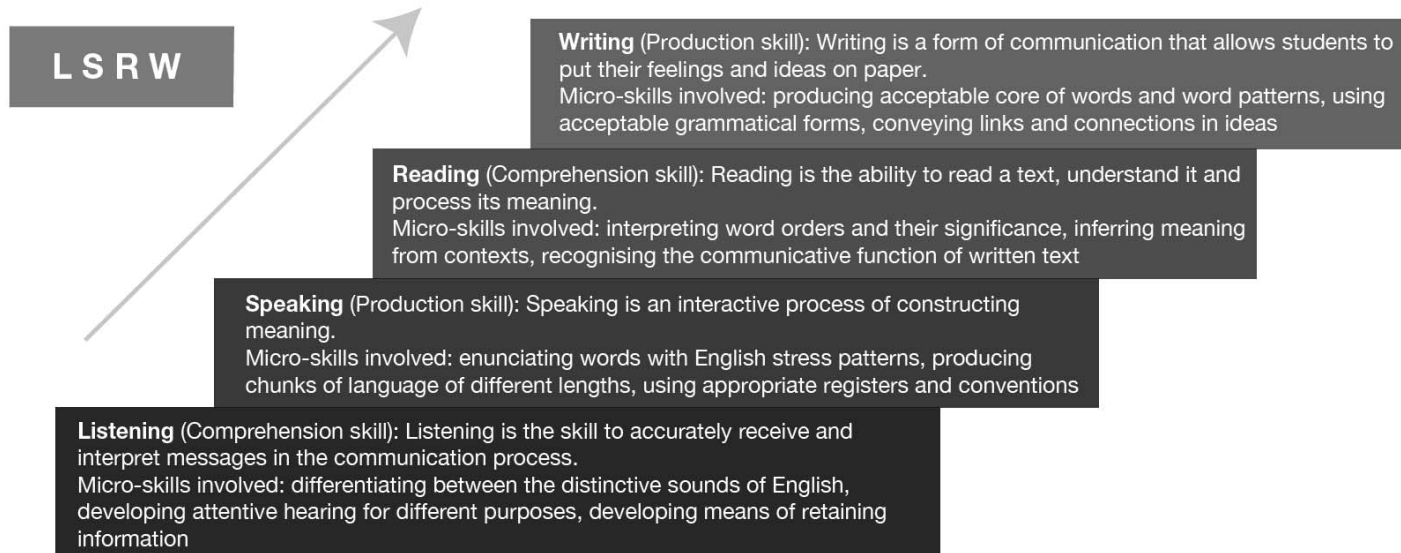


So, which of these are you definitely going to employ next year?




What other great ideas do you have for teaching English?

Let's do things differently, to get different results!



End-of-Term Reflection




Q 1) Which were the four best performing areas/concepts for Term 1 as per your Teacher Companion Book?

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Q 2) Which four areas/concepts were highlighted for improvement as per your Teacher Companion Book?


- 1) _____
- 2) _____
- 3) _____
- 4) _____



Q 3) Which transactional tips do you find most useful to remediate the areas/concepts highlighted for improvement?

Q 6) List at least five learners who you would like to particularly support based on inputs from the Teacher Companion Book.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



Q 4) How many periods have you used to remediate areas/concepts highlighted in the Teacher Companion Book?

Q 5) What other transactional tips do you plan on using in Term 2?

