

# ENGLISH READER

Class-VII



DIRECTORATE OF TEACHER EDUCATION AND  
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
ODISHA, BHUBANESWAR

ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY,  
BHUBANESWAR

# English Reader

## Class - VII

(Experimental Edition)

### Editors :

Dr. Manmatha Kundu (Chief Editor)  
Sri Pranakrishna Mohanty  
Sri Pratap Kumar Samantasinghar  
Sri Rabindranath Mohanty  
Sri Lalindra Amat  
Sri Gadadhar Behura

### Reviewers :

Prof.(Dr) Jitendra Narayan Patnaik  
Dr Kartikeswar Behera  
Sri Rajanikanta Samantaray  
Sri Gopabandhu Das  
Sri Sushama Dei  
Sri Raghunath Behera

### Guidance :

Sri Indramani Tripathy, Director, ELTI, Odisha, Bhubaneswar

### Coordinator:

Dr Tilottama Senapati  
Dr. Sabita Sahoo

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## PREFACE

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

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

Any suggestions for the improvement of the book are welcome.

Commissioner-cum-Secretary  
Department of School and Mass Education  
Govt. of Odisha



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## INTRODUCTION

### The Secret of Language Learning

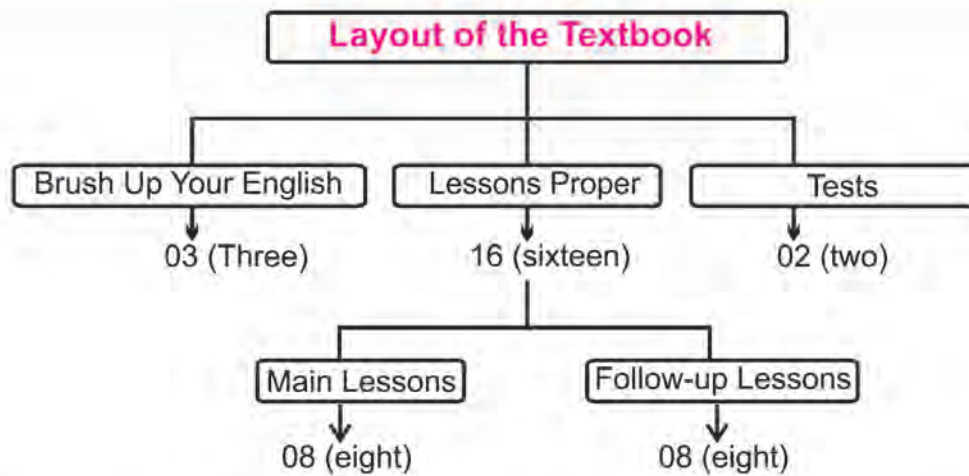
Language is mostly learned through exposure and use in meaningful contexts. While the exposure to language is mainly done through listening and reading, use is done through speaking and writing. The more one listens to a language and reads in a language, the more s/he gets exposed to the language. Exposure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

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

### The Textbook

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

The three "Brush up your English" lessons are simple and interesting. There are poems, and stories with very interesting mind-engaging activities, hence the name. The main purpose of this section is to help learners learn what they have not learned before. Currently, majority of learners are below their class level, in terms of skills, more so in



English classes. If their skills are not levelled up through right kind of learning, the main lessons will not work and the teacher will take recourse to reading aloud, explaining the text often in Odia and somehow complete the course as they were accustomed to doing before. The tasks provided, therefore, are tasks for beginners (Class- III and class- IV) such as handwriting, writing words, phrases and simple sentences mostly of copying kind- Listen and Talk, See and Write. These three “Brush up your English” lessons serve as steps for reaching the lessons proper.

### Lessons Proper

There are eight lessons – four prose pieces and four poems. These pieces are very carefully chosen, the main criteria of selection are simplicity (language) and interest value for the young learners of 12-13 years old. Each lesson has three major sections: Pre-reading, While-reading and Post-reading. The purpose of pre-reading is motivating the learners to read the text. The while-reading phase is devoted to interactive reading. The learner is taught to interact (communicate) with the writer through the text. This is the most important phase of the lesson. If this part is not properly done, the next phase, post-reading becomes futile. The post-reading phase is devoted to interesting learning activities based on the text. While doing these activities, the learner reads and rereads the text on his/her own without being conscious of the fact that s/he is reading so many times. The activities become the main product and learning skills come as by-product.

### Follow-up Lessons

These are, in fact, sub-lessons of the main lessons. In this book, one sub-lesson is given under each main lesson. This is also called follow-up lesson. The sub-lessons are shorter and simpler than the main lessons. The themes are related to the themes of

the main lessons. Compared to the main lessons, the sub-lessons are less controlled in the sense that both the teacher and learners are given freedom to work on their own, the primary purpose being the development of autonomous learning. While the questions and activities are provided in the main lessons by the editors, teachers are encouraged to frame their own questions and activities for sub-lessons. Similarly, the learners are encouraged to read and comprehend the text and do the activities on their own with less guidance from the teachers. Learners are encouraged to self-correct and peer-correct their own writings. The other purpose of these sub-lessons is to relate the main text to their daily life experiences and use of English. In other words, they are discouraged to be textbook centric.

### **Tests**

There are two tests, one after the 3rd lesson and the other at the end. The tests are of 100 marks each. The tests intend to test the English language skills of the learners, the skills expected to be developed through these lessons. The test results will provide feedback to both the learners and the teachers- the learners will get the feedback whether they have developed the English language skills studying the text or not and the teacher will get the feedback whether they have been successful in helping the learners develop the expected English language skills or not. The tests will also help teachers to frame similar tests to be administered to students on a regular basis.

### **Interlinking Materials and Methods**

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

## ପ୍ରିୟ ଛାତ୍ରଛାତ୍ରୀ

ତୁମ୍ଭେମାନେ ସହଜରେ କିପରି ଇଂରାଜୀ ଶିଖିବ, ସେଥିପାଇଁ ଏ ବହିଟି ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଇଂରାଜୀ ଶିଖିବା ସମ୍ବନ୍ଧରେ ତୁମ୍ଭମାନଙ୍କୁ ଆମେ କିଛି କହିବାକୁ ଚାହୁଁ । ତୁମେ ସବୁ ଶୁଣିବତ ?

ଇଂରାଜୀ ଶିଖିବା କ'ଣ ପାଇଁ ଦରକାର ? ଏ ବିଷୟରେ ନିଶ୍ଚୟ ତୁମ୍ଭମାନଙ୍କର କିଛି ଧାରଣା ଅଛି । ପ୍ରଥମ କଥା ହେଲା ତୃତୀୟ ଶ୍ରେଣୀଠାରୁ କଲେଜ ପାଠ ଶେଷ ହେବା ପର୍ଯ୍ୟନ୍ତ ଇଂରାଜୀ ତୁମ୍ଭମାନଙ୍କପାଇଁ ଏକ ବାଧ୍ୟତାମୂଳକ ବିଷୟ । ଏହା ବ୍ୟତୀତ ତୁମ୍ଭେମାନେ ଯଦି ମାଟ୍ରିକ ପାଠ ପରେ ପୁସ୍ତକ ଠାରୁ ବିଜ୍ଞାନ ପଢ଼ିବା ପାଇଁ ଚାହଁବ, ସେ ପାଠସବୁ ତୁମ୍ଭମାନଙ୍କୁ ଇଂରାଜୀ ଭାଷା ମାଧ୍ୟମରେ ପଢ଼ିବାପାଇଁ ପଢ଼ିବ ଏବଂ ତାପରେ ଯଦି ମେଡ଼ିକାଲ ବା ଇଞ୍ଜିନିୟରିଂ ପଢ଼ିବ, ସେସବୁ ପାଠ ତୁମ୍ଭମାନଙ୍କୁ ଇଂରାଜୀରେ ହିଁ ପଢ଼ିବାକୁ ପଡ଼ିବ । ଆମ ରାଜ୍ୟ ବାହାରକୁ ଗଲେ ତୁମ୍ଭମାନଙ୍କୁ ଇଂରାଜୀରେ କଥାବାର୍ତ୍ତା କରିବାକୁ ପଡ଼ିବ । ବଡ଼ ହୋଇ ଚାକିରୀ କଲେ ଚାକିରୀର କାମପାଇଁ ଇଂରାଜୀ ନିହାତି ଜାଣିବାକୁ ପଡ଼ିବ । ଆଉ ଯଦି ଚାକିରୀ ପାଇଁ ଦେଶ ବାହାରକୁ ଯିବାକୁ ପଡ଼ିବ, ଇଂରାଜୀ ନହେଲେ ନ ଚଳେ ।

ତେଣୁ ପ୍ରଶ୍ନ ଉଠେ ଇଂରାଜୀ ଶିଖିବା କେମିତି ? ଇଂରାଜୀ ଶିଖିବା ବିଷୟରେ ଆମ୍ଭମାନଙ୍କର କିଛି ଭୁଲ୍ ଧାରଣା ଅଛି । ଆମ ସେସବୁ ଭୁଲ୍ ଧାରଣାକୁ ଦୂର କରିବାକୁ ପଡ଼ିବ । ପ୍ରଥମ ଭୁଲ୍ ଧାରଣା ହେଲା, ଇଂରାଜୀ ଗୋଟିଏ କଷ୍ଟ ବିଷୟ । ସତରେ ତାହା ନୁହେଁ । ଅନେକ ଦିନରୁ ଇଂରାଜୀ ଭାଷା ଓଡ଼ିଆ ଠାରୁ ସହଜ । ପ୍ରଥମ କଥା ହେଲା, ଇଂରାଜୀ ଅକ୍ଷର ଲେଖା ଓଡ଼ିଆ ଅକ୍ଷର ଲେଖା ଠାରୁ ସହଜ । ଯିଏ ଓଡ଼ିଆ ଲେଖା ଶିଖି ସାରିଛି ଇଂରାଜୀ ଲେଖା ତା ପାଇଁ କିଛି ନୁହେଁ । ଓଡ଼ିଆ ଲେଖାରେ କଷ୍ଟ ହେଲା ଯୁକ୍ତାକ୍ଷର । ଇଂରାଜୀରେ ଯୁକ୍ତାକ୍ଷର ନାହିଁ କହିଲେ ଚଳେ । ଆମର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ଗୋଟିଏ ଭାଷା ଅନ୍ୟ ଭାଷାଠାରୁ ବେଶ୍ ଅଲଗା । ଏଇ ଯେମିତି ଆମେ ଭାରତୀୟ ଓଡ଼ିଆ ଠାରୁ ଇଂରାଜୀ ବେଶ୍ ଅଲଗା । ସତରେ ତାହା ନୁହେଁ । ସବୁ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ପାଖାପାଖି ଅଣା ପ୍ରତିଶତ ସାମଞ୍ଜସ୍ୟ ରହିଛି । ଭାଷାମାନଙ୍କର ମୁଖ୍ୟ ଦକ୍ଷତା (ଶୁଣିବା, କହିବା, ପଢ଼ିବା, ଲେଖିବା) ମାନଙ୍କ ମଧ୍ୟରେ ମଧ୍ୟ ସେମିତି ସାମଞ୍ଜସ୍ୟ ରହିଛି । ଏହାର ଅର୍ଥ ହେଲା ଗୋଟିଏ ଭାଷା ଜାଣିଥିବା ଲୋକପାଇଁ ଅନ୍ୟ ଭାଷା ଶିଖିବା ସହଜ । ଯଦି ଜଣେ ଓଡ଼ିଆ ଭାଷା ଶିଖିଛି, ତା ପାଇଁ ଇଂରାଜୀ ବା ଯେ କୌଣସି ଭାଷା ଶିଖିବା ସହଜ ।

ଆମ୍ଭମାନଙ୍କର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା, ସ୍କୁଲକୁ ଇଂରାଜୀ ଶିଖିବାପାଇଁ ଆସିବା ପୂର୍ବରୁ ଆମେ କିଛି ଇଂରାଜୀ ଜାଣି ନାହିଁ । ଇଂରାଜୀ ଆମ୍ଭମାନଙ୍କ ପାଇଁ ପୁରାପୁରି ଗୋଟିଏ ନୂଆ ବିଷୟ । ଏ ଧାରଣା କିନ୍ତୁ ଠିକ୍ ନୁହେଁ । ଆମ ବାତାବରଣରୁ ତୁମେ ସବୁ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖି ସାରିଛ । ଏଇ ଦେଖୁନ, କେବଳ ସାଇକେଲ୍ ସମ୍ବନ୍ଧରେ ତୁମ୍ଭେମାନେ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଛ । ସାଇକେଲର ସବୁ ପାର୍ଟସର ନାମ କହିଲ । ବହୁ ପାର୍ଟସର ଓଡ଼ିଆ ଆମେ ଜାଣିନୁ । ଏଇ ଯେମିତି ହାଣ୍ଡେଲ୍, ବ୍ରେକ୍, ଟ୍ୟୁବ୍, ଟାୟାର ଇତ୍ୟାଦି ଇତ୍ୟାଦି । ସେମିତି ତମେ ଯାନବାହାନ, ଖାଦ୍ୟପେୟ, ଢେସ୍, ଖେଳ, ଡାକ୍ତରଖାନା, ସିନେମା, ଟିଭି, ଟ୍ରେନ୍ ଆଦି ବିଷୟରେ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିଛ । କେବଳ ମୋବାଇଲ୍ ପାଇଁ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଅଛି, ଦେଖିଲ । ସ୍କୁଲରେ ଇଂରାଜୀ ଶିଖିବା ପୂର୍ବରୁ ଚାନ୍, ରୁଷିଆ ଭଳି ଦେଶମାନଙ୍କର ଛାତ୍ରଛାତ୍ରୀ କମ୍ ସଂଖ୍ୟକ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଥିଲା ବେଳେ ତୁମେମାନେ ପାଖାପାଖି ହଜାରେ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିସାରିଛ, ତେଣୁ ଇଂରାଜୀ ଶିଖିବା କାହାପାଇଁ ସହଜ-ତୁମ୍ଭମାନଙ୍କ ପାଇଁ ନା ସେମାନଙ୍କ ପାଇଁ ?

ଆମ୍ଭମାନଙ୍କର ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ଇଂରାଜୀ ମିଡ଼ିୟମ୍ ସ୍କୁଲରେ ପାଠ ପଢ଼ିଲେ ବା ଇଂରାଜୀ ପ୍ରଥମ ଶ୍ରେଣୀରୁ ପଢ଼ିଲେ, ଆମର ଇଂରାଜୀ ଭଲ ହେବ, ତାହା ଠିକ୍ ନୁହେଁ । ବରଂ ପ୍ରଥମରୁ ମାତୃଭାଷାରେ ବେଶ୍ କିଛି ବର୍ଷ ଭଲ ପାଠ ପଢ଼ି ପରେ ଇଂରାଜୀ ପଢ଼ିଲେ ଇଂରାଜୀ ଭାଷା ଜ୍ଞାନ ଭଲ ହୁଏ । ଇଂରାଜୀ ଶିଖିବାଟା କେତେ ତଳକୁସରୁ ଶିଖିଲେ, ତା ଉପରେ ନିର୍ଭର କରେ ନାହିଁ । ନିର୍ଭର କରେ ଇଂରାଜୀ କେମିତି ପଢ଼ାଯାଉଛି, ତା ପାଠ୍ୟପୁସ୍ତକ, ପାଠ ପଢ଼ି ଓ ଶିକ୍ଷକଙ୍କର ଦକ୍ଷତା ଉପରେ । ଏହା ବ୍ୟତିତ ତୁମର ନିଷ୍ଠା ଓ ଆଗ୍ରହ ତୁମ ଇଂରାଜୀ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାକୁ ସହଜ କରାଇବ ।





## RUN ! RUN ! RUN !

### Session-1

#### I Pre-reading

##### Pre-reading Questions

- Look at the title of the poem and guess who runs.
  - Why does s/he run ?
  - Where does s/he run ?
  - Does s/he run out of his/her own interest or someone asks him/her to run ?
  - Does s/he get pleasure out of running ?
- Read the poem and see.

#### II While-reading

##### TEXT

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

AWAY from the city  
And into the sun,  
Out of the country,  
Run! Run! Run!

Run in the raindrops!  
Run beneath the trees!  
Run little races  
With each little breeze!

Run down the hillside,  
Run up the lane;  
Run through the meadow,  
Then run back again!

Run and be merry  
All through the day!  
Run to the country,  
Away! Away!



- Your teacher reads the poem aloud .You listen to him/her without opening the book.
- Your teacher asks you : What sights are described in the poem ?
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem.
- You read the poem silently and answer the following questions.

### ← Comprehension Questions:

1. Who is the speaker in the poem ?
2. How many times does the poet repeat the word "run" ?
3. Is the poet happy ? Why ? Why not ?
4. Find in the second stanza the word that means 'under'.
5. When should one run ? Why do you run ?
6. There are some words about Nature described in the poem. One is the sun. What are the other words ?
7. Does the poet like to run in the raindrops ? Why ? Why not ?
8. Why does the poet start and end the poem with the word "AWAY" ?
9. What does the poet want the readers to do ?
10. Do you like running through the meadow ? Why ? Why not ?

### III

### Post-reading

### Session - 2

### 1

### VMDT :

1. Whole: run into the sun, run beneath the tree, down the hillside
2. Part: 3rd stanza- Close your eyes and put your finger on-hillside, lane, meadow

### 2

### Comprehension Activities:

#### MCQs :

Choose the right answer from the options.

1. The poet wants to run \_\_\_\_\_.  
(A) into the city (B) away from the Sun  
(C) in the rain drops (D) down the riverside
2. The poet is \_\_\_\_\_.  
(A) happy (B) unhappy (C) angry (D) worried
3. The word 'run' has been used \_\_\_\_\_ times in the poem.  
(A) five (B) eight (C) twelve (D) ten

4. Which word is similar in meaning to 'green field' ?  
 (A) lane (B) meadow (C) breeze (D) merry

**3 Listening:**

**(a) TPR:**

*(Teacher demonstrates with instructions in English how to - run into the class, run in the class, run away from the class etc. Then s/he reads aloud the phrases and learners do the actions.)*

1. Run in the class.                      Students act.
2. Run away from the class.          Students act.
3. Run back to the class.              Students act.
4. Run into the class.                  Students act.

- Listen to the poem and say how many times the word 'run' has been used in the poem.

- (b)** Listen to the words and write in a good hand in your note book. Teacher dictates the words-  
 city, sun, country, tree, race, breeze, hill, lane, meadow, merry

**Session - 3**

**4 Speaking:**

- (a) Reading aloud.

Teacher reads aloud one line, students repeat after him/her in chorus. (The first three lines need to be done at a time, rest of the poem line by line.)

- (b) Chain-drill-

Run and be merry all through the day.

- (c) Rhyming words:

(Teacher reads aloud the rhyming words and students repeat after him in chorus)  
 sun- run, trees- breeze, lane- again, day- away

**Session - 4**

**5 Vocabulary:**

- (a) Match the following phrases under 'A' with phrases under 'B'. One is done for you.

A		B
Run up	↙ ↘	the meadows
Run in		the hillside
Run through		the trees
Run beneath		the raindrops
Run down		the lane

(b) Given below a list of words on the left. Write their meanings choosing from brackets against each word.

(green field, cool air, road, cheerful )

merry : \_\_\_\_\_

breeze : \_\_\_\_\_

lane : \_\_\_\_\_

meadow : \_\_\_\_\_

(c) Given below are some words. Pair them together according to the way they are pronounced.

away, sun, trees, run , again, breeze , day, lane

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) Mark the underlined word in the following sentence.

Run down the hillside.

The word 'hillside' is -hill+side.

Now you add 'side' with the words- river, country, sea, road, lake and write the new words. One is done for you.

river+ side = riverside.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) Order the jumbled letters and make words. One is done for you.

yad, tunyrco, nur, snu, ityc, rete, Neal, doweam

Ex: yad- day

_____	_____
_____	_____
_____	_____
_____	_____

**6 Usage:**

(a) Change the following lines like the example.

I run into the sun.

**Example: I am running into the sun.**

I go to my school with my friends.

---

We play in our school playground.

---

I come back my home.

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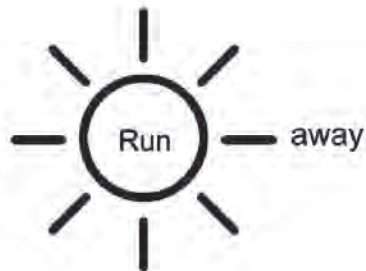
I wash my hands and legs..

---

I pray to God with my parents.

---

(b) Read the poem and write the words which go with 'run' . One is done for you.



**Session - 7**

**7 Writing:**

- (a) Read the following lines of the poem. They are not in order. Order them. You may see the poem if necessary.

With each little breeze!  
Run beneath the trees!  
Run little races  
Run in the raindrops!

- (b) Change the underlined words of the stanza using your own words and get your new poem .

Run down the hillside,  
Run up the lane;  
Run through the meadow,  
Then run back again !

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**8 Mental Talk:**

Run and be merry all through the day!

**9 Let's Think:**

How do you feel when you run and play with your friends ? Where do you like to run and play ?

## LESSON-2

# THE JACKAL AND THE ROOSTER

### Session - 1

#### I Pre-reading

- Socialization
- Look at the picture. What is the rooster doing? Look at the second picture. Who is the jackal carrying away? Why are people chasing after the jackal? How did the rooster escape from the jackal?
- Read the story to get answers to these questions.



#### II While-reading

#### TEXT



- **SGP-1 (Sense Group Paragraph-1)**
- **Read para- 1 and 2 silently and answer the questions that follow.**
  1. There was a very big and handsome rooster. He looked like a king with its beautiful red crown. He also felt like a king. He got up very early in the morning, sat on a high place and sang non-stop - cock-koo-doodle doo, cock-koo-doodle doo.....He knew that his song was much better than the songs of the other roosters in his locality. But he wanted to make his song still better, louder and clearer. But how to do this was his problem. It was a problem till a jackal suggested a way out.
  2. The jackal saw the rooster singing everyday early in the morning. But it sang keeping his eyes open. If he would try to catch the rooster, the rooster would fly away to the tree. This was what happened the other day when he tried to catch a rooster. So he came to the rooster and said, "Oh great, handsome, king-like rooster! Your song will be really nice if you sing closing your eyes."

### Comprehension Questions:

1. Who are there in the story?
2. What was the rooster like?
3. What did it do early in the morning?
4. What did it know?
5. Is it true that the rooster's song was better than the songs of other roosters?
6. What did it want its song to be?
7. Did it know how to do this?
8. The jackal thought the rooster would fly away if it tried to catch it. Why?
9. Did the jackal have similar experiences before?
10. What did the jackal suggest the rooster to make its song better?
11. Why did the jackal call the rooster great, handsome.....?

Will the rooster close its eyes and sing? Read the next part and see.

### Session - 2

#### ● SGP-2 (Sense Group Paragraph-2)

#### ● Read para- 3 silently and answer the questions that follow.

3. The rooster closed his eyes and sang louder and clearer –cock koo-doodle –doo. Then SNAP!! The jackal caught the rooster by its neck and ran away. The owner of the rooster chased behind. His wife and sons joined him. Also joined his neighbours. But the jackal was much ahead of those running behind. The rooster, in the mean time, said, “Mr. Jackal, I'm so happy to be with you. Without walking, I'm walking. Without flying, I'm flying. What a great feeling! And my owner is a miser. He never gives me anything to eat. Why don't you tell this to them?”

### Comprehension Questions:

1. Did the rooster sing closing its eyes?
2. What did the jackal do?
3. Who ran after the jackal?
4. Why did they chase the jackal?
5. Why couldn't they catch the jackal?
6. Why did the rooster say that it was happy to be with the jackal ?



7. Was it really happy or telling a lie ?
8. What did it say about its owner ?
9. What did the rooster ask the jackal to do?

Will the jackal do what the rooster wanted him to do? Read the last part and see.

### Session - 3

- **SGP-3 (Sense Group Paragraph-3)**
- **Read the rest part of the story and answer the questions that follow.**



The jackal felt happy with these words of the rooster. As he opened his mouth to say something, the rooster flew up to a tree. Sitting on the branch of the tree, the rooster sang ,

“I was a fool  
To believe your lies  
I closed instead of  
Keeping open my eyes.”

The Jackal wept and said,  
“I'm a great fool  
To believe what you said,  
For opening my mouth  
I feel really repented.”

### Comprehension Questions:

1. Was the jackal happy with what the rooster said ?
2. What did the rooster do when the jackal opened its mouth ?
3. What did the rooster do sitting on the branch of a tree ?
4. Did it realize the mistake it made ?
5. What did the jackal do ?
6. The jackal said something while weeping. What did it say ?
7. What was the mistake of the rooster ?
8. What was the mistake of the jackal ?
9. Both realized their mistakes. Who sang ? Who wept ? Why ?
10. If two persons quarrel or fight, one that wins at the end is said to have the last laugh. Who had the last laugh in the story ?

### III Post-reading

#### Session - 4

#### 1 Visual Memory Development Technique (VMDT) :

Pictures : Place your index finger on the jackal, people and the rooster.

- Picture in SGP-3 : on the jackal, on the rooster and next on the tree.
- Whole text : song of rooster, admitting mistake, Jackal caught the rooster, rooster singing cockoo-doodle-do.

#### 2 Comprehension Activities:

##### (a) MCQ :

Choose the correct answer.

- (i) The rooster was \_\_\_\_\_.  
(A) big                      (B) handsome  
(C) with a crown        (D) A,B and C
- (ii) The rooster wanted to make his song \_\_\_\_\_  
(A) B,C and D        (B) louder  
(C) clearer              (D) better

- (iii) The jackal called the rooster \_\_\_\_\_.
- (A) great (B) handsome  
(C) king-like (D) all of A, B and C
- (iv) Who chased after the jackal ?
- (A) the owner (B) the neighbour of the owner  
(C) his wife and sons (D) all of them
- (v) The rooster said to the jackal \_\_\_\_\_.
- (A) his owner was a miser (B) A and D  
(C) his owner loved him (D) his owner never gave him anything to eat

(b) Match, "**Who** said **What**." Draw lines. One is done for you.

Who	What
Rooster	a. 'Oh! Great, handsome, king-like .....'
	b. 'I'm happy with you.'
	c. 'What a great feeling!'
Jackal	d. 'Your song will be nice if .....'
	e. 'Why don't you tell this to them.'
	f. 'For opening my mouth, I feel really repented.'
	g. 'I closed instead of opening my eyes.'

### Session - 5

#### 3 Listening:

- (a) Your teacher will read aloud some words from the list below. Tick those words which s/he reads aloud.

[handsome ('d' is silent), beautiful, problem, caught, neighbours, behind, instead, believe, repented]

- (b) Your teacher will read aloud paragraph-3(SGP-2). Listen to him /her and fill in the gaps.

The \_\_\_\_\_ of the rooster chased \_\_\_\_\_. His \_\_\_\_\_ and sons joined \_\_\_\_\_. Also \_\_\_\_\_ his neighbours. But the \_\_\_\_\_ was much \_\_\_\_\_ of those \_\_\_\_\_ behind.

#### **4** Speaking:

- (a) Chain-drill : 'I was a fool to believe your lies.'  
(b) Dialogue : Rehearsal[ Teacher vs. students , students vs. students, reading aloud the dialogues]

Jackal : I'm a fool.

Rooster : I'm a fool too.

Jackal : I opened my mouth.

Rooster : I closed my eyes.

Jackal : You told lies .

Rooster : You too told lies.

- (c) Words with 'ie, ee ,ei, ea, oo' in spelling are generally spoken with a long sound taking more time. Given below are some such words from the lesson. Your teacher will read aloud each word, you will repeat after him/her.

[rooster, fool , doodle , feel , free , believe, receive, repeat ]

#### **Session - 6**

#### **5** Vocabulary:

- (a) English spelling is difficult and tricky. One way of learning spelling is the four step method : *look > cover > write > verify*. Learn the spelling of the following words from the lesson following the four step method.

[beautiful, handsome, problem, neighbour, believe, instead, repent]

- (b) Word Scramble:

Find words from the scramble .In some cases you may get two words.

Some hints are provided in brackets. One is done for you.

dre red (colour)                      gib \_\_\_\_\_ (size)

yrt \_\_\_\_\_ ( begins with 't')      yee \_\_\_\_\_ (body part)

yad \_\_\_\_\_ (opposite of night)      yas \_\_\_\_\_ (begins with 's')

lyf \_\_\_\_\_ (cock can but jackal can't)      aet \_\_\_\_\_ (begins with 'e')

**6 Usage:**

**(a) Combine two sentences into one. One is done for you.**

(i) The rooster sang. It closed its eyes.

The rooster sang closing its eyes.

(ii) The rooster sang. It sat on a tree.

(iii) Rakesh took tea . He sat on a chair.

(iv) Rabi went home . He rode on a bicycle.

(v) The cat caught the rat. It climbed up the tree.

(vi) The jackal ran. It caught the rooster by its neck.

(b) These sentences can also be written, beginning with the second part of the sentence.

Example : *Closing its eye, the rooster sang.*

Write all the sentences of 6(a) in this way.

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**Session - 7**

**7 Writing:**

(a) **Write answers to the following questions.**

(i) What is the story about?

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(ii) What did the jackal ask the rooster to do?

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(iii) The rooster sang closing its eyes. What did the jackal do ?

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(iv) The jackal opened its mouth . What did the rooster do?

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(b) Given below is what the rooster told another rooster after the incident. Read what it said and fill in the gaps consulting the text.

Do you know what happened the other day ? I was singing in the morning . A jackal came . He told me to sing \_\_\_\_\_ . I closed my \_\_\_\_\_ and \_\_\_\_\_. The jackal caught me by \_\_\_\_\_ and ran away. My master, his \_\_\_\_\_ and \_\_\_\_\_ and his \_\_\_\_\_ chased the jackal. The jackal was much ahead. There was little chance of catching him. . So I thought of a plan. I said the jackal, " I'm happy with you. Why should they chase ? Tell them this." He \_\_\_\_\_ his \_\_\_\_\_ to tell this . I quickly \_\_\_\_\_ up on to the \_\_\_\_\_.

(c) You know what a rooster told another rooster about the incident. Consult the text and write what the jackal said to another jackal after the incident. Do you know \_\_\_\_\_

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**8 Mental Talk:**

"I was a fool to believe your lies."

**9 Let's Think:**

We should know when to shut our mouths and to close or open our eyes.

## LESSON-3

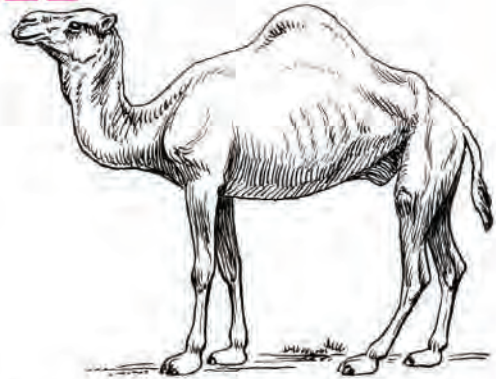
# THE CAMEL

### ● Socialisation

#### Session - 1

#### I Pre-reading

- Look at the picture. What do you see?  
Have you seen it before?  
Where do they live?  
How do they live in the desert?  
Let us read the following text to know more about camels.



#### II While-reading

#### TEXT

- Read the following passage silently and answer the questions that follow.
  1. An animal which lives in the desert is the camel. People kept camels as pets many thousands of years ago. Camels usually live in small groups of up to thirty animals. Camels have long, shaggy winter coats to keep them warm, and shorter, tidier coats in the summer to keep them cool. A thirsty camel can drink as much as thirty gallons of water-that's about five hundred full glasses- in just ten minutes.
  2. There are two different types of camels. One, known as the Dromedary, has only a single hump; the other is called a Bactrian camel and has two humps. The humps help the animal to survive in the desert by acting as storage containers.

#### ☛ Comprehension Questions:

1. Where do camels live ?
2. Are the camels wild animals ? How do you know ?
3. How do camels live : single or in groups ?
4. What helps them keep warm ?
5. What keeps their bodies cool in summer ?
6. How much water does a camel drink in ten minutes ?
7. How many types of camels are there ?
8. What are they ?
9. What helps the camels to live in the desert ?



## Session - 2

### III Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole Text : The camel, small group, in the desert, type of camels

Part:para-1 : winter coat, drink thirty gallons of water, summer coat

#### 2 Comprehension Activities:

##### (a) MCQs :

Choose the correct alternatives and complete the sentences.

- (1) The camel usually lives in \_\_\_\_\_  
(A) the desert                      (B) the forest  
(C) the house                      (D) the mountains
- (2) Camels are of \_\_\_\_\_ types.  
(A) one      (B) two      (C) three      (D) many
- (3) A thirsty camel drinks about \_\_\_\_\_ full glasses of water in just ten minutes.  
(A) 250      (B) 500      (C) 750      (D) 1000

##### (b) Tick (✓) the correct statements and cross (X) the wrong ones, in the box.

- (i) Camels live in small groups.
- (ii) Winter coats keep the camels warm.
- (iii) Summer coats keep them cool.
- (iv) A thirsty camel drinks about thirty gallons of water.
- (v) The Dromedary camel has a single hump.
- (vi) The Bactrian camel has two humps.
- (vii) Camels live in forests.

## Session - 3

#### 3 Listening:

- Your teacher will read out the following words one by one.  
Tick the words as you listen to him/her.

- |                   |                |
|-------------------|----------------|
| (i) desert        | (vii) bactrian |
| (ii) domesticated | (viii) hump    |
| (iii) shaggy      | (ix) storage   |
| (iv) gallon       | (x) container  |
| (v) thirsty       | (xi) survive   |
| (vi) dromedary    |                |



**4 Speaking:**

Your teacher will read out all the words under **3** Listening Activity, one after another. Listen and repeat after him/her. Practise 5 times.

**5 Vocabulary:**

Match the words given in 'A' with their meanings in 'B'. One is done for you.

A	B
container desert	<ul style="list-style-type: none"><li>• make a wild animal used to live with or working for man</li></ul>
domesticate	<ul style="list-style-type: none"><li>• long, thick and untidy hair</li></ul>
hump	<ul style="list-style-type: none"><li>• continue to live or exist</li></ul>
shaggy	<ul style="list-style-type: none"><li>• one that needs/wants to drink water</li></ul>
survive	<ul style="list-style-type: none"><li>• something you can put things into, for example, a box, a bottle, a tub etc.</li></ul>
thirsty	<ul style="list-style-type: none"><li>• places far away from man, natural environment</li></ul>
the wild	<ul style="list-style-type: none"><li>• a large area of land covered with sand, has very little water, and very few plants</li><li>• the round lump on the back of a camel</li></ul>

**Session - 4**

**6 Usage:**

A camel lives in the desert.

The above sentence tells about the camel and the place where it lives.

Make similar sentences for the following living beings.

(Choose the living places of these living beings from the box)

nest, stable, forest, kennel, hole, water, cow-shed,  
hive, burrow, house, den, cave

A horse \_\_\_\_\_

A cow \_\_\_\_\_

An elephant \_\_\_\_\_

A fish \_\_\_\_\_

A bird \_\_\_\_\_

A squirrel \_\_\_\_\_

A bee \_\_\_\_\_

A mouse \_\_\_\_\_

A man \_\_\_\_\_

A bear \_\_\_\_\_

A dog \_\_\_\_\_

A lion \_\_\_\_\_

**Session - 5**

**7 Writing:**

Write answers to the following questions:

(i) When were the camels first made to live with man and work for him?

Ans. \_\_\_\_\_

\_\_\_\_\_

(ii) How many camels usually live in a group?

Ans. \_\_\_\_\_

(iii) Describe a camel's winter coat.

Ans. A camel's winter coat is \_\_\_\_\_ and \_\_\_\_\_

It keeps the camel \_\_\_\_\_ in winter.

(iv) Describe the camel's summer coat.

Ans. The camel's \_\_\_\_\_

It keeps him \_\_\_\_\_ in \_\_\_\_\_.

(v) How much water does a thirsty camel drink?

Ans. \_\_\_\_\_

(vi) How many types of camels are there ? What are they ?

Ans. There are \_\_\_\_\_ types of \_\_\_\_\_, namely \_\_\_\_\_ and \_\_\_\_\_.

(vii) How is the Bactrian camel different from the Dromedary camel ?

Ans. The Bactrian camel has \_\_\_\_\_ but the Dromedary \_\_\_\_\_

\_\_\_\_\_ only \_\_\_\_\_ hump.

(viii) How does a hump help a camel?

Ans. \_\_\_\_\_

\_\_\_\_\_

### Session - 6

#### 8 Mental Talk:

The camel is called the ship of the desert. It can live for many days without water.

#### 9 Let's Think:

The camel carries a lot of load for us. Even it carries us on its back across the desert. We must be kind to take care of them.

# PART-II

## LESSON-1



### I'D LIKE TO BE .....

#### Session - 1

#### I Pre-reading

- Socialization :
- Teacher will ask :  
What do you want to be in future? (Students will reply).  
Next, s/he will help the students do the following chain-drill activity.  
(Teacher writes the following text on the blackboard)

I'm \_\_\_\_\_ (name).  
I want to be a \_\_\_\_\_.  
What's about you?

After the chain-drill is over, the teacher will say:  
All of you told what you want to become in future.  
Let's read a poem and see what the poet wants to be.

#### II While-reading

#### TEXT

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

I'd like to be a monkey  
And climb the tree so high,  
Jumping from branch to branch  
Till I reach the sky.  
Playing and skipping all day long  
Dancing and eating too!  
I'd like to be a monkey.  
What about you?



I'd like to be a tiger  
And roam the jungle deep,  
Lying in sunlight all day long  
Warm and fast asleep.  
Searching all night through,  
I'd like to be a tiger.  
What about you?

- Your teacher will read the poem aloud. You will listen to him/her without opening your book. S/he will ask you : Who are there in the poem ? Who is 'I' ? Who are 'you' ?
- Your teacher will read the poem aloud. You listen to him/her and see the poem in your book.
- You read the poem silently. Your teacher will ask you some questions. Try to answer.

### Comprehension Questions:

- If the child became a monkey,
  1. Where would it climb?
  2. Where would it jump?
  3. What would it do all day long?
- If the child were a tiger,
  4. Where would it move about?
  5. What would it do all day long?
  6. When would it search for food ?

## Session - 2

### III Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole – Text : Which stanza talks about a monkey- which stanza about a tiger  
 Part : Stanza-1 : dancing and eating, climb the tree, playing

#### 2 Comprehension Activities:

##### (a) MCQs :

Tick (✓) the correct alternative:

- (1) The child wishes to be
 

(A) a lion	(B) a tiger
(C) a monkey	(D) both a tiger and a monkey
- (2) A monkey \_\_\_\_\_ .
 

(A) flies in the sky
(B) dances in river
(C) swims in sea
(D) jumps from branch to branch of a tree

- (3) A tiger roams \_\_\_\_\_ .
- (A) the river
  - (B) the forest
  - (C) the corn field
  - (D) the sea beach
- (4) The child wishes to be a monkey or a tiger because \_\_\_\_\_ .
- (A) they have a lot to eat
  - (B) they live in safe forest houses
  - (C) they get air and water free
  - (D) they lead a free life

(b) Provided below are some phrases from the poem. Put them under two heads; **'Monkey' and 'Tiger'**.

roam in deep jungle, dancing and eating, climb the tree, lying in the sunlight, playing and skipping, searching for food at night, jumping from branch to branch.

**Monkey**

**Tiger**

_____	_____
_____	_____
_____	_____
_____	_____

**Session - 3**

**3 Listening:**

(a) Your teacher will say the following words aloud. Listen to him/her carefully. Mark, in each word one/some letters are silent while speaking. Your teacher will read three times – first listen, then write and finally revise. One is done for you.

<b>Word</b>	<b>Silent Letter</b>
climb	_____ b _____
high	_____
through	_____
sunlight	_____
chalk	_____
comb	_____
bridge	_____
judge	_____
bird	_____

(Teacher provides ideas through correction)

**(b) Rhyming Words**

Teacher will read out the poem. Students listen and underline the rhyming words.

**4 Speaking:**

**(a) Chorus Reading :**

- Teacher reads the poem aloud line after line. The class repeats after him/her.
- One group of students reads out the poem line after line. The other group repeats.
- The role of the groups changes.

**(b) Conversation :**

This activity is to be done in pairs or in groups.

Group A : What will you do if you become a monkey ?

Group B : I'll climb the tree, jump from branch to branch.

Group A : What else ?

Group B : I'll also play, skip, dance and eat all day.

Group A : If you become a tiger, where will you move ?

Group B : In the deep jungle.

Group A : Where will you sleep ?

Group B : Under the warm sunlight.

Group A : What will you do at night ?

Group B : Search food.

Pairs of students can talk about becoming a doctor, nurse, soldier, farmer etc.

Teacher will help and guide the students.

**Session - 4**

**5 Vocabulary:**

- ◆ Some words are described below. Can you find them in your poem?

**CLUES**

**WORDS**

- ◆ the national animal of India \_\_\_\_\_
- ◆ a part of the tree where birds build their nest \_\_\_\_\_
- ◆ it gives us flowers and fruits \_\_\_\_\_
- ◆ the opposite of the day \_\_\_\_\_
- ◆ a man-like animal that jumps from branch to branch \_\_\_\_\_
- ◆ the sun, moon and stars are here \_\_\_\_\_
- ◆ wild animals live in it \_\_\_\_\_
- ◆ a word for 'look for' \_\_\_\_\_
- ◆ we eat it to live \_\_\_\_\_
- ◆ we get it from the sun all day \_\_\_\_\_

## Session - 5

### 6 Usage :

1. Look at the underlined parts in the following sentences.

I'd like to be a monkey.

I'd like to be a tiger.

'I'd' is the short form of '**I would**'.

'Would' is used in its short form – 'd' in speech and in writing.

we use would ('d) / wouldn't when we imagine a situation or action (= we think of something that is not real).

The poet as human being can never be an animal such as a monkey or a lion.

But he wishes or imagines to become a monkey or a lion which is unreal.

Now use 'I'd .....' to say the following situations.

One is done for you.

(i) You think of becoming a butterfly.

**I'd like to be a butterfly.**

(ii) You wish to be a bird. \_\_\_\_\_

(iii) You love to live near a jungle. \_\_\_\_\_

(iv) You wish to buy a car (but you are not so rich to buy it). \_\_\_\_\_

(v) You imagine to be the President of India. \_\_\_\_\_

(vi) You love to become a king. \_\_\_\_\_

## Session - 6

### 7 Writing:

(a) Write answers to the following questions:

(i) What does the poet wish to be ?

Ans: \_\_\_\_\_

(ii) Why does he like to become an animal like a monkey or a tiger ?

Ans: \_\_\_\_\_

(iii) What does a monkey enjoy doing?

Ans: \_\_\_\_\_

(iv) Where does a tiger walk about freely ?

Ans: \_\_\_\_\_



(v) What does the tiger do all day long ?

Ans: \_\_\_\_\_

(vi) What does he do at night ?

Ans: \_\_\_\_\_

(vii) Go back to [2b] Comprehension activities.

(b) You have listed the phrases under two heads – Monkey and Tiger.

Using the phrases you have listed, write two small paras, one on 'monkey' and one on 'tiger'.

Follow these model sentences.

**Monkey**

Monkey loves dancing and eating.

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**Tiger**

Tiger roams the deep jungle.

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**Session - 7**

**8 Mental Talk:**

“Wild animals lead a free life”.

**9 Let's Think:**

- Animals in the woods are born free. They lead a free life on the lap of nature. Should we put them in chains at a zoo or in a circus ?

## FOLLOW – UP LESSON WHEN I GROW UP

### Session - 1

#### I Pre-reading

1. Teacher will say, "Now you are students. What do you want to be in your future?"
2. Teacher will collect answers from a number of students and then s/he will say :-  
Let us read a poem to know about a child's wish, what he wants to be in his future when he grows up.

#### II While-reading

#### TEXT

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

1. When I grow up  
I want to be;  
A detective  
With a master key.
2. I could be a soldier  
Perhaps a sailor too;  
Or become a keeper  
At Nandankanan zoo.
3. I'd like to own a trumpet  
And play a musical tune;  
Or buy a private space-ship  
To fly me to the moon.
4. I'd like to be the driver  
Of an express diesel train;  
Or be a light-house-keeper  
Where I want and when.
5. For the more one lives  
The more one learns;  
I think I will be all these things  
And go on taking turns.



- Your teacher reads the poem aloud.
- Your teacher asks you who is there in the poem.
- Your teacher reads the poem aloud for the second time.  
You listen to him/her and at the same time see the poem.
- Now you read the poem silently and answer the following questions :

### ☛ **Comprehension Questions:**

1. Who is "I" in the poem ?
2. What does the child want to be in the 1st stanza ?
3. In the 2nd stanza the child likes three types of work. What are they ?
4. In which stanza does the poet describe a child's interest for music ?
5. How does he want to fly to the moon ?
6. What does the child want to be in stanza-4 ?
7. Is the last stanza different from other stanzas ? How ?
8. The poet wants to take up different types of work. Which lines tell you so ?  
(stanza - 5)
9. Does he want to take up only one job he describes or all the jobs one after another ?
10. Which word /phrase tells so in the last stanza ?
11. Why does he want to take up all the jobs one after another ?
12. In which stanza does he want to take up minimum number of jobs ?
13. In which stanza does he want to take up maximum number of jobs ?

### **Session - 2**

#### III **Post-reading**

The teacher will design activities following the main lesson. However, some activities have been done.

### **Session - 3**

#### **1 Vocabulary:**

Stated below are some jobs/ professions. Describe each of the jobs as shown in an example with the tips provided.

tailor, teacher, doctor, zoo-keeper, sailor, pilot, driver, football player, cricketer, tennis player, farmer

- tailor : One who stitches cloth is a tailor.

- driver : \_\_\_\_\_
- football player : \_\_\_\_\_
- cricketer : \_\_\_\_\_
- doctor : ( treat patients ) \_\_\_\_\_
- teacher : \_\_\_\_\_
- zoo-keeper : \_\_\_\_\_
- sailor : ( sails ship ) : \_\_\_\_\_
- farmer : \_\_\_\_\_
- tennis player : \_\_\_\_\_
- pilot : \_\_\_\_\_

### Session - 4

#### 2 Usage:

Look at this sentence: **The more one lives, the more one learns.**

Using the hints given, write similar sentences.

- (i) ( read , learn ) \_\_\_\_\_
- (ii) ( save , become rich ) \_\_\_\_\_
- (iii) ( do exercises , become healthy ) \_\_\_\_\_
- (iv) ( get , want ) \_\_\_\_\_

**Session - 5**

**3 Writing:**

(a) Answer the following questions.

(i) What does the child/poet want to become in the third stanza ?

The poet wants to \_\_\_\_\_

(ii) Where does he want to be a keeper ?

\_\_\_\_\_

(iii) Where does he want to fly with the space –ship ?

\_\_\_\_\_

(iv) Why does he want to take up many jobs ?

\_\_\_\_\_

\_\_\_\_\_

(b) Do an interview and write a brief report. Students move around in the class and interview five of their class mates with the interview slip below. Each student uses one interview slip for interviewing one classmate.

Good morning !  
How are you ?  
What is your name, please ? \_\_\_\_\_  
What do you want to become in future ? \_\_\_\_\_  
Thanks. Bye.

Write the responses of the person interviewed and write a report using the format given below.

\_\_\_\_\_ five persons. One of them wants to \_\_\_\_\_

\_\_\_\_\_. Two of them want to \_\_\_\_\_

\_\_\_\_\_. The names of persons

interviewed are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (c) Write a poem of your own. The poem will have two stanzas of four lines each. The last word of the second line rhymes with the last word of the fourth line. (Rhyming words : sailor, tailor / sweeper, keeper)

I want to \_\_\_\_\_  
\_\_\_\_\_ tailor.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

climb - go up high, ଚଢ଼ିବା

detective - a person who investigates crimes, ଗୁଳ୍ମନା-ଯେଉଁ ବ୍ୟକ୍ତି ଗୁପ୍ତଭାବରେ ସମାଚାର ସଂଗ୍ରହ କରେ

keeper(in Nandan Kanan) – animal caretaker / guard, କର୍ମଚାରୀ, ରକ୍ଷଣାବେକ୍ଷଣକାରୀ

light house – tower with light at the top at the sea shore to guide ships, ବତୀଘର

light house keeper - a worker in the light house, ବତୀଘର କର୍ମଚାରୀ

lying - resting, sleeping, ଶୋଇ ରୁହୁଛି

master key - a special key – that can open a number of locks, ଅନେକ ତାଲା ଖୋଲି  
ପାରୁଥିବା ସ୍ୱତନ୍ତ୍ର ଚାବି

roam - moving aimlessly, wander, ବୁଲିବା

sailor - seaman, ନାବିକ

skipping - jumping lightly over a skipping rope, ଦଉଡ଼ି ଡିଆଁ ଡେଇଁବା

soldier - a member of an army, ସୈନିକ

spaceship - space vehicle, ମହାକାଶଯାନ

taking turn - one after another, ଗୋଟିଏ ପରେ ଗୋଟିଏ

trumpet - brass wind musical instrument, ବିଗୁଲ, ତୁରୀ

## LESSON-2

### HOW POOR WE ARE !



#### Session - 1

#### Pre-reading

- Socialization :
- The teacher introduces the lesson in the following way.  
S/he asks the students the following questions.

Rich parents usually teach their children what it means to be poor. Is it that their children will hate the poor ? Is it that they will remain alone like prisoners and never see the real world ? Is it only that they will run after money ? Do you think that money can give them happiness ? Let us read a story how a rich father learns a big lesson from his son about what true wealth is !



## II While-reading

### TEXT

#### ● SGP-1

#### ● Read paragraph -1 and answer the questions that follow :

1. Once upon a time, there was a very rich man. He along with his family lived in a big palatial building on the top of a hill. His house was surrounded by tall boundary walls like the Chinese Great Wall. The walls were his protection from outside attacks. He too had private soldiers and a great bull dog to protect him. In moonlit nights the building looked very beautiful. From there one could see the river, small hills, long stretch of paddy fields, small huts of poor farmers scattered all around- all flooded by the magic of moonlight. During moonless dark nights the building had a special look of its own. The building, the walls all around and the gardens inside were lit by lamps. From a distance one could see dazzling stars in the sky but the small huts were sleeping invisibly at night. The rich man lived there like a king very happily. His happiness got doubled when he saw the poor farmers living in small huts down the hill toiling hard in their fields.



His only sorrow was that his only son did not like all his richness and glamour. Often he found him sitting alone in his garden looking down the hill at the poor farmers toiling in their fields and the rivers flowing by. He was found to be very indifferent to all the richness and glamour of his father.

#### ☛ Comprehension Questions:

1. What is this paragraph about?
2. Where did the rich man live?
3. Where was the building?
4. What was his house surrounded by?
5. What were the boundary walls like?
6. What did he have to protect him?
7. How did the building look in a moonlit night?
8. What could one see from the building?



9. What was something special of the building? When?
10. The small huts were sleeping invisibly at night. Why?
11. How did the rich man live there?
12. When did his happiness get doubled?
13. What were the poor farmers doing down the hill?
14. What was his only sorrow?
15. What did the rich man often find him doing?
16. Was the son happy with all the richness and glamour of his father ?  
Which line tells you so?
17. What does the word "indifferent" mean?  
Do you think that the son will show interest towards richness and glamour in future? Let us read the next part and see.

## Session - 2

### ● SGP-2

#### ● Read the last part of the story and answer the questions that follow :

2. One day the rich man took his son to the poor people living in small huts down the hills. He had in his mind to show his son how rich he was in contrast to the poor farmers. He thought this would work like medicine for his son's sadness. When his son would see these poor people living in small huts, his sadness would disappear. He would realize how privileged he was in contrast to those poor farmers. In a beautiful car, he took him all around. He made him see the poor farmers living in wretched condition. For the first time his son who lived like a prisoner in a big house, got the chance to see the outside world. Throughout the tour his father was telling how these poor people were living in great difficulty. On his way back, very satisfied, he asked his son, "Did you see how poor the farmers are? What did you learn from this ?" His son sadly replied,
 

"We have one dog, they have four.  
We have one pool, but they have rivers.  
We have artificial lamps, but they have the moon and stars.  
We buy food, they grow theirs.  
We have walls to protect us, they have friends.  
We have encyclopedias, they have Bibles.  
Thank dad for showing me  
How poor we are  
Really I want to live  
With them there."

### ☛ Comprehension Questions:

1. Where did the rich man take his son one day ?
2. What did he have in his mind ?
3. What does the word 'this' stand for in the third line? (how rich.....)
4. What did the rich man think of this ?
5. When would the son's sadness disappear ?
6. What would he realize ?
7. In which car did he take his son all around ?
8. What did he make his son see ?
9. How did the son live in a big house ?
10. What was his father telling him all the time ?
11. Was the father happy on his way back ? Which word tells you so? (sat.....)
12. The rich man's happiness got doubled to see the poor farmers. What about his son-he was happy or unhappy ?
13. Who does "We" stand for in the line 'we have.....' ?
14. Who are richer in having pools- the poor farmers or the rich man ? How ?
15. What look better – the artificial lamps or the stars? Why ?
16. Who buy food ?
17. Who grow their own food ?
18. What does the rich man have to protect him and his family ?
19. Who do the poor farmers have to protect them ?
20. Friends or walls – Which of these two can give someone real protection ?
21. What was the feeling of the son ?
22. What did he want to do ?
23. The father and the son look at things in different ways. In other words their attitude to life is different. Whose attitude or way of looking at things is better ?

### III Post-reading

#### Session - 1

#### 1 Visual Memory Development Technique (VMDT) :

Whole Text : a very rich man , big palatial building, tall boundary walls, lived like a king, his happiness got doubled when he saw the poor farmers, his son did not like his richness, took his son to the poor people, this would work like medicine, his son sadly replied

Part- Last part- We have one .....with them there.

One dog, one pool, rivers, artificial lamps, stars, Bibles, how poor we are, I want to live with them there.

## 2 Comprehension Activities:

(a) MCQs. :

Fill in the blanks choosing the correct alternatives.

1. The rich man along with \_\_\_\_\_ lived in a big palatial building.  
(A) his son (B) poor farmers (C) his family (D) his servants
2. To protect himself, he had \_\_\_\_\_.  
(A) a bull dog (B) private soldiers  
(C) private soldiers and a bull dog (D) one private soldier
3. The rich man's happiness got doubled when he saw \_\_\_\_\_.  
(A) the small huts down the hill (B) the rivers flowing by  
(C) the poor farmers living in small huts (D) his only son
4. When the son would see the poor people living in small huts, the rich man thought, his sadness would \_\_\_\_\_.  
(A) increase (B) decrease (C) disappear (D) continue.
5. The son thanked his rich father for showing him \_\_\_\_\_.  
(A) how poor they were (B) how rich they were  
(C) how happy they were (D) how unhappy they were.
6. The son wanted to live with \_\_\_\_\_.  
(A) the poor farmers (B) his father  
(C) his father and the poor farmers (D) the soldiers

(b) Match the persons in 'A' with the contents in 'B'. Write the number '1' for the rich man and '2' for the son in the boxes given. The first one is done for you.

**A**

**B**

- |                 |  |
|-----------------|--|
| 1. The rich man | <ul style="list-style-type: none"><li>• had a big palatial building 1</li><li>• did not like all the richness and glamour</li><li>• had private soldiers and a bull dog</li><li>• sat alone in the garden looking down the hill</li><li>• lived like a king very happily</li><li>• lived like a prisoner</li></ul>   |
| 2. The son      | <ul style="list-style-type: none"><li>• had in his mind to show his son how rich they were</li><li>• was indifferent to the richness of his father</li><li>• his happiness got doubled when he saw the poor farmers</li><li>• took his son to the poor farmers living in small huts</li><li>• thought that seeing the poor farmers would change his mind</li><li>• he wanted to live with the poor farmers</li></ul> |

- (c) Match items under **A**- with the items under **B**. Write '1' for the rich man's building and '2' for the poor farmer's hut in boxes.

**A**  
1. The rich man's building

2. The poor farmers' huts

**B**  
small  
a big palatial building  
on the top of a hill  
down the hill  
surrounded by tall boundary walls  
rivers flowing by  
wretched condition  
looked very beautiful in moonlit night  
looked special due to lamps  
lighted by moon light  
scattered all around  
invisible in moonless night

### Session - 4

#### 3 Listening:

- (a) Your teacher reads aloud some of the following words. Tick those s/he reads aloud.  
rich, palatial, building, attacks, private, moonlit, dazzling, happiness, doubled, sorrow, glamour, flowing, medicine, sadness, wretched, condition, prisoner, difficulty.
- (b) Your teacher will read aloud the following lines. Listen to him/her and fill in the gaps.  
Once there was a very \_\_\_\_\_ man. He, along with his \_\_\_\_\_ lived in a \_\_\_\_\_ palatial \_\_\_\_\_ on the top of a hill. His house was surrounded by \_\_\_\_\_ boundary walls. The walls were his protection from outside \_\_\_\_\_. He too had private \_\_\_\_\_ and a \_\_\_\_\_ dog to protect him.

#### 4 Speaking:

- (a) Chain-drill: (i) We have one dog, they have four.  
(ii) We have walls to protect us, they have friends.

- (b) Practise the following dialogues.

[teacher vs. students, students vs. students and finally in pairs]

Father : Look my dear son! We have a dog.

Son : But the farmers have four.

Father : We have a pool.

Son : But they have rivers.

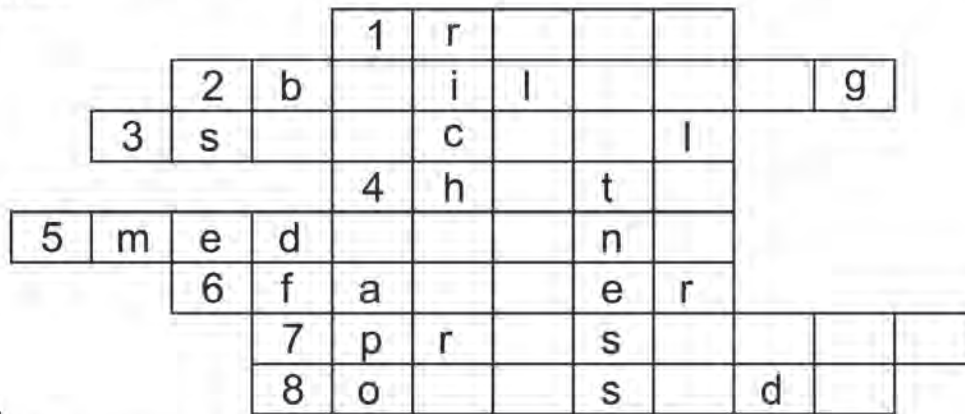
Father : We have walls to protect us.

Son : They have friends.

## Session - 5

### 5 Vocabulary:

There are some words in the following word puzzle. Find them using the clues given.



#### Clues:

1. The opposite of 'poor'
2. That has roof and walls, for example – a house
3. Better than others
4. Small houses made of wood, grass and mud
5. We take it when we have a fever (Doctors give it to us.)
6. A person who manages a farm
7. A person kept in a prison
8. The opposite of 'inside'.

## Session - 6

### 6 Usage:

Look at the following sentences.

- (a) His house was surrounded by tall boundary walls like the Chinese Great Wall.  
It means 'the tall boundary walls were not the Chinese Great walls. But they looked so'.
- (b) The son lived like a prisoner in a big house.  
It means the son was not a prisoner but he lived like a prisoner.  
Combine the sentences using 'like'. One is done for you.
- (i) Ramesh is not a good cook. But he prepared the curry well.  
Ans - Ramesh prepared the curry like a good cook.
- (ii) Prakash is not a rich man. But he spends a lot of money.  
Ans \_\_\_\_\_

(iii) The rich man was not a king. But he lived so.

Ans- \_\_\_\_\_

(iv) Amit is not an actor . But he acts so.

Ans \_\_\_\_\_

(v) Usha is not a singer. But she always goes on humming.

Ans \_\_\_\_\_

### Session - 7

#### 7 Writing:

(a) Answer the following questions in complete sentences.

(i) Where did the rich man live ?

\_\_\_\_\_

(ii) What did he have to protect him ?

\_\_\_\_\_

(iii) How did the rich man live there ?

\_\_\_\_\_

(iv) When did his happiness get doubled ?

\_\_\_\_\_

(v) How was the son different from his father ?

\_\_\_\_\_

(vi) Why did the rich man take his son to the poor farmers living in huts ?

\_\_\_\_\_

(vii) The son saw the poor farmers. Did it change his mind ?

\_\_\_\_\_

(viii) What did the son want to do – to live with his father or to live with the poor farmers ?

\_\_\_\_\_

(b) See post-reading activity. Comprehension Activity 2 (b)

You have already matched A with B. Write two small paragraphs on “**The rich man**” and “**The son**”. Some helps are given.

### The Rich Man

- (i) The rich man had a palatial building. He had \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### The Son

- (ii) The son sat alone in the garden looking down the hill. He lived \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- (c) See post-reading activity - Comprehension Activity 2 (c)  
You have already matched A with B. Write two small paragraphs on “**The rich man’s building**” and “**The poor farmers’ huts**”. Some helps are given below.

#### The Rich Man’s Building

The rich man's building was a big palatial building . It was on \_\_\_\_\_. It was surrounded \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### The Poor Farmers’ Huts

The poor farmers' huts were small. They were down \_\_\_\_\_. They scattered \_\_\_\_\_ . There were rivers \_\_\_\_\_. They had very wretched \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Session - 8

**8** **Mental Talk:** “Wealth is a wall between the rich and the poor.”

**9** **Let us Think:**  
Riches cannot make a man happy.  
Neither can wealth make a man really rich.

## FOLLOW – UP LESSON A TINY WARRIOR

### Session - 1

#### I Pre-reading

- **Socialization:**
- In the main lesson the father learned a lesson from his son. The son taught the father that the poor people are, in fact, rich. In this follow-up lesson you will read about a small girl of Class- V leading a movement against bazaar notebooks. Let's read and see how cheap bazaar note books do more harm than good.

#### II While-reading

#### TEXT



#### • SGP-1

#### • Read paragraph 1 and 2 and answer the questions.

1. One evening Mitu and Situ, two sisters, were studying in their room. Mitu studies in Class VII and Situ in Class V. The two sisters were studying in two different schools. Their uncle, Mr Giri, was watching them from a little distance. He was a retired teacher. He had come to visit them on a week-end. Mr Giri saw Mitu reading one paragraph from her English textbook then reading the meaning of this paragraph in Odia from a bazaar note book (Meaning book), which disturbed him. 'If children study English like this, they will never learn English', he thought.
2. The uncle was eager to help Mitu learn English on her own without the help of this meaning book. He came close to her and asked her to read the first paragraph of the lesson silently. The lesson was "The Story of Cricket". The first paragraph was:

*The shape and the size of a cricket ground are not fixed. They are different. The cricket ground of Melbourne in Australia is bigger than that of Feroz Shah Kotla in New Delhi. Similarly the shape of the Chepauk Cricket Ground in Chennai is circular. But the Adelaide Cricket Ground in Australia is oval.*



- **Comprehension Questions:**

1. Who are there in paragraph-1?
2. Who are Mitu and Situ?
3. Who visited them on a week-end?
4. What was Mr Giri?
5. What did Mr Giri see?
6. What was Mitu reading?
7. Why was her uncle disturbed?
8. What did his uncle ask her?
9. What was the title of the lesson?
10. What was the first paragraph of the lesson about?
11. How is this paragraph in your English book different from the paragraph in the meaning book?

### Session - 2

- **SGP 2**

- **Read paragraphs- 3 and 5 and answer the questions that follow.**

3. Next what happened between the uncle and the niece is stated below:

Mr Giri : Every paragraph has an idea or a topic. Can you tell me the line where the topic is? What is the paragraph about? (Mitu was silent) It is about the shape and size of a cricket ground.

Mitu : The first sentence.

Mr Giri : Very Good. After telling the topic, the writer gives examples/facts to explain the topic. Can you say what example does the writer give?

Mitu: Melbourne and Feroz Shah Kotla.

Mr Giri: Where is Melbourne cricket ground and where is Feroz Saha Kotla?

Mitu: (Reading the paragraph again) In Australia and Delhi.

Mr giri: Very Good. Which ground is bigger in size?

Mitu: Melbourne.

Mr Giri: Good. This is about the size. What about the shape? Which ground is circular- like a circle?

Mitu: Chepauk Ground.

Mr giri: Where is Chepauk Ground?

Mitu: In Chennai.

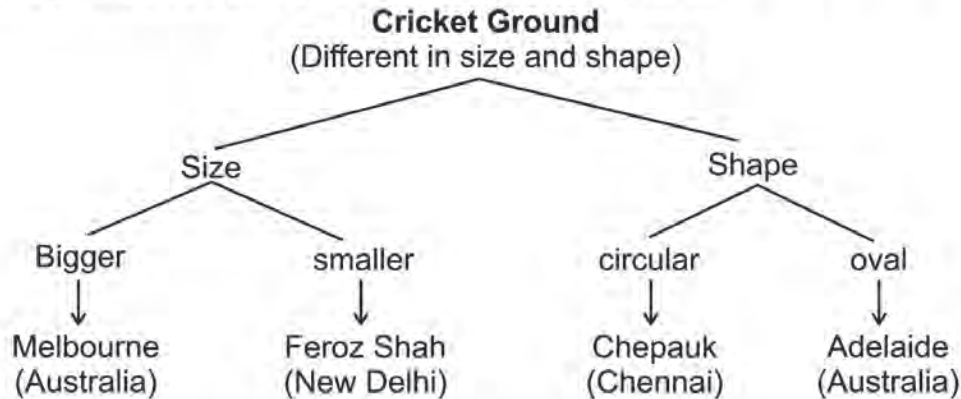
Mr Giri: Good. Which ground is oval shaped?

Mitu: Adelaide Ground.

Mr Giri: Where is Adelaide Ground?

Mitu: In Australia.

4. Next, the uncle asked his niece Mitu to give her notebook and on her notebook he made a note on the paragraph. The note was as follows:



5. "Now you can understand the paragraph much better. The meaning book only gives the meaning in Odia. It is not useful in learning English properly." said Mr. Giri.

• **Comprehension Questions:**

1. Who played the role of teacher in this paragraph?
2. Who played the role of the student in this paragraph?
3. How is one paragraph of a text different from another paragraph?
4. What does a writer do after giving the topic of the paragraph?
5. When Mitu answered the questions, did she keep her textbook open or closed?
6. Was she able to answer most of the questions?
7. Is her uncle a good teacher? How do you know?
8. Do you like the notes that her uncle made on the paragraph?
9. Will the note help Mitu remember the paragraph?
10. Why is meaning book not useful according to Mitu?
11. What did her uncle say about meaning book?

**Session - 3**

• **SGP-3**

• **Read paragraphs- 6 and 7 and answer the questions that follow.**

6. Situ was silently sitting and watching what happened between her uncle and her sister. She broke her silence and asked, "If our teachers read aloud a paragraph and explain the meaning in Odia, are they doing the right thing ? "No,not at all. They are as harmful as the bazaar note", said Mr. Giri .
7. What happened after this is the story of Situ. Situ said how meaning books have lots of mistakes. One of her teachers did not give her any mark for an answer. He thought the wrong answer in the bazaar note was the right answer. She took this matter to her

headmistress. She called the teacher and asked him to give her mark. She also banned the use of bazaar note books in their school. She made Situ the leader of the movement against meaning books in their school.

● **Comprehension Questions:**

1. What are these two paragraphs about - about Mitu, Mr Giri or Situ?
2. Who said meaning books have lots of mistakes?
3. Even if the answer of Situ was correct, why didn't her teacher give her any mark ?
4. What did Situ do next?
5. What did the headmistress ban?
6. What was the movement about?
7. Who did the headmistress make the leader of the movement? Why?
8. Will you use meaning book after reading this lesson?



**Session - 4**

**Post-reading**

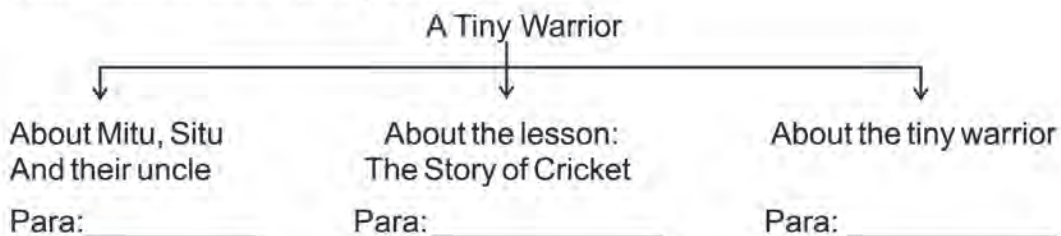
**1** **Visual Memory Development Technique (VMDT) :** (Teacher decides)

**2** **Comprehension Activities :**

(a) Teacher frames MCQs.

(b) The lesson is divided into three SGPs: three parts. The three topics/themes are given:

Write under each the paragraph numbers.



**3** **Listening :**

Teacher frames listening activities.

## Session - 5

### 4 Speaking :

- (a) Chain-drill: Meaning books are harmful.
- (b) Dialogue: (Follow the steps of previous lessons.)
- Mr Giri: Where is Melbourne?  
Mitu: In Australia.
- Mr Giri: Where is Feroz Shah Kotla Cricket Ground?  
Mitu: In New Delhi.
- Mr Giri: Where is Chepauk Ground?  
Mitu: In Chennai.

### 5 Vocabulary:

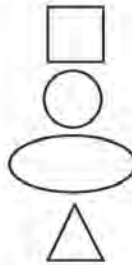
Match the words with the shapes.

Triangle

Square

Oval

Circle



### 6 Writing:

- (a) Teacher gives some questions for writing in one sentence each.
- (b) See the notes given by Mr. Giri on the paragraph. Now write a paragraph based on the notes. (Do not see the original paragraph while doing this task). Some help is given.

The paragraph is about \_\_\_\_\_ . Some cricket grounds are \_\_\_\_\_. Some are \_\_\_\_\_. The Melbourne \_\_\_\_\_ is \_\_\_\_\_ than the \_\_\_\_\_. Some \_\_\_\_\_ are circular. Some \_\_\_\_\_ are \_\_\_\_\_. The \_\_\_\_\_ is \_\_\_\_\_. The \_\_\_\_\_ is oval. The Melbourne \_\_\_\_\_ is in Australia.

## 7 Mental Talk :

## 8 Let's Think :

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

acute	- intense, severe, ଉକ୍ଳଟ
ban	- to say that something must not be done, ବାରଣ କରିବା / ପ୍ରଚଳନ ବନ୍ଦ କରିବା
bull dog	- a type of strong dog, ଏକ ପ୍ରକାର ଶକ୍ତିଶାଳୀ କୁକୁର
Chinese Great Wall	- Historic Great Wall of China, ଚୀନର ବିଶାଳ ପ୍ରାଚୀର
dazzling	- very bright, ଚମକୁଥିବା
disappear	- to go away, ଅଦୃଶ୍ୟ ହେବା/ ଦୂର ହେବା
disturbed	- made him worried/unhappy, ବ୍ୟସ୍ତକଲା ବା ଚିନ୍ତିତ କଲା
encyclopedias	- knowledge books, ଜ୍ଞାନକୋଷ
flooded	- filled with (moon light), ଚନ୍ଦ୍ରକିରଣ ବିଚ୍ଛୁରିତ ହେବା
glamour	- beauty, ସୌନ୍ଦର୍ଯ୍ୟ
in contrast	- in comparison, ତୁଳନାତୁଳ ଭାବରେ
indifferent	- lack of interest, ଅନାଗ୍ରହ
invisible	- not seen, ଅଦୃଶ୍ୟ
lit by lamps	- lighted with lamps, ଆଲୋକମାଳାରେ ସଜ୍ଜିତ ହୋଇଥିବା
palatial building	- royal building, ରାଜାଙ୍କ ଉଆସ ଭଳି ଘର
prison	- a building where usually thieves and criminals are kept for punishment, ବନ୍ଦୀଶାଳା
privileged	- blest with special benefits, wealth etc., ବିଶେଷ ଅଧିକାରପ୍ରାପ୍ତ
richness	- the quality of being rich, ବିଭୀଶାଳୀ ଭାବ
sadness	- unhappiness, ଦୁଃଖ/ବିଶାଦ
scattered	- seen over a wide area, ବିଚ୍ଛୁରିତ
surrounded	- covered from all sides, ଚତୁର୍ଦିଗରେ ପରିବେଷିତ ହୋଇଥିବା
tiny	- small, ଛୋଟ
toiling	- doing hard labour, ଅତ୍ୟଧିକ ପରିଶ୍ରମ କରୁଥିବା
wretched condition	- very poor condition, ଦୟନୀୟ ଅବସ୍ଥା
similarity	- ସମାନତା
warrior	- soldier, ଯୋଦ୍ଧା, କିନ୍ତୁ ଏଠାରେ ଭୁଲ ବ୍ୟବସ୍ଥା ବିରୁଦ୍ଧରେ ଲଢୁଥିବା ବ୍ୟକ୍ତି ପାଇଁ ବ୍ୟବହାର କରାଯାଇଛି ।

## LESSON-3

# MAGIC



### Session - 1

#### I Pre-reading

You have seen magic shows by magicians. What do they do ? (Students tell their experience). Now we will read a poem on magic. But it is a different kind of magic by a different kind of magician. Read the poem and see what the magic is and who the magician is.

#### Text

#### II While-reading

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



You have magic in your finger tips,  
Magic in your eyes,  
Magic in the arms that hold  
And tell me not to cry.

There is magic in your voice  
When you talk to me each day,  
There is magic in your smile  
And in the things you say.

There is magic in the way  
You let me be myself with you,  
There is magic that you teach me  
To be good and brave and true.

I am growing older  
And soon I'll go away,  
But the magic you taught me  
Will go with me every day.



- Your teacher will read aloud the poem. You will listen to him/her without opening your books. S/he will ask you the following questions. Try to answer :  
Which word is used again and again ?  
Whose magic is the poet talking about ?
- Your teacher reads the poem aloud second time. You listen to him/her and follow the poem.
- Read the poem silently. Answer your teacher's questions.

### Comprehension Questions:

1. Who is the speaker in the poem ?
2. Whom does the poet call 'you' .?
3. Whose magic is she talking about ?
4. Mother has magic in her \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_  
( Fill in the blanks choosing words from Stanza – 1)
5. What makes her voice and smile magical ?
6. What does the mother teach the child ?
7. Which lines in the poem say that the child is growing older and very soon s/he will go away ?
8. Will the mother's magic be everlasting or shortlived ?
9. Which magic is better - the magicians' magic or the mother's magic?
10. Who is a better magician - the mother or the magician ?

### Session - 2

#### I Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole poem : magic in finger-tips, magic in arms, magic in voice, magic in smile  
Part, Stanza-4 : growing older, I'll go away, the magic you taught me.

#### 2 Comprehension Activities:

(a) Tick the magical qualities that the child finds in her mother.

- (i) She has a loving touch. ( )
- (ii) She has an affectionate look. ( )
- (iii) She has a sweet voice. ( )
- (iv) She has patience. ( )
- (v) She has a pleasant voice. ( )
- (vi) She has magic in her words. ( )
- (vii) She is a good teacher. ( )
- (viii) She is a good cook. ( )

(b) MCQs :

Choose the correct alternatives.

1. The child gets \_\_\_\_\_ from her mother's finger tips.  
(A) the ability to count number  
(B) loving touch  
(C) tasty food  
(D) nice dress

2. 'You let me be myself with you.' means that
- the child is allowed to do anything.
  - the child obeys the mother.
  - the mother accepts the child as s/he is.
  - the child obeys his father
3. 'But the magic that you taught me will go with me everyday'. The 'magic' in the line refers to
- taking out eggs from empty baskets
  - good ways of showing magic
  - good ways for life
  - good food

### Session - 3

#### 3 Listening:

Your teacher will say some words. Listen to him/her carefully. Tick the word when you listen to it.

finger	older
smile	good
arms	true
voice	grow
eyes	brave

#### 4 Speaking:

(a) Dialogues :

- Practise dialogues and present the following:

Child : You've magic in your eyes, mum.

Mother : You too have magic in your eyes.

Child : But your magic is better.

Mother : Yours is the best.

Child : Both of us are magicians!

Mother : Oh yes. But you're my cute, sweet little magician.

(b) Chorus Reading :

- Your teacher will read the poem aloud line after line. Repeat after him/her.
- Your teacher will divide the class into 4 groups. Each group will sing/ recite the poem in chorus.

### Session - 4

#### 5 Vocabulary:

- (a) Nine words on mother's magic are hiding in this crossword puzzle. Read the clues, solve the puzzle, get the words.



**CLUES:**

Across (Left Right)

2. What the magician shows
5. We get it when we join letters
6. It is the teacher's job
7. We make it when we speak
8. Each of our hands have five of them
9. We see with them

M	S	R	A	<sup>1,2</sup> M	<sup>3</sup> A	G	I	C
B	Y	G	<sup>5</sup> W	O	R	D	G	A
L	T	O	D	T	M	<sup>4</sup> B	S	L
<sup>6</sup> T	E	A	C	H	G	L	M	T
<sup>8</sup> F	I	N	G	E	R	T	I	F
<sup>9</sup> E	Y	E	S	R	D	S	L	G
C	M	Y	<sup>7</sup> V	O	I	C	E	H

**Down (Top Bottom)**

1. She has magic in her eyes, magic in her smile
  3. Mother holds her baby in it
  4. It is on our lips when we are happy
- (b) The word 'magic' takes some words after it. Match the word 'magic' with the word it can take after it.

**Session - 5****6 Usage:**

Read the following lines from your poem.

There is magic in your voice.

There is magic in your smile.

Begin with 'there is /are' and complete the sentences, One is done for you.

- (i) \_\_\_\_\_ magic in your finger tips.

Ans: There is magic in your finger tips.

- (ii) \_\_\_\_\_ magic in your eyes.

- (iii) \_\_\_\_\_ magic in your arms.

- (iv) \_\_\_\_\_ magic in your words.

- (v) \_\_\_\_\_ magic in your teaching.

- (vi) \_\_\_\_\_ cows in the field.

- (vii) \_\_\_\_\_ roses in the garden.

- (viii) \_\_\_\_\_ fruits on the trees.  
(ix) \_\_\_\_\_ water in the clouds.  
(x) \_\_\_\_\_ ice in the ice-cream.

### Session - 6

#### 7 Writing:

- (a) Look at the word underlined in the following stanza.

I am growing older  
And soon I'll go away,  
But the magic that you taught me  
Will go with me every day.

- Rewrite the poem changing:-

'I' into 'the poet'

'You' into 'the mother'

'me' into 'him'

- Write the poem in the space below:

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- (b) 'There is magic in mother's eye' can be written as  
'Mother has magic in her eyes.'

Now complete the following lines :

Mother \_\_\_\_\_ in her finger tips.

\_\_\_\_\_ arms.

\_\_\_\_\_ voice.

\_\_\_\_\_ words.

\_\_\_\_\_ smile.

\_\_\_\_\_ teaching.

- (c) Now write a paragraph using all the sentences in 7 (b). You can start like this.

Mother has magic in everything. She has magic in her eyes.

Session - 7

(d) Write answers to the following questions :

(i) Where does mother have magic ? (Stanza 1&2)

Ans : Mother has magic in her \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

(ii) What does the mother teach her child ?

Ans : \_\_\_\_\_

(iii) When will the child leave home ?

Ans : \_\_\_\_\_

(iv) Where will it go ?

Ans : \_\_\_\_\_

(v) What will it do there ?

Ans : \_\_\_\_\_

(vi) What will guide it always in life ?

Ans : \_\_\_\_\_

Session - 8

**8** Mental Talk:

My mother's magic teaches me to be good, brave and true.

**9** Let's Think:

Mother's loving care helps her child grow in to a man. Mother is an everlasting memory !

## FOLLOW-UP LESSON

### MUM



Mum, you're like an angel,  
Sent from up above;  
With all your kindness, tenderness,  
And everlasting love.

You have always looked after me,  
And taught me right from wrong;  
And when I am down and worried,  
It's always you that come along.

You are not just mum but a friend of mine,  
A friend I cannot replace;  
And every time I think of you,  
All I see is your smiling face.

I thank you mum, for bearing me,  
And allowing me to see these times;  
Because if it wasn't for you, dear mother,  
I could never write down these lines.

#### Write answers to the following questions:

1. Mother is like an angel. What angel like qualities does she have?

Ans: Mother like an angel has \_\_\_\_\_,  
and \_\_\_\_\_.

2. Which of the following sentences is not true of the mother?

- (i) She looks after me.
- (ii) She always quarrels with me.
- (iii) She teaches me right from wrong.
- (iv) She stands by me in my troubles.

3. What does the child see when it thinks of the mother?

Ans : \_\_\_\_\_  
\_\_\_\_\_

4. Which line in the stanza - 4 says that mother has given birth to the child ?

Ans : \_\_\_\_\_  
\_\_\_\_\_

5. What is the child now? Who has helped it to be so great?

Ans : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

- angel - messenger of god, ଦେବଦୂତ, ମହାନ ବ୍ୟକ୍ତି
- bearing me - giving birth to me, ମୋତେ ଜନ୍ମ ଦେଇଥିବାରୁ
- brave - courageous, fearless, ସାହାସୀ
- down and worried - when I am in trouble/ in problems, ସମସ୍ୟାରେ ବ୍ୟସ୍ତ ବିରୁତ ହେଉଥିଲାବେଳେ
- everlasting - something that lasts forever, ଅଶେଷ
- looked after - (you have) taken care, ଲାଳନ ପାଳନ କରିଛ, ଯତ୍ନ ନେଇଛ
- magic - special power, (here) magic of mother's love, ଜାଦୁ, କୁହୁକ, ମା ମମତାର ଜାଦୁକରୀ ଶକ୍ତି
- replace - fill up the place, ଅନ୍ୟଦ୍ୱାରା ସ୍ଥାନ ପୂରଣ କରିବା
- tenderness - affectionate behaviour, ସ୍ନେହପୂର୍ଣ୍ଣ ବ୍ୟବହାର

## TEST -1

Full marks - 100

The figures in the right hand margin indicates the marks for each question.

1. Write the following Odia names of the persons in English. [10]  
(Teacher will give names of ten persons in Odia)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Write the following names of places in English. [10]  
(Teacher will give names of ten places in Odia)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Your teacher will give dictation of ten English words. Write them in the space given below. [10]

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Given below are some words. Your teacher will read aloud ten of them.

Tick those which s/he reads aloud. [10]

city, country, tree, crown, rooster, close, monkey, jackal, animal, camel, thirsty, climb, zoo, trumpet

5. Your teacher will read aloud a paragraph (The Jackal and the Rooster).

You listen to him/her and fill in the gaps. [15]

There was a very \_\_\_\_\_ and \_\_\_\_\_ rooster. It looked like a

\_\_\_\_\_ with a beautiful red \_\_\_\_\_. It also felt like a \_\_\_\_\_.

It gets up very \_\_\_\_\_ in the morning. It sits on a \_\_\_\_\_ place

and \_\_\_\_\_ non-stop cock- koo-doodle-doo. He knew his \_\_\_\_\_

was much better than the songs of \_\_\_\_\_.

6. Match the pairs of words which sound alike at the end part. [15]  
Write the serial numbers in boxes.

**A**

1. pool
2. trees
3. sun
4. high
5. you
6. too
7. learn
8. soldier
9. day
10. arm

**B**

- farm
- keeper
- sky
- away
- zoo
- turn
- breeze
- run
- true
- cool

7. Read the poem and answer the questions that follow. [10]

A fox was moving on one day,  
And just above his head,  
He saw a vine with lovely grapes,  
Rich ripe and purple-red.

- (i) What is the poem about ?

\_\_\_\_\_

- (ii) What was the fox doing one day ?

\_\_\_\_\_  
\_\_\_\_\_

- (iii) What did he see above his head ?

\_\_\_\_\_  
\_\_\_\_\_

- (iv) What were the grapes like ?

\_\_\_\_\_  
\_\_\_\_\_

- (v) 'He' in the third line is used for \_\_\_\_\_ ?

\_\_\_\_\_  
\_\_\_\_\_

8. Read the following paragraph and write the answers to the questions that follow in complete sentences. [20]

Once there lived a jackal in a forest. One day, he did not get any food. He was very hungry. In the evening, the hungry jackal came into a village. He moved here and there in the village. He was looking for food. By chance he fell into a washer-man's tub which was full of blue water. He became blue and other jackals could not know him.

(i) What is the paragraph about ?

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(ii) Where did the jackal live ?

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(iii) Why did he become very hungry one day ?

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(iv) When did the jackal come into the village ?

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(v) What was he searching for in the village ?

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(vi) Where did he move in the village ?

---

---

(vii) What did he fall into?

---

---

(viii) What happened to him when he fell into the tub ?

---

---

(ix) Why couldn't the other jackals know him ?

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(x) Who is 'He' in the last line ?

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## LESSON - 4

### BIRSA MUNDA



#### I Pre-reading

##### Session - 1

- Do you know some names of great men who fought against the Britishers to make our country free from their rule? Can you tell me the names of some tribal (Adibasi) leaders who died in the freedom fight for our motherland?  
Let's read about a great tribal leader who opposed superstitions, and also fought against the Britishers for five years till his death in jail.

#### II While-reading

##### SGP-1

- Read para- I silently and answer the questions that follow :
  1. Birsa Munda was born in a poor family in Bihar (now in Jharkhand) in 1875. His father Sugana Munda worked as a labourer. For a short time Birsa studied in a school at Katanga. But he could not continue his study because of poverty. From the very young age he worked as a cowboy of a landlord. One day the landlord saw Birsa reading a book leaving the cows to graze on paddy field. So he removed Birsa from the job.

☛ **Comprehension Questions:**

1. What is this para about ?
2. Where was Birsa born ? When ?
3. Who was his father ?
4. What was his father ?
5. Where did Birsa begin his study ?
6. Did he continue his study ? Why ?
7. What work did Birsa do at a young age ?
8. Did Birsa like the work ?
9. Who was his master ? Was he a good man ? How do you know this ?
10. Why did the master get angry with Birsa ?
11. Why did Birsa lose his job ?
12. Who does 'he' in the last line refer to ?
13. Which quality of Birsa do you like most ?

Do you think Birsa will request the landlord to continue his job ?

Let's read the next part and see.

**Session - 2**

**SGP-2**

- **Read the second paragraph silently and answer the questions that follow:**

2. From very young days Birsa was against superstition. Once, his left leg was wounded while cutting wood. He went to a village quack. The quack said that the wound was caused by an evil spirit. Birsa would have to sacrifice a goat to cure himself of his wound. Birsa did not do this. Instead, he told people not to believe in superstitions. His fight against superstitions turned into a movement. He fought against cruel money-lenders and policemen. The number of Birsa's followers increased day by day. They fought against superstitions, cruel money-lenders, landlords and policemen. Considering him as a threat, the British Government. joined hands with the money-lenders and landlords. Small battles were fought between the Government and followers of Birsa. In one battle at Khunti, the British police force was defeated.

☛ **Comprehension Questions:**

1. Which quality of Birsa is described in this passage ?
2. What happened to Birsa while he was cutting wood ?
3. There is a word in the 2nd sentence which means 'doctor'. Find the word.
4. Why did Birsa go to a village quack ?
5. What did the quack advise Birsa ?
6. Did Birsa follow his advice ? Which line says so ?

7. Would you obey the quack's advice if you were Birsa?
8. Is the tradition of sacrificing animals to Gods or Goddesses good ? What did Birsa do to check this superstition ?
9. Birsa told people not to follow this type of superstition. Did people like it ? How do you know this?
10. The writer says in this para that Birsa fought against three things. What are they ?
11. A lot of people became Birsa's followers. What qualities of Birsa could have attracted them towards him?
12. Why did the British Government join hands with the money-lenders and the land lords?
13. Who fought against the followers of Birsa?
14. Where was the British force defeated by Birsa and his followers? What would happen to Birsa and his followers? Will they be rewarded or punished ? Read the next part and see.

### Session - 3

#### SGP-3

- Read the paragraph-3 and 4 silently and answer the questions that follow:

3. Birsa's movement became a movement against the British Government. In one of the battles at Dumari Hill, near Ranchi hundreds of innocent tribals including women and children were killed. But the police failed to arrest Birsa. For about four years Birsa continued his fight against the Government without getting arrested. So the Government declared rewards to capture Birsa.
4. Learned about the reward, nine persons of Jerkel village searched for Birsa. One day, deep at night they captured Birsa while he was sleeping inside a small hut in a forest. By that time Birsa was tired of running from place to place and was not in good health. He was handed over to the police at Ranchi where hundreds of his followers gathered. While he was taken to the prison, he told to his followers in tearful eyes, "Do not feel disappointed. Do not think I am running away leaving you behind. Do not think our fight has come to an end. We'll continue our fight till we die".

### Comprehension Questions

1. What is the third para about ?
2. Why did the British Government get angry with Birsa?
3. Which battle was very painful for Birsa?
4. What happened in this battle at Dhumari hill?
5. Was Birsa arrested in this battle? What did he do?
6. What did the Government declare for Birsa's capture?
7. Who helped the Britishers to arrest Birsa?
8. Where and when did the British army arrest Birsa?
9. Who does 'they' in the second sentence in para-4 refer to?
10. Were the persons of Jerkel village right to help the Britishers to arrest Birsa ?
11. Where was Birsa handed over to the police?
12. What happened when he was handed over to the police?
13. What did Birsa tell his followers?
14. Which words of Birsa do you like most ?

Will the Britishers make Birsa free from jail ? Let's read the last part and see.

### SGP-4

#### ● Read the paragraph-5 silently and answer the questions that follow:

5. Later it was said that Birsa died of cholera in Ranchi Jail on 30th May, 1900. But it was suspected by many that he was poisoned. Thus ended the life of the greatest of tribal heroes. Birsa died more than hundred years ago. But he still lives in our memory. The Government of India and many state governments have named many institutes such as Birsa Munda Airport, Birsa Institute of Technical Education etc. after him. A university, 'Birsa Agricultural University' is named after him. The Government of India has also produced a documentary film on Birsa Munda

### Comprehension Questions

1. What does the writer talk about Birsa Munda in the last paragraph ?
2. What was said about Birsa's death ?
3. Do all the people believe it ?
4. What do many people suspect ?
5. The writer says that after 100 years of Birsa's death, 'he still lives in our memory'. Why does he say so ?
6. What have the Government of India and many other state governments done in the memory of Birsa Munda ?
7. Which quality of Birsa Munda do you like most ?
8. How many years did Birsa Munda live ?
9. Can you tell some names of freedom fighters of Odisha who have sacrificed their lives for our motherland ?

II Post-reading

**1** Visual Memory Development Technique (VMDT) :

- (a) Whole Text : Birsa's birth year-1875, battle of Khunti, reading a book, died of cholera, evil spirit, village quack, battle of Dhumari hill, The police failed to arrest Birsa, Birsa was taken into prison
- (b) Part-text : Para-4- Jerkel village, a small hut, the police at Ranchi, "Don't feel disappointed. We'll continue our fight till we die."

**2** Comprehension Activities:

- (a) Complete the following sentences choosing the most appropriate alternatives from the options.
- (i) Birsa Munda was born in the year \_\_\_\_\_ .  
(A) 1875 (C) 1857  
(B) 1900 (D) 1885
- (ii) He worked as a cow-boy because \_\_\_\_\_ .  
(A) his father was cruel  
(B) his family was poor  
(C) he did not like to study  
(D) he did not study well
- (iii) Birsa was fond of \_\_\_\_\_ .  
(A) moving in the forest  
(B) guarding cows in the jungle  
(C) reading books  
(D) talking to many people
- (iv) He did not obey the village quack's advice to sacrifice a goat because \_\_\_\_\_ .  
(A) he believed in superstitions  
(B) he did not like him  
(C) the quack was a messenger of the British government  
(D) he did not believe in superstitions

(v) The British force was defeated in a battle at \_\_\_\_\_.

(A) Katanga (B) Khunti (C) Ranchi (D) Jerkel

(vi) The British police killed hundreds of innocent tribals \_\_\_\_\_.

(A) at Khunti (B) at Dhumari hill (C) at Ranchi (D) at Jerkel

(b) Put the following characters in order as they are used in the text.

The landlord, Sugma Munda, The police of Ranchi, The village quack, Birsa Munda, The villagers of Jerkel

(c) Given below are some sentences about Birsa Munda. They are not in order.

Order them writing their serial numbers in brackets.

1. A village quack advised him to sacrifice a goat to cure his wound. ( )
2. He worked as a cowboy of a landlord from his early days. ( )
3. The British rulers became his enemy. ( )
4. Once his left leg was wounded while cutting wood. ( )
5. He did not believe it and told people not to believe in superstition. ( )
6. He fought against money lenders and policeman. ( )
7. He fought against the British force in the jungle with his followers. ( )
8. The British Government declared reward to capture him. ( )
9. At last by the help of a man of Jarkel village, the police arrested him.( )
10. He died in Ranchi jail on 30th May 1900. ( )
11. Birsa Munda was born in a poor family in 1875. ( )

### Session - 5

#### 3 Listening:

- Your teacher will read aloud some of the phrases about Birsa Munda. You listen to him or her and tick those which are read aloud.

#### Phrases :

- born in the year 1875.
- fought with the Britishers.
- wounded while cutting wood.
- was arrested in a small hut deep in the night.
- died on 30th May1900.
- did not obey the advice of the village quack.
- worked as a cowherd.

#### 4 Speaking:

(a) Chain-drill:

"Birsa is dead. Long live Birsa."

(b) Dialogue Practice

[ Teacher vs. students, students vs. students with change of roles]

Birsa : I have a wound on my left leg. Please give me medicine.

Quack : This wound is caused by an evil spirit.

Birsa : No Sir, I cut my leg myself.

Quack : You fool; you don't know anything, come with a goat tomorrow.

Birsa : Will a small hen do Sir ?

Quack : No.

Birsa : Why ?

Quack : The evil spirit wants a goat.

Birsa : The evil spirit or you? You yourself is a great evil spirit.

Quack : What ? (Birsa runs away.)

#### Session - 6

#### 5 Vocabulary:

Match words under 'A' with the words under 'B'. Write the word numbers of 'A' in the boxes of 'B'. One is done for you. Then write them in the blank places provided below.

A	B
1. land	<input checked="" type="checkbox"/> field
2. blind	<input type="checkbox"/> quack
3. village	<input type="checkbox"/> lender
4. money	<input type="checkbox"/> hut
5. paddy	<input type="checkbox"/> tribals
6. British	<input checked="" type="checkbox"/> lord
7. Innocent	<input type="checkbox"/> Government
8. small	<input type="checkbox"/> belief

1. \_\_\_\_\_ 5. Paddy \_\_\_\_\_ field \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_

**6 Usage:**

- (a) Fill in the blanks with the words choosing from brackets.  
[from, in, of, against, at, with]
- (i) Birsa Munda was born \_\_\_\_\_ a poor family in 1875.
  - (ii) He studied in a school \_\_\_\_\_ Katanga.
  - (iii) The landlord removed Birsa \_\_\_\_\_ the job.
  - (iv) Birsa told people not to believe \_\_\_\_\_ superstition.
  - (v) He was \_\_\_\_\_ blind belief or superstition.
  - (vi) He fought against the British force \_\_\_\_\_ his followers.
  - (vii) Birsa went to the village quack to cure himself \_\_\_\_\_ his wounds.
- (b) We use the second form of the verbs to talk about the past things (events). For example: in the sentence- "Birsa's father Sugana Munda **worked** as a labourer"- the underlined and bold word, 'worked' is the second form of the word (verb) 'work' to say about Birsa's past life i.e past tense of the word.
- Now write the second forms of the following verbs in the space provided. You can refer to the text if necessary.

study	-	_____	declare	-	_____
remove	-	_____	search	-	_____
defeat	-	_____	capture	-	_____
kill	-	_____	gather	-	_____
arrest	-	_____	die	-	_____
continue	-	_____	end	-	_____

- (c) Match words under 'A' with the words under 'B'. Write the numbers of 'A' in the boxes of 'B'.

<b>A</b>	<b>B</b>
1. Birsa	<input type="checkbox"/> was defeated.
2. His left leg	<input type="checkbox"/> has been named after him.
3. The British force	<input type="checkbox"/> was suspected that he was poisoned.
4. Small battles	<input type="checkbox"/> were killed in the battle at Dhumari hill.
5. Tribals including women and children	<input type="checkbox"/> was handed over to the police at Ranchi.
6. He	<input type="checkbox"/> was wounded.
7. It	<input type="checkbox"/> were fought between the British police and Birsa's followers.
8. A university	<input type="checkbox"/> was born in a poor family



**7** Writing:

(a) Write answers to the following questions in the space provided below.

(i) Where and when was Birsa born ?

\_\_\_\_\_

(ii) Why did the landlord remove Birsa from his job ?

\_\_\_\_\_

(iii) What made Birsa go to the village quack ?

\_\_\_\_\_

(iv) What did Birsa tell his people not to do ?

\_\_\_\_\_

(v) Why did the British Government join hands with the money-lenders and the landlords ?

\_\_\_\_\_  
\_\_\_\_\_

(vi) In which battle did Birsa and his followers defeat the British police ?

\_\_\_\_\_  
\_\_\_\_\_

(viii) Where and when was Birsa arrested ?

\_\_\_\_\_

(viii) When did Birsa die and how ?

\_\_\_\_\_  
\_\_\_\_\_

(b) Fill in the Bio-data form of Birsa Munda.(Read the text, if you need).

**Bio-data form of Birsa Munda**

- Name :
- Father's name :
- Place and year of birth :
- Year of birth :
- Profession of father :
- Place of his primary education :
- Likes :

- Dislikes :
- Qualities :
- Aim in life :
- Work he did for people :
- Place and year of death :

(c) Now complete the sentences with the above information in the following paragraph about Birsa Munda.

Birsa Munda was born \_\_\_\_\_ . His father's name was \_\_\_\_\_ . His father \_\_\_\_\_ . Birsa \_\_\_\_\_ in a school \_\_\_\_\_ . He liked to \_\_\_\_\_ . He disliked \_\_\_\_\_ and \_\_\_\_\_ . He was \_\_\_\_\_ . He wanted to \_\_\_\_\_ . He died in \_\_\_\_\_ .

(d) Now prepare your own 'Bio-data' form and write a small para about yourself following the above bio-data and paragraph under 7(b) and (c).

**Bio-data**

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**8 Mental Talk:**  
 "Let's fight against superstitions. We'll continue our fight till we die."

**9 Let's Think :**

- (i) Think of ways to abolish the tradition of animal sacrifice.
- (ii) Let's think of ways to remember our great heroes.

## FOLLOW-UP LESSON

# TILKA MAJHI

### Session - 1

#### I Pre-reading



- Socialization
- Do you know whose picture is this? Read the small paragraph in brackets to know about the picture.  
[About 200 years ago, when hardly anyone thought of fighting against the British in India, Tilka Majhi, a Santal of Bhagalpur in Bihar fought against them and was hanged by the British. Our History books do not mention his name. We have forgotten this great man who sacrificed his life for the country and showed us the path to freedom. Here you will read about this great man.]

#### II While-reading

#### TEXT

- **SGP-1**
- **Read paragraphs 1-3 and answer the questions that follow :**
  1. In 1750, Tilka Majhi was born in Murmu family in a small village near Bhagalpur in Bihar. The village is now called Tilakpur.
  2. The Murmus are priests among the Santals. So Tilka used to worship 'Marang Buru' from his early days. As the days went by, he grew up to be a religious man. People of all religions had great love and respect for him and they called him 'Tilka Baba'.
  3. Tilka was also very good at using bows and arrows. There was none in his area who could surpass him at shooting arrows from a bow. He used to train the young men of the village in shooting arrows.

☛ **Comprehension Questions:**

1. Where was Tilka Majhi born ? When ?
2. What are the Murmus ?
3. Who did Tilka worship ?
4. How did people look up to him ?
5. What did they call him ?
6. What was Tilka good at ?
7. What did he teach to the young men of the village ?

**Session - 2**

● **SGP-2**

● **Read paragraphs 4-5 silently and answer the questions that follow :**

4. The Santals, as you know , are freedom-loving people. In those days they lived a free life without any outside control. They cleared the forests, prepared fields and grew different kinds of crops. The king had little control over them. Once or twice a year, they had to help the king when there was a war. But after the Plassey battle, the British became the rulers of Bengal, Bihar and Odisha. The king of Bhagalpur came under the control of the British. The British wanted to collect more money. They asked the king of Bhagalpur for more money. The king in turn appointed outsiders to collect rent from the tribals. Some tribal villages were given as 'pattas' by some landlords. The landlords asked the Santals to pay more taxes and often took away their property and lands.
5. Tilka did not like this. He asked the Santals not to pay taxes. The Santals became a real problem for the Government. To bring the Santals under control, a new collector was appointed in Bhagalpur. His name was Cleareland. In different ways, he tried to bring the Santals under control. He appointed soldiers from other tribes to fight against the Santals. Tilka could not bear this. He was looking for a chance to kill Cleareland.

☛ **Comprehension Questions :**

1. The Santals are born free and hardly obey any control. Which sentences have this idea ?
2. What did they do to get their bread ?
3. How did they help the king ?
4. Who became the ruler of their land after the Plassey battle ?
5. What did the British want ?
6. What did the king do to collect rent from the tribals ?
7. What were given as 'Pattas' to landlords?

8. How did the landlords trouble the tribals?
9. What did Tilka ask people not to do?
10. What did the government do to bring the Santals under control ?
11. Who was Cleareland ?
12. What did he do to bring the Santals under control ?
13. Did Tilka like it ? What was his plan?

Will he come out successful in his plan?

**Read the next part of the lesson silently to know it.**

### Session - 3

- **SGP-3**

- **Read paragraphs 6-7 silently and answer the questions that follow :**

6. The chance came. On the morning of 23rd January , 1784 , Cleareland was riding to his house on horseback. Tilka shot an arrow from a distance and killed him on the spot. The news of Cleareland's death spread everywhere. The government brought more soldiers and weapons. But Tilka and his people fought about a year killing many British soldiers with their arrows. At last they made a sudden attack on Tilka and his followers. Tilka was arrested. He was mercilessly beaten. His hands were then tied to a horse and he was dragged all over Bhagalpur town. But Tilka did not die after all this. So they hanged him from a tree. The place is known today as Tilka Chhak.
7. History has forgotten Tilka Majhi ; his name is not found in the history books. But many people who came to Bhagalpur pay their respects to Tilka. In 1969, the Simanta Gandhi , Khan Abdul Ghaffar Khan, came to Bhagalpur. He went to Tilka Chhak where Tilka was hanged and paid his respect to this great martyr.



**A statue of Tilka Majhi at the Tilak Chhak in Bhagalpur**

### Comprehension Questions

1. How was Cleareland killed ?
2. What did the Government do to control the tribals ?
3. How long did the tribal rebellion continue ?
4. What happened to it at last?
5. How did the great son of soil breathe his last ?
6. Where is Tilka Chhak ? Who was it named after ?
7. Who was Khan Abdul Ghaffar Khan ?
8. What is he called?
9. When did he visit Tilka Chhak ? Why ?
10. Can you name some tribal leaders of Odisha who were great freedom fighters ?

### Session -4

III

### Post-reading

Teacher will design some activities following the activities under Post-reading section of the main lesson. However, some activities have been given.

(a) Match a with their ideas under B. Write paragraph numbers in brackets.

A (Paragraph No)	B (Ideas)
( )	- The birth of Tilka Majhi
( )	- Tilka Baba
( )	- good at using bows and arrows
( )	- trained young men at shooting arrows
( )	- Santals- freedom-loving people
( )	- Bengal , Bihar and Orissa under British rule
( )	- people were forced to pay more rents
( )	- People's property and lands taken away
( )	- British collector Clearland tried to bring
( )	- the Santals under control
( )	- Cleareland was killed
( )	- Government tried to put down the rebellion
( )	- Tilka Majhi was arrested and hanged

**(b) Write the answers to the following questions:**

(i) Where and when was Tilka Majhi born ?

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(ii) What did he teach to the young men of the village?

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(iii) Who became the ruler of their land after the Plassey Battle?

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(iv) What did the king do to collect rent from the tribals ?

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(v) How did the landlords trouble the tribals?

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(vi) What did Tilka ask people not to do ?

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(vii) What did the government do to bring the Santals under control?

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(viii) How long did the tribal rebellion continue ?

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(ix) How did the great son of soil breathe his last ?

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(x) Who was Khan Abdul Ghaffar Khan?

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(xi) When did he visit Tilka Chhak ? Why ?

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## TAIL-PIECE : BRANDING BABIES BY HOT IRON RODS- A BAD PRACTICE

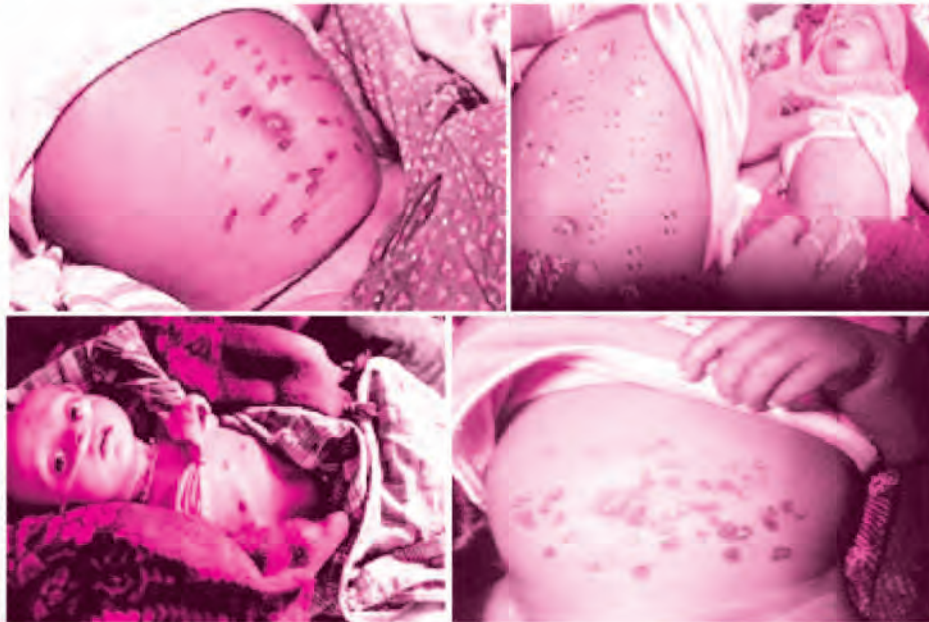
### Pre-reading

You have already read the lesson "Birsa Munda". Birsa Munda fought against superstition in the society. Read the following text to know about some other bad practices in our society. We will also know what we have to do.

**Look at the following newspaper headings and pictures.**

"Branding by Hot Iron Rods Kills Five Babies in Nawarangpur."

"Seven Babies Die in Two Months Due to Branding."



Do you think these are good practices ?

Do you have a role to play against such practices? Read the following text to know what you can do to stop such bad things from the society.



## ● SGP-1

## ● Read the following text silently and answer the questions that follow :

Every month two or three babies die due to branding in our state. When a baby has a fever or diarrhea or any other diseases, the illiterate parents and grandparents call the village quack, the disari. The quack, the village doctor puts hot iron rods on the stomach of the babies as a cure. Instead of getting cured, the babies die. But these blind practices continue.

What can we do to check such blind practices ? You are studying in schools. You know if we suffer from diseases, we should go to a qualified doctor, not to an illiterate disari or a village quack. As you are educated, you have a role to play in this regard. Tell the people not to go to a disari or a village quack. Ask them to go to a hospital for treatment. Talk to your classmates, form a group to fight against the bad and blind practices of branding in and around your village and locality.

## ● Comprehension Questions :

1. What is the topic about ?
2. What happens to two to three babies in our state every month ?
3. When do illiterate people or grandparents call a village quack ?
4. Do you think it is a good practice ?
5. What does the village quack do ?
6. Why does he put the hot iron rods on the stomach of the babies ?
7. Do the babies get well ? What happens to them ?
8. Where should we go to if we suffer from a disease ?
9. Who shouldn't we go to ?
10. What have you got to do? Why ?
11. What should you tell the people ?
12. What do you think is a better place to go- a village quack or a doctor ?
13. What should you do ?

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

battle	- fight, ସଂଘର୍ଷ, ଯୁଦ୍ଧ
beat	- no one can do better in arrow shooting, defeat , ହରାଇ ପାରିବା
beaten	- punished with heavy thrashing, ମାଡ଼ ଖାଇଥିଲେ
branding	- giving marks with hot iron , ଡଡ଼ଲା ଲୁହା ଦାଗ ଦେବା
captured	- caught(him), ଧରି ନେଇଥିଲେ
cowboy	- someone who looks after cows, ଗାଈ ଜଗୁଆଳୀ
defeated	- were beaten, ପରାସ୍ତ ହୋଇଥିଲେ
documentary	- a film giving facts, ତଥ୍ୟଭିତ୍ତିକ, ପ୍ରାମାଣିକ ଚଳଚ୍ଚିତ୍ର
evil	- bad spirit, ଖରାପ ଆତ୍ମା, ପ୍ରେତାତ୍ମା
gathered	- came in large number to one place, ଏକାଠି ହୋଇଥିଲେ
innocent	- good and harmless people, ନିରାହ, ନିର୍ଦୋଷ ବ୍ୟକ୍ତି
mercilessly	- cruelly, ଭୀଷଣ ନିର୍ଦ୍ଦୟ ଭାବରେ
money lender	- a person who gives money to people in their need and collects it afterwards with interest, ଟଙ୍କା ସୁଧ କାରବାର କରୁଥିବା ବ୍ୟକ୍ତି
movement	- mass fight to achieve something, ଆନ୍ଦୋଳନ
pattas	- land ownership papers, ଜମି ପତ୍ର
poisoned	- (He was)given poison, ବିଷ ଦିଆଯାଇଥିଲା
poverty	- a condition of having no money, no wealth or basic needs of life, ଦାରିଦ୍ର୍ୟ, ଗରିବ ଅବସ୍ଥା
property	- wealth, ଧନସମ୍ପତ୍ତି
quack	- a person who does treatment of people without proper knowledge, especially in villages , ଗାଁ ବଳଦ, ଗୁଣିଆ
religious	- one who shows strong faith in religion and obey its rules, ଧର୍ମନିଷ୍ଠ, ଧାର୍ମିକ
reward	- wealth or money given to somebody for good work, ପୁରସ୍କାର
sacrificed	- gave life for the cause of his country, ଦେଶପାଇଁ ଜୀବନ ଉତ୍ସର୍ଗ କରିଥିଲେ
sacrifice	- to give a gift of animal (goat) to god or godless to win their favour, ବଳିଦାନ କରିବା
Santal	- a class of tribal, ଏକ ଆଦିବାସୀ ସମ୍ପ୍ରଦାୟ
superstition	- belief without based on facts, blind belief, ଅଧିବିଶ୍ୱାସ
suspected	- believed, ସନ୍ଦେହ ପ୍ରକଟ କରିବା, ବିଶ୍ୱାସ କରିବା
tearful	- sorrowful way, ଅଶ୍ରୁଳ, ଦୁଃଖଦ
weapons	- instruments used for fight like sword, gun etc., ଅସ୍ତ୍ରଶସ୍ତ୍ର
worship	- pray, ପୂଜା କରିବା ବା ପ୍ରାର୍ଥନା
wounded	- injured, cut (his leg), ହାଣି ହୋଇଯିବା, କ୍ଷତାକ୍ତ ହେବା, ଆହତ

## LESSON-5

# THE KIND TREE



### Session - 1

#### I Pre-reading

- i. Do you like trees? What do trees give people?
- ii. Do you think they are kind? Why?

#### II While-reading

#### TEXT

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

Trees are the kindest things I know,  
They don't harm, and they simply grow.  
And spread a shade for sleepy cows,  
And gather birds among the boughs.

They are the first when day's begun,  
To touch the beams of morning sun.  
They are the last to hold the light,  
When evening changes into night.

And when a moon floats on the sky,  
They hum a drowsy lullaby  
of sleepy children long ago,  
Trees are the kindest things I know.



- Your teacher reads the poem aloud .You listen to him/her without opening the book.
- Your teacher asks you: What are described in the poem?
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem.
- You read the poem silently and answer the following questions.

#### Comprehension Questions :

1. What is the poem about ?
2. What are the trees like - cruelest or kindest ?
3. Who knows that trees are kind ?
4. Why does the poet say that trees are kind ?
5. What do trees do for the cows ?

6. Where do birds gather ?
7. Who is 'I' in the first stanza ?
8. What time of the day is described in the first stanza ?
9. Who does 'they' refer to in the second stanza ?
10. Who touches the beams of the morning sun first ?
11. Who holds the last light of the setting sun ?
12. Do trees sing a song for children ? Why ?
13. What is the mood of the poet - happy, unhappy or grateful ?
14. Can trees do something good for human beings? Read the poem again and list all things trees can do.
15. The poet in this poem likes trees too much. Does it mean he likes nature? Why ? (for its beauty and usefulness)

## Session - 2

### II Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole : birds among the boughs, trees are the kindest things, lullaby, evening changes into night

Part : Stanza- 1: kindest, sleepy cows, birds, etc.

#### 2 Comprehension Activities:

- (a) Match the sentences under 'A' using the right phrases given under 'B'. Write the serial numbers of A in the boxes of B. One has been done for you.

A	B
1. They are the first	<input type="checkbox"/> and they simply grow
2. And spread a shade	<input type="checkbox"/> things I know.
3. They hum	<input type="checkbox"/> of morning sun,
4. And gather birds	<input type="checkbox"/> into night,
5. Of sleepy children	<input type="checkbox"/> when day's begun
6. To touch the beams	<input type="checkbox"/> for sleepy cows,
7. They are the last	<input type="checkbox"/> among the boughs...
8. Trees are the kindest	<input type="checkbox"/> floats on the sky
9. When evening changes	<input type="checkbox"/> to hold the light
10. And when a moon	<input type="checkbox"/> things I know,
11. They do no harm,	<input type="checkbox"/> a drowsy lullaby
12. Trees are the kindest	<input type="checkbox"/> long ago...

(b) Answer the following questions choosing the most appropriate answers from the options.

- (1) The poem is about \_\_\_\_\_.  
(A) human beings (B) birds (C) cows (D) trees
- (2) Trees are described as \_\_\_\_\_.  
(A) kindest things (B) simplest things (C) nicest things (D) tallest things
- (3) 'I' in the poem is used for the \_\_\_\_\_.  
(A) poet (B) bird (C) cow (D) tree
- (4) The cows sleep \_\_\_\_\_.  
(A) in the field (C) In the room (B) in the shade (D) In the sun
- (5) 'They' in the last stanza of the poem is used for the \_\_\_\_\_.  
(A) poet (B) birds (C) cows (D) trees
- (6) Who are the last to hold the light?  
(A) The poet (B) The birds (C) The cow (D) The tree

### Session - 3

#### 3 Listening:

(a) Listen to the last stanza of the poem and fill in the gaps.

Teacher reads aloud the stanza two times.

And when a \_\_\_\_\_ on the sky,

They \_\_\_\_\_ a drowsy \_\_\_\_\_,

of \_\_\_\_\_ children \_\_\_\_\_ ago,

\_\_\_\_\_ are the \_\_\_\_\_ things I know.

(b) Your teacher will say some words .Listen to him/her carefully . Tick( ✓ ) the words he/ she reads aloud .

trees, kindest, sleepy, spread, gather, shade,  
boughs, touch, beams, moon, float, drowsy,  
lullaby, change, harm

## Session - 4

### 4 Speaking:

#### (a) Reading aloud

- (i) Teacher reads aloud one line, students repeat after him/her in chorus. Then two lines at a time.
- (ii) Teacher reads out the following pairs of rhyming words and students listen. Then, the teacher reads out one word and students read aloud its rhyming word.

know   cows   begun   light   sky   ago  
grow   boughs   sun   night   lullaby   know

- (iii) Read the first stanza. Draw students' attention to the rhyme scheme. Write the rhyme scheme on the board horizontally.
- (iv) Students say the rhyme scheme of the other stanzas. Write them on the board.
- (v) Ask the students "Which word has similar rhyme scheme but has different spelling in the first stanza?" Why?
- (vi) Help them know the pronunciation of "-ough" differ from word to word. It pronounced as /ou/ as in 'dough' and /f/ as in 'enough' /au/ as in bough and /u:/ as in 'through' and /f/ as in cough.

#### (b) Chain-drill

Trees are the kindest things.  
They simply grow and give.

## Session - 5

### 5 Vocabulary:

- a) Match the following items in column A with items in column B: The first one is done for you.

A	B
sleepy	children
simply	sun
morning	grow
drowsy	→ cows
sleepy	lullaby

- b) Match the following words in column A with words in column B to give the similar meaning. The first one is done for you.

A	B
gentlest	bough
hurt	beam
drowsy	gather
ray	sleepy
collect	→ kindest
branch	harm

## Session - 6

### 6 Usage:

(a) Mark the following sentences. See how 'not' is used in the following examples.

Examples-

1. The tree is tall . The tree is not tall.
2. A lamb is docile. A lamb is not docile.

Rewrite the following sentences using 'not'.

1. It is a nice day. \_\_\_\_\_.
2. It is a beautiful garden. \_\_\_\_\_.
3. It is a lovely doll. \_\_\_\_\_.
4. It is a fine building. \_\_\_\_\_.
5. It is a useful book. \_\_\_\_\_.

(b) Rewrite the following sentences like the example given below.

Example:

I met the dove yesterday. > I meet the dove every day.

1. I went to school yesterday. > \_\_\_\_\_.
2. I did my home work yesterday. > \_\_\_\_\_.
3. I played cricket yesterday. > \_\_\_\_\_.
4. I watched TV yesterday. > \_\_\_\_\_.

## Session - 7

### 7 Writing :

(a) Answer the following questions.

1. What is the poem about ?  
\_\_\_\_\_.
2. Which line in the first stanza tells that he was unmindful?  
\_\_\_\_\_.
3. Are the first stanza and second stanza similar or different? How?  
\_\_\_\_\_.
4. Who does 'You' in the 3rd stanza refer to?  
\_\_\_\_\_.
5. What advice does the poet give us through this poem?

**Session - 8**

(b) For the poet, trees are the kindest things s/he knows but another poet sees trees are the loveliest things. Fill in the gaps using words from the box to complete the poet's views against trees.

Last, gather, seelpy, simply, first, night

e.g. Trees are the loveliest things I know,  
They don't harm, they .....grow  
And spread a shade for .....cows,  
And ..... birds from the boughs.....  
They are the ..... when day's begun  
To touch the beams of morning sun,  
They are the ..... to hold the light  
When evening changes into .....

(c) What are the other kindest things you know? Write your answer in a paragraph.

.....  
.....  
.....

**8 Mental Talk:**

Trees are the kindest things. They only give, give, give.....

**9 Let's Thinks :**

Trees are kind but we are cruel to cut them more than we need.

**Session - 1**

**FOLLOW-UP LESSON  
LOVELIEST OF TREES**

**Pre-reading**





**Your teacher will introduce the lesson in the following way.**

1. Can you recognize these flowers ? (Teacher show the flowers in picture)
2. How do you feel when you see a tree full of flowers?  
Let's see how a poet feels when he sees a tree full of flowers.

## II **While-reading**

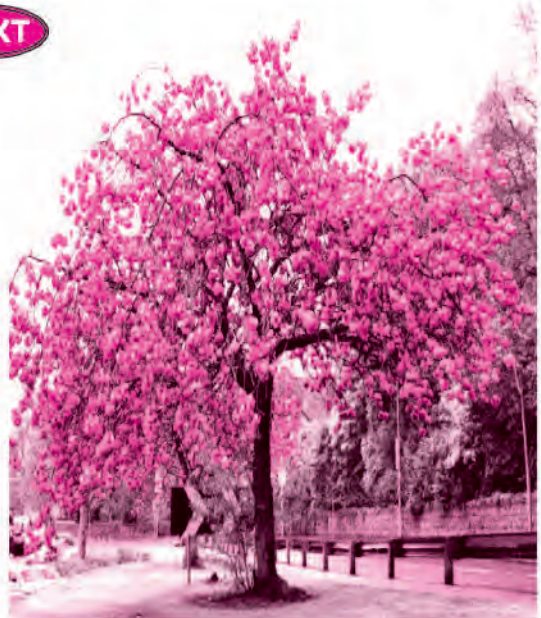
1. Your teacher will read the poem aloud, you will listen to him/her without opening your books.
2. S/he will read the poem aloud for the second time and you will listen to him/her following the poem in your books.
3. Read the poem silently and try to answer the questions asked by your teacher.

### TEXT

Loveliest of trees, the cherry now  
Is hung with bloom along the bough,  
And stands about the woodland ride  
Wearing white for Eastertide.

Now of my threescore years and ten,  
Twenty will not come again,  
And take from seventy springs a score,  
It only leaves me fifty more.

And since to look at things in bloom  
Fifty springs are little room,  
About the woodlands I go  
To see the cherry hung with snow.



**A.E. Housman**

### ☛ **Comprehension Questions:**

1. What is the poem about ?

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2. Which word tells that 'cherry with flower' is the nicest of all trees?

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3. Where does the tree stand ?

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4. What do the trees wear for Eastertide ?

---

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5. What does 'white' refer to here ?  
\_\_\_\_\_  
\_\_\_\_\_
6. Why is cherry dressed in white ?  
\_\_\_\_\_  
\_\_\_\_\_
7. The first stanza describes the cherry tree. How is the second stanza different from the first stanza ?  
\_\_\_\_\_  
\_\_\_\_\_
8. How many years are there in a score ?  
\_\_\_\_\_  
\_\_\_\_\_
9. How many years are there in three scores ?  
\_\_\_\_\_  
\_\_\_\_\_
10. What is the normal life span of humans according to the Bible ?  
\_\_\_\_\_  
\_\_\_\_\_
11. How old is the poet ?  
\_\_\_\_\_  
\_\_\_\_\_
12. Why does he deduct twenty years from seventy years?  
\_\_\_\_\_  
\_\_\_\_\_
13. How many years does he suppose to live ?  
\_\_\_\_\_  
\_\_\_\_\_
14. Is a fifty year life enough to see and enjoy the nature?  
\_\_\_\_\_  
\_\_\_\_\_
15. Why is the poet in a hurry to go to the woodland ?  
\_\_\_\_\_  
\_\_\_\_\_
16. Does the third stanza start from the second stanza ? How ?  
\_\_\_\_\_  
\_\_\_\_\_

17. Is the poet a lover of nature ? How do you know ?

18. What does 'springs' mean ?

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---

19. When cherry blooms, it does not have any leaf. Name a flower plant in our country similar to cherry.

---

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

beams	- sunlight, ସୂର୍ଯ୍ୟକିରଣ
boughs	- branches, ଗଛର ଶାଖା ବା ଡାଳ
cherry	- a small sweet fruit, ଚେରିକୋଳି
drowsy	- sleepy, ନିଦ୍ରାଳୁ ବା ନିଦ୍ରା ବିକଳ୍ପିତ ଭାବ
Eastertide	- Eastertime, Easter festival time of the Christians, ଖ୍ରୀଷ୍ଟଧର୍ମାମାନଙ୍କର ଇଷ୍ଟର ପର୍ବ ସମୟ
floats	- moves in the sky, ଆକାଶରେ ଭାସେ ବା ଦେଖାଯାଏ
gather	- collect, ଏକତ୍ରିତ କରେ (ପକ୍ଷୀମାନେ ବସା ବାନ୍ଧି ରୁହନ୍ତି)
harm	- hurt, damage, କ୍ଷତି କରିବା
hum	- sing in very low voice, ଗୁଣ୍ଡୁ ଗୁଣ୍ଡୁ ହୋଇ ଗାଇବା
hung with bloom	- ripe cherry hanging from the tree, ବୃକ୍ଷର ଶାଖାପ୍ରଶାଖାରେ ପାଚି ଓହଳି ଥିବା ଚେରିକୋଳି
lullaby	- song to make children to sleep, ଶିଶୁକୁ ଶୁଆଇବା ପାଇଁ ଗୀତ (ଧୋ ରେ ବାଇଆ ଧୋ ପରି)
score	- twenty, କୋଡ଼ିଏ
three score years and ten	- 70 years (the normal life span (time) of man.
woodland	- forest area, ବନଭୂମି

## LESSON-6

# THE KANGAROO



### Session - 1

#### I Pre-reading

See the picture, which animal do you see in the picture? Let's read the text and know a lot of interesting things about the animal.



#### II While-reading

##### ● SGP-1

##### ● Read paragraphs 1-2 silently and answer the question that follow :

1. What do we think of when someone talks about Australia? Kangaroos, of course! There is an interesting story about how these animals got their names. Captain James Cook was a famous eighteenth century Englishman. When he landed in Australia, he saw a group of strange animals. Pointing to one of them, he asked an Australian native, what it was called. "Kangaroo," answered the man, which, in his native language, meant "I don't know"!
2. Kangaroos are marsupials. This means that baby kangaroos are carried by the mother in a pocket of skin, which is on the lower half of her body. And these babies when they are born, are each only about two centimetres long!

##### ● Comprehension Questions

1. Which country is famous for Kangaroos?
2. What did Captain James Cook find?
3. What did he want to know?
4. What did the native answer?

5. What does the word 'Kangaroos' mean?
6. Baby Kangaroos are carried by \_\_\_\_\_ .
7. What does the mother use to carry her babies ?
8. Where is the skin-pocket on her body ?

## Session - 2

- **SGP-2**

- **Read paragraphs 3 and 4 silently and answer the question that follow :**

3. There are many kinds of kangaroos, and they are all different in size. The wallaby, for example, is only as big as a rabbit. But the great kangaroo, or a forester, is nearly two and a half metres tall and weighs about 90 kilograms.
4. A kangaroo has very large hind legs upon which it stands. It uses its long powerful tail to balance itself when standing. The tail also gives it an extra push when jumping and leaping. Normally, a kangaroo hops from two to three metres with each leap. But when it is in a hurry or in danger, it can hop even six metres. And its tail is very useful in these long hops.

- **Comprehension Questions**

1. Name two kinds of kangaroos.
2. Wallaby is as big as \_\_\_\_\_ .
3. How tall is a forester ? It weighs about \_\_\_\_\_ .
4. What does a kangaroo do with its hind legs?
5. Kangaroo has a long and powerful tail. How does it use it? Read out the sentences as your answer.
6. What distance does a Kangaroo hop in each leap?  
When does a Kangaroo take long hops?

- **SGP-3**

- **Read paragraph 5 and 6 silently and answer the question that follow :**

5. What do Kangaroos eat? They eat mainly vegetables. Generally they live for fifteen years. They often get together in groups called 'mobs'. Many years ago such mobs used to be made up of thousands of kangaroos. Nowadays, a mob of even one hundred is unusually large.
6. Like a dog or a bear, a kangaroo can be trained to do interesting things. Circus trainers sometimes teach kangaroos to box, using gloves. And these interesting animals often become skilful circus performers.

● **Comprehension Questions**

1. What do kangaroos eat ?
2. How long do Kangaroos live ?
3. Kangaroos in groups are called \_\_\_\_\_.
4. What is the size of a mob ?
5. What do trained kangaroos do in circus ?

**Session - 3**

III

**Post-reading**

**1 Visual Memory Development Technique (VMDT) :**

**Whole-Text :** How kangaroo got its name --- how baby kangaroos are carried --- kangaroos together in a group --- kangaroos in circus

**Part-Text :** baby kangaroos looking out of the mother's skin – pocket, large hind legs, tail, mobs, box

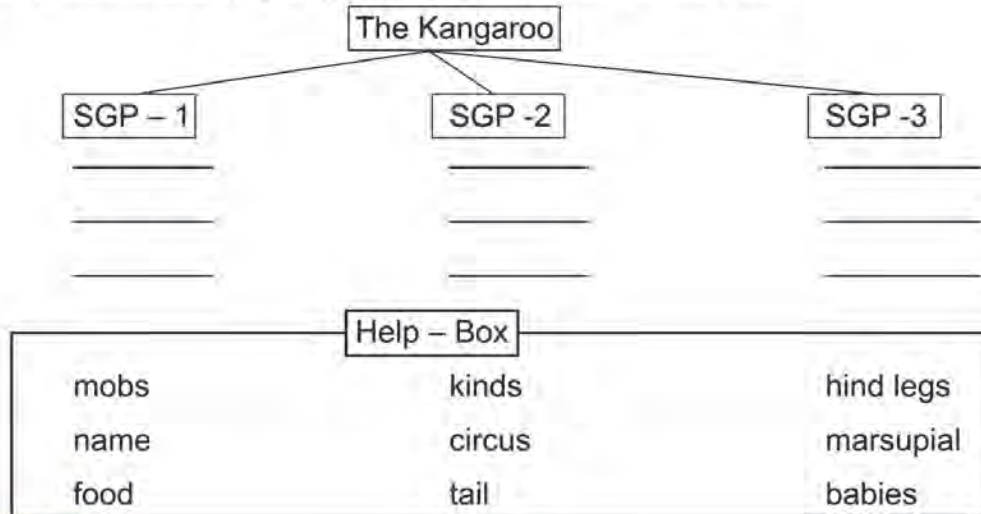
**2 Comprehension Activities:**

(a) Choose the correct alternative and fill in the blanks.

1. Kangaroos are usually found in \_\_\_\_\_.  
(A) America (B) Africa (C) Australia (D) England
2. Baby Kangaroos are carried by their \_\_\_\_\_.  
(A) father (B) mother (C) brothers (D) grandfather
3. The great Kangaroo, forester is nearly \_\_\_\_\_ metres tall.  
(A) one and a half (B) five and a half  
(C) eight and a half (D) two and a half
4. A kangaroo stands on its \_\_\_\_\_.  
(A) hind legs (B) all the four legs  
(C) forelegs (D) none of the above
5. Kangaroos eat mainly \_\_\_\_\_.  
(A) fish (B) vegetables (C) flesh (D) fast food
6. A group of kangaroos living together are called \_\_\_\_\_.  
(A) herds (B) crowds (C) mobs (D) flocks

7. Trained kangaroos \_\_\_\_\_ in circus.  
 (A) ride bicycles (B) play in a swing  
 (C) drive vans (D) box

(b) Complete the following diagram using ideas from the help box.



**Session - 4**

**3 Listening:**

Your teacher will read out some statements on kangaroos. Some are true others are not true. Write 'T' for a 'true' statement and 'NT' for a 'not true' statement in box.

- (i) The word 'Kangaroo' means "I don't know" in English. ( )
- (ii) The pocket of skin is on the lower half of the mother Kangaroo's body. ( )
- (iii) One hundred to thousand kangaroos live in a mob. ( )
- (iv) Kangaroo uses its tail to balance itself when standing. ( )
- (v) Kangaroos cannot be trained for circus. ( )
- (vi) A forester is bigger than wallaby. ( )
- (vii) Kangaroos live for fifty years. ( )

**4 Speaking:**

Form a pair with your friend. Practise the following question and answer dialogues with him/her.

- A: Where are kangaroos mostly found ?
- B: In Australia
- A: What does the word 'Kangaroo' mean?
- B: 'I don't know'.
- A: How long are the baby kangaroos when born ?

- B: Only about two centimeters.  
 A: How big is a wallaby?  
 B: As big as a rabbit.  
 A: When does a Kangaroo hop faster ?  
 B: When it is in a hurry or in danger.  
 A: What do Kangaroos eat ?  
 B: Mainly vegetables.  
 A: What do kangaroos do in circus ?  
 B: Box.  
 (Change your role after one round is over)

### Session - 5

#### 5 Vocabulary:

- (a) An Englishman is a person from England. A person born in India is an Indian. He/She is a native of India.

Use dictionary and find out what the people of these countries are called.

- Australia : \_\_\_\_\_  
 Germany : \_\_\_\_\_  
 Japan : \_\_\_\_\_  
 America : \_\_\_\_\_  
 Russia : \_\_\_\_\_  
 Holland : \_\_\_\_\_  
 Switzerland : \_\_\_\_\_  
 Denmark : \_\_\_\_\_

- (b) Match the words in A with their opposite words in B. Write the serial numbers of A in the boxes of B.

- | A              | B                                      |
|----------------|--|
| 1. native      | <input type="checkbox"/> safety        |
| 2. famous      | <input type="checkbox"/> uninteresting |
| 3. hind        | <input type="checkbox"/> familiar      |
| 4. danger      | <input type="checkbox"/> foreign       |
| 5. interesting | <input type="checkbox"/> useless       |
| 6. useful      | <input type="checkbox"/> infamous      |
| 7. strange     | <input type="checkbox"/> fore, front   |



(c) The word 'useful' is made up of two words—'use' and 'full'. Last 'l' in 'full' is dropped when it is added to another word.

Example : handful , faithful, thankful

Some other changes in the spelling of will take place.

Example : beauty + full = beautiful

grate + full = grateful

Join the following words and write them in the space provided. Then check the spelling of the following words with a dictionary.

Sorrow + full : \_\_\_\_\_

Spoon + full : \_\_\_\_\_

Skill + full : \_\_\_\_\_

Hope + full : \_\_\_\_\_

Forget+ full : \_\_\_\_\_

Will + full : \_\_\_\_\_

### Session - 6

#### 6 Usage:

The wallaby, for example, is as big as a rabbit.

We can also write the sentence as :

The wallaby is big like a rabbit.

'as big as' has equal meaning to 'big like'

Use 'as ..... as' in place of 'like' and rewrite the following sentences:

(i) Coconut tree is tall like palm tree.

Ans: \_\_\_\_\_

(ii) Coconut is white like snow.

Ans: \_\_\_\_\_

(iii) A rhino is big like an elephant.

Ans: \_\_\_\_\_

(iv) The sea is blue like the sky.

Ans: \_\_\_\_\_

(v) The jackal is clever like the fox.

Ans: \_\_\_\_\_

(vi) A deer doesn't run fast like a kangaroo.

Ans: \_\_\_\_\_

(vii) Gold is not useful like iron.

Ans: \_\_\_\_\_

**Session - 7**

**7 Writing:**

a. Write answers to the following questions:

(i) How did Kangaroo get its name?

Ans: An Englishman, Captain James Cook once landed in Australia. He saw

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(ii) How are the baby Kangaroos carried?

Ans: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(iii) Name the different kinds of the Kangaroos. Who is bigger?

Ans: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(iv) What does a Kangaroo do with its hind legs?

Ans: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(v) How is Kangaroo's tail useful?

Ans: \_\_\_\_\_

\_\_\_\_\_

(vi) When does a kangaroo hop faster?

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(vii) How many kangaroos live in a group? What do they eat?

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(viii) Which kangaroos work in circus? What do they do ?

Ans: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. The sentences below are about kangaroo. One part of each sentence is under A and the other part is under B. Put the number in brackets and match them.

**A**

**B**

- |   |                                   |
|---|-----------------------------------|
| 1. Kangaroos live mostly                                  | ( ) a long powerful tail.         |
| 2. Mother kangaroo carries her babies in a pocket of skin | ( ) than the wallaby.             |
| 3. There are many kinds of kangaroos, such as             | ( ) in groups.                    |
| 4. The forester is bigger                                 | ( ) in circus.                    |
| 5. A kangaroo has very large hind legs and                | ( ) fifteen years.                |
| 6. They help him in standing,                             | ( ) the wallaby and the forester. |
| 7. Kangaroos eat  | ( ) in Australia.                 |
| 8. They live for  | ( ) on her body.                  |
| 9. Kangaroos love to live together                        | ( ) jumping and leaping.          |
| 10. Trained kangaroos do interesting things               | ( ) mainly vegetables.            |

(c) Now write a paragraph on 'The Kangaroo' using the ten sentences you have got.

### The Kangaroo

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(d) We read about Captain James Cook in our lesson. Captain Cook was a famous explorer. He was a person who travelled to unknown places to find them out. He was the first man to find out about Australia.

Here are few sentences about Vasco da Gama, another famous explorer. But the sentences are not in the right order. Arrange them in the correct order and write a paragraph.

- He took about six months to reach the West Coast of India.
- The king of Portugal promised him both ships and money for a voyage to India.
- He lived in Portugal about five hundred years ago.
- Vasco da Gama was a famous European explorer.
- So, Vasco da Gama set out for India in 1497.

### Vasco da Gama

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#### **8** Mental Talk:

Kangaroos are really wonderful and interesting!

#### **9** Let's Think:

Kangaroos love to live together in groups in peace and happiness. Man in the world to-day must practise the law of peaceful co-existence.

We learnt how Kangaroo got its name from a native Australian word. Let us read the following text and know how many words in English came to being.

## FOLLOW-UP LESSON

# THE ORIGIN OF WORDS

Many words in the English language come from the names of people. Sometimes when something new is invented or discovered the name of the inventor or scientist is given to it. 'Sandwich' is such a word. You probably know its meaning. A sandwich is made of two slices of buttered bread with a thin spread of meat, or egg, or vegetable, pressed in between. You have perhaps eaten sandwiches.



The word '*sandwich*' comes from the name of an English nobleman. John Montague, fourth Earl of Sandwich, lived in the eighteenth century.

He was fond of playing cards. Often he would play cards for hours and hours. Once he played day and night, for twenty-four hours! On such occasions he would not go home to eat. His servant would bring him meat and bread. But the Earl of Sandwich did not wish to stop playing even to eat. So, he would put the meat between two slices of bread. Holding this, and eating it, he would go on playing.

Soon other people began to do the same thing with meat and bread. The new way of eating it was very easy. And they called the new preparation sandwich, after the Earl of Sandwich.

Here is a story about another English word. Gandhiji asked Indians to *boycott* British goods. He meant that they should not buy British goods. When you boycott something, you refuse to buy or use it. When you boycott someone, you refuse to have any dealings with him, that is, you refuse to work with him or help him in any way.

The word *boycott* was first used in Ireland. It comes from the name of an Irish landlord. Captain Charles C. Boycott. (A 'landlord' owns land; 'tenants' live on it and do the work.) Captain Boycott's tenants demanded that he should take lower rents from them. When Boycott refused, his tenants decided to teach him a lesson.

They cut off all relations with him. No one would work for him. His servants were forced to leave him. His plants and bushes were torn down. They would not allow the postman to deliver his letters to him. Captain Boycott was now in real difficulty. When

the corn was ripe in the field, he had to get workers from another part of the country for harvesting it. The government had to send 900 soldiers, to protect these workers from the people. Captain boycott was indeed in trouble!

So then, we have the word *boycott*. To boycott someone is to treat him as poor. Captain Boycott was treated so.

(Teacher will design the activities like the main lesson)

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

boycott	- refuse to buy or use something, ବର୍ଜନ କରିବା
cut off	- stopped to have any relation, ସଂପର୍କ ତୁଟେଇଦେବା
dealings	- work, business related activities , ଦେଶନେଶ,
demanded	- wanted to have, ଦାବି କଲେ
discovered	- found something for the first time, ଆବିଷ୍କାର କଲେ, ଉପାୟ ବାହାର କଲେ
famous	- well known, ପ୍ରସିଦ୍ଧ, ଜଣାଶୁଣା
forester	- one type of kangaroo, ଏକ ପ୍ରକାର କଙ୍ଗାରୁ
harvesting	- reaping or collecting crops, ଅମଳ
hind legs	- back legs, ପଛ ଗୋଡ଼
invented	- creating something new, ଉଦ୍ଭାବନ କଲେ
inventor	- someone who invents things, ଉଦ୍ଭାବକ
landed	- arrived at a place , ଅବତରଣ କଲେ, ପହଞ୍ଚିଲେ
leaping	- jumping, ଡେଇଁବା
marsupials	- mammals such as kangaroo- the female has a pouch in which it carries its young, କଙ୍ଗାରୁର ଥଳୀ ଥିବା ପରି ସ୍ତନ୍ୟପାୟୀ ପ୍ରାଣୀ
mobs	- groups, ଦଳ ଗୋଷ୍ଠୀ
native	- local resident, ଦେଶୀୟ, ଦେଶଜ
nobleman	- a rich man of upper class, ଉଚ୍ଚଲୋକ, ସମ୍ପ୍ରାନ୍ତ ବ୍ୟକ୍ତି
of course	- sure, ଅବଶ୍ୟ
occasions	- at that time, ସମୟରେ
performer	- one who does the work, ଯିଏ କରେ
sandwich	- a food item – made of two slices of buttered bread with thin spread of meat or egg or vegetable pressed in between, ଏକ ପ୍ରକାର ଖାଦ୍ୟ
skilful	- having or showing skill, କୌଶଳପୂର୍ଣ୍ଣ
tenants	- person who rents land from a landlord, ପ୍ରଜା , ଯିଏ ଜମିଦାର ଅଧିନରେ ରହି ଜମି ବାସ କରେ

# LESSON - 7

## COBWEBS



### Session - 1

#### Pre-reading

- Socialization :
- Look at the following pictures. Are they very common?



Is it possible to write poems on such common topics like dog, cat, mouse, rose, cuckoo, etc ? Poets have written many poems on these and many other on very common themes.

See the other picture below. What is this picture ? Can you guess the topic of this poem ? Isn't it also a very common sight ? Let's read this poem and see how poets write poems on these common themes.

#### While-reading

#### TEXT

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

The long stretch of cobwebs  
on telephone wires  
look white  
like the weaver's unfinished clothes  
at the work site.

The busy spiders  
with their ceaseless spindles  
Weave day and night .

The setting sun  
pours into them  
colours or rainbow bright .

But the moon  
turns them  
into magic white



The long stretch of cobwebs  
on telephone wires  
look white  
like the weaver's unfinished clothes  
at the work site.



- Your teacher reads the poem aloud and you listen to him/her.
- Your teacher reads the poem aloud , you listen to him/her and at the same time see the text.
- You read the poem silently.

### Comprehension Questions :

1. What is the poem about ?
2. Where is the cobweb ?
3. Is it in small pieces or in very long pieces ?
4. Which words tell you so ?
5. What is the colour of the cobweb on telephone wires ?
6. The long stretch of cobweb is like .....?
7. Where is the unfinished cloth ? Who wears the cloth ?
8. Why are the spiders busy ?
9. What is the meaning of 'spindle' ? Have you seen a spindle? Who uses the spindle ? (See the word note)
10. The spiders are compared to weavers. How are they alike ?
11. Who changes the white colour of the cobweb ?
12. How many colours are there in a rainbow ?
13. When does the sun look better – at sunrise, at noon or at sunset ?
14. How is the setting sun's colour similar to that of a rainbow ?
15. The white colour of the cobweb is changed into that of many coloured rainbow. Who changes this colour into white ?
16. To start with, the colour of the cobweb in the poem was white. The setting sun changed it to the colour of a rainbow. The moon changed it into white again. Are the white colour at the beginning and at the end similar or different? Which word tells you that there is a difference ?



17. Which white colour is better- the first one or the second one ?
18. Do you like the poem ?
19. Do you see how the common sight has been made uncommon by the poet? How the poets make beautiful poems out of very common topics will be discussed later.
20. In some poems, some stanzas are repeated. What are these stanzas called in Odia poems? (GHOSA) In English ? (refrain) Can you identify the refrain in this poem ?
21. Is this poem an old or a new one ? Read line one and two. Can you answer now? Have you seen telephone wires ? Do we have telephone wires or towers now a days ? Guess how.
22. Poets give life to lifeless objects. They often treat non-living objects as living objects- living or even animals or insects as human beings. Do you find such examples in this poem ? The spider is like a weaver. What about the sun and the moon ?

## Session - 2

III

### Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

- (i) Pictures – rat, dog, rose, cuckoo, spider web.
- (ii) Poem – moon , weaver, spindle , sun , rainbow

#### 2 Comprehension Activities:

##### (a) MCQs :

Choose the correct alternatives to answer the given question.

- (1) Who is busy ?  
(A) The sun (B) The moon (C) A spider (D) The day
- (2) Which is compared to with the cobweb ?  
(A) The sun (B) A rainbow (C) The moon (D) A weaver's cloth
- (3) Who makes the cobweb rain-bow coloured?  
(A) The moon (B) The sun (C) A weaver (D) A spider
- (4) To whom is the spider compared ?  
(A) A weaver (B) The sun (C) The moon (D) A spindle

##### (b) A summary of the poem is given below. Fill in the gaps.

The cobwebs on telephone wires are like \_\_\_\_\_.

The spiders are like \_\_\_\_\_. The \_\_\_\_\_ are

as busy as the weavers. The \_\_\_\_\_ makes the \_\_\_\_\_  
rainbow-coloured. The \_\_\_\_\_ makes it magical white.

### Session - 3

#### 3 Listening :

- (a) Your teacher will read aloud some of the words listed below. Listen to him/her and tick the words read aloud.  
long , clothes , stretch , spindles, pour , rainbow, magic, unfinished
- (b) Your teacher will read aloud some lines of the poem. Listen to him and fill in the gaps.  
The \_\_\_\_\_ stretch of cobweb \_\_\_\_\_ telephone \_\_\_\_\_  
\_\_\_\_\_ white \_\_\_\_\_ the weaver's unfinished \_\_\_\_\_  
at the \_\_\_\_\_ site.

#### 4 Speaking:

- (a) Chain-drill:      1. Long stretch of cobwebs  
                              2. The busy spider  
                              3. The setting sun
- (b) Dialogue (Reading Aloud) [ teacher vs. students, students vs. students and finally in pairs]  
Teacher : The long stretch of cobweb on telephone wires  
Students : look white  
Teacher : Like the weaver's unfinished cloth  
Students : at the work site  
(If possible , other lines in the similar way- teacher first two lines and students last line)

#### 5 Vocabulary:

Match the Words under 'A' with 'B'. One is done for you.

A	B
telephone	spiders
unfinished	spindles
work	sun
busy	wires
ceaseless	clothes
setting	site

**6 Writing :**

(a) In **5**, you have matched the describing words with the nouns. Now write them following as per the examples given.

Telephone wire	=	wires of telephone
Setting sun	=	the sun which is setting
_____	=	_____
_____	=	_____
_____	=	_____

(b) Answer the following questions.

1. What is the poem about ?

\_\_\_\_\_

2. Where is the cobweb ?

\_\_\_\_\_

3. Who are similar to weavers ?

\_\_\_\_\_

4. Who turns the white cobweb to rainbow bright ?

\_\_\_\_\_

5. Who turns the cobweb to magic white?

\_\_\_\_\_

(c) Given below are some words/phrases. Use them to frame as many sentences as possible based on the theme of the poem. Some sample sentences are given for your guidance.

The words and phrases are arranged in a large oval shape:

- Like (oval)
- Are (oval)
- Unfinished clothes (rectangle)
- Stretch of cobwebs (rectangle)
- Weave (oval)
- Are (oval)
- Weave (rectangle)
- Busy (oval)
- as (oval)
- Spiders (rectangle)
- Day and night (rectangle)

- (i) Spiders are like weavers .
- (ii) Spiders are busy.
- (iii) Weavers weave day and night .
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_
- (vii) \_\_\_\_\_
- (viii) \_\_\_\_\_

**7 Mental Talk:**

Mentally repeat some of the above sentences. [(i), (ii) and (iii)]

**8 Let's Think:**

Let's see how poems are made. The poet saw cobwebs on telephone wires. Quickly he linked it to the unfinished clothes of the weavers. A comparison is made between the spiders and the weavers; maybe he saw the cobweb during the day time. It looked white. Next he saw the cobweb at sunset. They looked colourful. Lastly he saw the cobweb in the moonlit night. It looked magical white. Quick linking, comparison, different scenes – cobweb on day light, cobweb at sunset, cobweb in moonlit night. All these sights appeal to our eyes. These are called visual images. We can close our eyes and see these beautiful sights. Then the lifeless objects are given life. The sun is pouring colour on cobweb. The moon changes colour of the cobweb. Finally, the poet puts all his thoughts, feeling in the form of a poem using right words at right places, some words rhyming with other words. All these have turned a simple and common sight into a beautiful poem.

Now the question is: Are poets born or made ?  
Is it possible to become a poet ? Think, think, think .....

## FOLLOW-UP LESSON

# SILVER

Session - 1

### Pre-reading

- Socialization
- You have read the poem 'Cobweb'. You have seen how a poem is made of a simple sight- the sight of a cobweb on telephone wires. The poem ends with moon – how the moon turns the cobweb into magic white. Now we'll read, enjoy and see how again a poem is made out of a very common sight – the moonlit night . Let's read the poem .

### While-reading

### TEXT

- Read the poem silently and answer the question that follow :

Slowly, silently, now the moon  
Walks the night in her silver shoon;

This way, and that, she peers, and sees  
Silver fruit upon silver trees;

One by one the casements catch  
Her beams beneath the silvery thatch;

Couched in his kennel, like a log,  
With paws of silver sleeps the dog;

From their shadowy cote the white breasts peep  
Of doves in a silver-feathered sleep;

A harvest mouse goes scampering by,  
With silver claws, and silver eye;

And moveless fish in the water gleam,  
By silver reeds in a silver stream.



Walter de la Mare

- Follow the steps of the main lesson.

- **Comprehension Question :**

1. What is the poem about?
2. How does the moon walk?
3. "Shoon" is an old word for "shoe". Why does the shoe look like silver?
4. How is 'peer' slightly different from 'see' ? See the dictionary.
5. What does the moon see first?
6. Why do the fruit and tree look silvery ?
7. Casement' is an old word for 'window' and 'beneath' is an old word for 'below'. Where are the windows?
8. Where does the dog sleep?
9. The dog sleeps like a log- a piece of wood. What does this tell about the dog's sleep?
10. Why do its paws look silvery ?
11. Can you guess why the dog does not look silvery ?
12. Where does the dove sleep ?
13. The breast of the dove peeps out. Silver-feather sleep – the feather looks silvery. What about the head of the dove? Can you think how the dove is sleeping ?
14. Who goes scampering by( running very fast) ?
15. Everyone is asleep. Why is the mouse awake ?
16. Why does the fish gleam ( dazzle) ?
17. Where is the fish?
18. When everyone is asleep, why is the poet awake?

## Session - 2

III

### Post-reading

1

#### Comprehension Activities:

- (a) MCQs : Fill in the blanks from the alternatives given
1. The moonlight first falls on \_\_\_\_\_.  
(A) dog (B) dove (C) fish (D) tree
  2. At last the moonlight falls on \_\_\_\_\_.  
(A) fruits (B) fish (C) dog (D) dove

3. Round the word which is on odd one out.

(i) window , thatch , tree , dog

(ii) fish , dove , mouse , fruit

(b) Match items under **A** with items under **B**.

**A**

fish

dog

mouse

dove

**B**

couched in his kennel like a log

in silver feathered sleep

by silver reeds in silver stream

with silver claws and silver eye

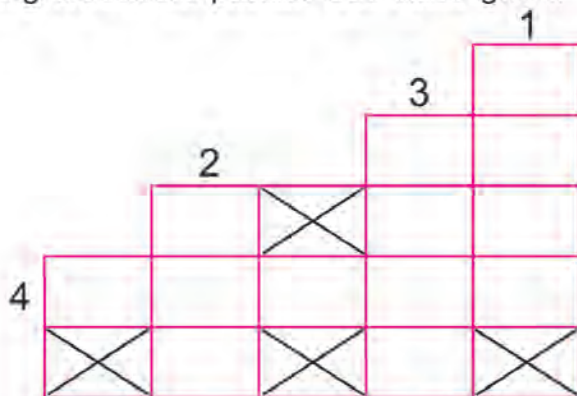
### Session - 3

#### 2 Vocabulary:

(a) Learn the spelling of the following words using the four steps method- Look > Cover > Write > Verify.

beam , peer , harvest , kennel , cote , claws , stream

(b) Solve the following crossword puzzle. Use clues given.



**Down :**

1. In silver feathered sleep

2. Like a log

3. Moveless

**Across :**

4. Goes scampering by

### Session - 5

#### 6 Writing:

(a) In 2 (b) , you have already matched items under **A** with items under **B**. Now write four sentences joining the items with 'is' . The first one is done for you.

Fish + silver reeds in silver stream .

1. The fish is by silver reeds in silver stream.

2. The dog \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

(b) You can summarise the poem using only one type of sentence. Write as many sentences of this type as you can. The first one is done for you using the word 'tree' given in the bracket. (trees, fruits, window , dog.....)

1. The moonlight falls on the tree and it looks silvery.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

(c) Answer the following questions .

1. What is the poem about?

\_\_\_\_\_

2. What does the moon see first ?

\_\_\_\_\_

3. Where does the dog sleep?

\_\_\_\_\_

4. Where does the dove sleep?

\_\_\_\_\_

5. Who goes scampering by?

\_\_\_\_\_

6. Where is the fish?

\_\_\_\_\_



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

beneath	- under, ତଳେ
casements	- windows, ଝରକା
ceaseless	- non-stop, without rest, ଅବିରାମଭାବରେ, ଅହରହ
cobwebs	- spider net, ବୁଢ଼ିଆଣି ଜାଲ
couched	- slept, ଶୋଇରହିଥିବା
gleam	- shine, ଝଲସୁଥିବା ବା ଚକ୍ଚକ୍ କରୁଥିବା
kennel	- small shelter for a dog, କୁକୁର ରହିବା ଘର
peers	- to look, ଖୋଜିବା ପରି ଦେଖିବା
pours	- gives in plenty, ଭାଳିବା, ବହୁପରିମାଣରେ ଦେବା
reeds	- grass like water plants, ନଦୀ ଝରଣା କୂଳରେ ଥିବା ଘାସ
scampering	- moving quickly, running, ଚରବରିଆ ଭାବେ ଚାଲିଯିବା
shadowy coat	- (here)less bright wings of the dove, ଛାୟାଯୁକ୍ତ ବା ଅସ୍ପଷ୍ଟ
shoon	- shoe, ଯୋଡା
silver feathered	- feathers look like silver colour, ରୂପା ପରି ଦେଖାଯାଉଥିବା ପର
spider	- web spinning insect, ବୁଢ଼ିଆଣୀ
spindles	- here, spider's weaving instrument, ବୁଢ଼ିଆଣୀର ପ୍ରାକୃତିକ ଚାକୁଡ଼ି
stretch	- long and continuous, ବିସ୍ତାରିତ ହୋଇଥିବା
thatch	- roof of straw, ଚାଳ ଛପର
weaver	- one who weaves thread/cloth, ବୁଣାଳୀ, ଲୁଗା ବୁଣୁଥିବା ବ୍ୟକ୍ତି

## LESSON - 8

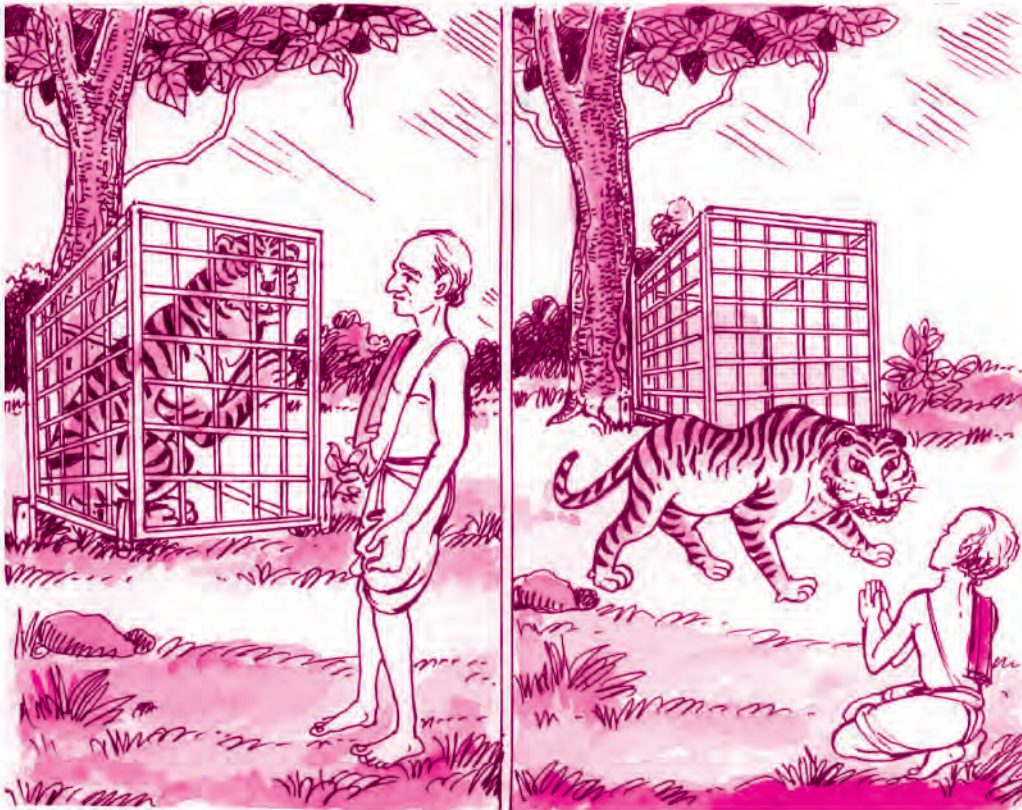
# THE TIGER, THE BRAHMAN AND THE JACKAL

### Session - 1

#### Pre-reading



- Socialisation
- Look at the two pictures. Try to guess the two situations.



#### ● Pre-reading questions :

1. What do you see in the above two pictures ?
2. Who prays in the first picture ?
3. Who prays in the second picture ?
4. How did the tiger come out of the cage in the second picture ?
5. Who helped him to come out ? Can you guess ?

Let's read the play and see.

**Characters:**

- A TIGER, A BRAHMAN, A PEEPAL TREE, A DOG AND A JACKAL

**SCENE -1****SGP-1**

- **Read the scene -1 silently and answer the questions that follow :**

*Place : A path in the jungle*

*[Beside the path is a trap. A tiger is inside the trap. A poor Brahman passes by. The tiger asks the Brahman to help him.]*

Tiger : *(Looking very humble) :*

Let me out of this cage, O, pious Brahman !

Brahman : I can not trust you. If I let you out, you will kill and eat me.

Tiger : *(with tears in his eyes) :*

No, Holy one! Never! How you distrust me! Never would I harm you. I could not be so ungrateful. Let me out, and I will serve you as a slave for my whole life.

Brahman : Very well; I will trust you and let you out. Mind you, keep your promise.

*[The Brahman opens the door of the trap, and lets the tiger out. The tiger, at once, catches the poor man]*

Tiger : What a fool you are! Who can prevent me from eating you now?

Remaining in the trap so long, I feel very hungry !

Brahman : You cruel, ungrateful beast ! Is this the way to repay an act of kindness ?

Tiger : O, never mind that! That is the way of the world. You must be a fool to expect gratitude from a hungry beast.

Brahman : I don't believe it.

Tiger : Well, you may ask the first three creatures you meet. If any of them says that I am ungrateful to you, I will let you go.

- **Comprehension questions :**

1. How many characters are there in this part ? Who are they?
2. Who fell in the trap ?
3. Who helped the tiger come out ?
4. What did the tiger want to do after he came out of the cage ?

5. What do you mean by 'ungrateful' ? (see the word note)
6. Who is ungrateful? Why ?
7. What did the tiger decide to do ?
8. On what condition did the tiger agree to let the Brahman free ?  
[Who will they meet ? (see the first list of characters) Whom will they support; the tiger or the Brahman ?]  
Let's read the next part and see.

### Session - 2

- **SGP-2**
- **Read the scene-2 silently and answer the questions that follow :**

#### SCENE-2



*Place : Another part of the jungle.*

*[The Brahman first meets a peepal tree, and tells it the whole story. He then asks whether the tiger is not showing ingratitude in trying to kill one who did a favour]*

**Tree :** What have you to complain about ? I am treated just as badly as every day. Don't I give shade and shelter to everyone who passes by, and don't people in return tear down my branches to feed their cattle? Is it the way of the world? So don't complain .....be a man!

**Tiger :** Now you are satisfied, aren't you, O' Brahman?

**Brahman :** Not at all. Here comes an old dog. I must ask him; I am sure he will tell a different tale.

*[An old dog comes slowly along the path. He is toothless and half blind, and looks very angry]*

Brahman : *(To the dog)* – O dog, I have just let this cruel tiger out of the trap. Now he wants to kill me and eat me. Is that fair ? Is this the way in which kindness is repaid in this world ?

Dog : Fair or not, I don't know. But this is the usual treatment we get from our masters. Look at me! When I was young and useful to my master, guarded his house and helped him in hunting , he treated me with kindness and gave me good food to eat. Now I am old and weak, toothless and half-blind. Does my master reward me for the past services ? No ! Instead, he has driven me out to starve. It is the way of the world, and you must put up with it.

Tiger : Ha ! Ha ! The second witness also goes in my favour. Prepare to die, Holy Brahman.

Brahman : But wait just one moment, My Lord. Here comes a jackal. Let me ask him also.

*[A jackal comes along the path. The Brahman tells him the whole story]*

Jackal : I don't follow much. Please tell me once again.

Brahman: This tiger was caught in a trap. I took pity on him, and let him out. Now he wants to kill me and eat me. This is the way he rewards me.

Jackal : I am afraid I don't understand. All seems to go in at one ear and out at the other ! I will go to the place where it all happened and then perhaps I shall be able to give a judgement.

*[So they return to the trap.]*

#### ● Comprehension questions

1. Whom did they meet on the way?
2. Whom did they meet first?
3. Whom did the peepal tree support? Why ?
4. How does the peepal tree help people?
5. Are people grateful to it for its help?
6. How do you know that people are not grateful?
7. Which animal did they meet next?
8. Whom did the dog support?
9. How did the dog help its master?
10. Was the master grateful to the dog for its help?
11. How do you know that the master is not grateful?
12. Whom did they meet next?
13. The jackal seemed not to understand anything. Did he really fail to understand or just pretended to be so?
14. Where did the jackal want to go to give his judgement ?

15. The peepal tree did not help the Brahman. So did the dog. Do you think the jackal will help him?

Let's read the next scene to see.

- Read the third scene silently and answer the questions that follow :

### Session - 3

### SCENE-3



Tiger : You have been away a long time. Now let us begin our dinner. I cannot wait any longer.

Brahman : But wait just one minute, my Lord. I want to explain matters to my friend here, the jackal.

Tiger : Well, be as quick as you can. I have waited too long already.

Brahman : Very well, My Lord. I won't take much time. You see Mr. Jackal, here is the trap. The tiger was inside, and when I came, I let him out.

Jackal : Oh, I see! You were in the trap and the tiger came walking by.....

Tiger (*interrupting*) : Nonsense ! What a fool you are! I was in the trap.

Jackal (*pretending to tremble from head to foot he speaks in jumbled words meaninglessly*).

Of course! Yes! I was in the trap....no, I wasn't .....dear! dear! Oh , my poor brain ! Oh , my poor brain ! Let me see ..... the tiger was in the Brahman , and the trap came walking by .....no, that's not it, either. Well, don't mind me, but begin your dinner, for I shall never , never understand .

Tiger (*in a rage at the jackal's stupidity*) :

I'll make you understand , I am the tiger, I'll .....

Jackal : Yes, My Lord.

Tiger : And that is the Brahman .....

Jackal : Yes , My Lord!

Tiger : And I was in the trap. Do you understand?

Jackal : Yes.....no.....Please, my Lord.....

Tiger : Don't you understand , you fool?

Jackal : I do, my Lord. Please don't be angry, But how did you get inside it?  
The trap is too small to hold you.

Tiger : What an idiot you are !  
*[The tiger loses patience, and at once jumps into the trap.]*  
Here I am in the trap. Now do you understand how it was?

Jackal : (quickly shutting the door) Thank you very much for explaining the things to me. Goodbye, Mr. Tiger, I am sorry I took so much of your time.  
*[The Brahman and the jackal walk away.]*

● **Comprehension Questions :**

1. Did the jackal help the Brahman ?
2. Was the jackal foolish, mad or clever ?
3. Why did he pretend to be foolish and mad ?
4. Who first helped the jackal understand what happened ?
5. Was the Brahman successful in doing so ?
6. When the Brahman said that the tiger was inside the trap and he was out, what did the jackal say ?
7. Who tried next to make the jackal understand what happened ?
8. Was the tiger successful in doing so ?
9. Why did the jackal say meaninglessly (words not in order)?
10. When the jackal said, "The trap is too small."What did the tiger do ?
11. What did the jackal do when the tiger jumped into the trap ?
12. In most of the plays there is a hero and there is a villain. Who is the hero and who is the villain in this play ?
13. Can you say who is the cleverest of all ?

**Post-reading**

**Session - 4**

● **Visual Memory Developments Technique (VMDT) :**

- i) Whole Text - (Scene Setting -as given in brackets)
  - The Brahman opens the door of the trap .
  - An old dog comes slowly along the path.

ii) Part-

- (Scene-II) ● Prepare to die, holy Brahman .  
● ..... for everything is so mixed up!
- (Scene-III) ● What an Idiot you are !  
● Good bye Mr. Tiger.

### **1** Comprehension Activities:

(a) MCQs :

Choose the correct alternatives and fill in the blanks.

1. While in the trap, the tiger sees \_\_\_\_\_.  
(A) a jackal passing by      (B) a poor Brahman passing by  
(C) an old dog coming close      (D) a peepal tree standing close
2. The Brahman helps the tiger to come out of the trap , but the tiger wants to kill the Brahman . This is an act of \_\_\_\_\_.  
(A) kindness      (B) gratitude  
(C) ungratefulness      (D) unselfishness
3. The Brahman and the tiger meet \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ on their way.  
(A) a jackal      (B) an old dog and a neem tree  
(C) a peepal tree and a fox      (D) a peepal tree, a jackal and an old dog
4. The peepal tree and the old dog support \_\_\_\_\_.  
(A) the Brahman      (B) the tiger  
(C) the jakal      (D) both the Brahman and the tiger
5. The ungrateful tiger is shut back in the trap because of \_\_\_\_\_.  
(A) the clever tricks of the jackal  
(B) the prayer of the poor Brahman  
(C) the support of the peepal tree and the Brahman  
(D) the tiger's sudden change of mind



- (b) Given below are the brief summary of three scenes in three boxes under column A. Match them with the scenes given under B. Draw lines.

**A**

A jackal takes pity on the Brahman. He puts the tiger back into the trap by his clever tricks. He lets the Brahman go free

A tiger falls into a trap. A Brahman helps him come out. But the ungrateful tiger wants to kill and eat him

The peepal tree and the old dog say they also suffer. People are ungrateful to them. They support the tiger.

**B**

Scene -1

Scene -2

Scene -3

- © The characters in this play stand for four types of persons in the world. The types are given under 'A' and the character in the text are given under 'B' match them.

**A**

Brahmin  
Dog  
Tiger  
Jackal

**B**

Harm those who help them.  
Help others but treated unkindly.  
Help others risking their life.  
Help those who help others risking their life.

**Session - 5**

**2** **Listening:**

- (a) Given below are some words from the text. Listen to your teacher and tick the ones s/he reads out.

trap	complain	judgement
trust	witness	stupidity
expect	patience	toothless
repay	tremble	gratitude
favour	creature	guarded

- (b) Listen to the dialogue of the dog. There are some words missing. Your teacher reads aloud the dialogue. Listen to him/her and fill in the gaps.

Fair or not, I don't \_\_\_\_\_. But this is the usual treatment we get from our \_\_\_\_\_ . Look at me ! When I was \_\_\_\_\_ and useful to my master and \_\_\_\_\_ his house and helped him \_\_\_\_\_, he treated me with \_\_\_\_\_ and gave me good \_\_\_\_\_ to eat. Now I am \_\_\_\_\_ and \_\_\_\_\_ and half-blind . Does my master \_\_\_\_\_ me for my past services ?

### **3** Speaking:

- (a) Let's do the following dialogue.

Tiger : Ha, Ha, Ha! I'm out. I'll kill you.

Brahman : Please don't kill me. I helped you.

Tiger : Helped me? How? When?

Brahman : Just now. I opened the door of the cage.

Tiger : You're good at helping. Now help yourself, Brahman.

- (b) When we speak English or read aloud a paragraph, we should speak the message carrying words with stress (in a little more loudness) .

e.g. Where are you going ? Stress on the underlined words.

I'm going to Puri.

Now let's read the following sentences taken from the text following the rules. Your teacher will read out them for you with due stress. Listen to him/her and repeat after him/her.

1. Let me out of this cage.
2. I cannot trust you.
3. The tiger was caught in a trap.
4. I will serve you as a slave.
5. I give shade and shelter to everyone .
6. Now I am old and weak.
7. The trap is too small to hold you.

(c) Chain-drill: First two sentences from the lesson.

"Let me out of the cage

I can't trust you."

### Session - 6

#### 4 Vocabulary:

(a) Fill in the blanks choosing the right word given in brackets.

[usual, loses, expect, repay, slave, ungrateful]

1. The tiger was \_\_\_\_\_ to the Brahman.
2. I will serve you as a \_\_\_\_\_ for my whole life.
3. You must be a fool to \_\_\_\_\_ gratitude from any man or beast.
4. This is the \_\_\_\_\_ treatment we get from our masters.
5. The tiger \_\_\_\_\_ patience and at once jumps into the trap.
6. The Brahman asks the tiger, "Is this the way to \_\_\_\_\_ kindness?"

#### 5 Usage:

(a) Mark the word 'ungrateful' in the following sentences.

"You cruel, ungrateful beast!" (Un+ grateful)

It is the opposite word of 'grateful'.

We make it adding ( the negative prefix ) 'un'to it. So , just adding 'un'to some words we can get the opposite words with negative meanings.

Can you make opposite words of the following words in the similar way adding 'un'? Let's do it. The first one is done for you.

1. able    un + able            =    unable
2. kind    \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
3. fair     \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
4. usual    \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
5. sure     \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

(b) Now complete the following paragraph using suitable words from the list above.

Once a tiger fell into a trap. He tried but was \_\_\_\_\_ to come out. He saw a Brahman and asked him to open the cage. The Brahman was a kind-hearted man. He never wanted to be \_\_\_\_\_ to anybody. But it was a tiger. He was bit \_\_\_\_\_ of his behaviour. The tiger understood it. So he promised never to be ungrateful to the Brahman for his help. The Brahman believed it and opened the cage. Soon the tiger came out and showed very \_\_\_\_\_ behaviour. He wanted to kill and eat the Brahman. It was really a very \_\_\_\_\_ act on the part of the tiger

### Session - 7

#### 6 Writing:

(a) Answer the following questions in the space provided below.

(i) Where did the tiger fall in ?

---

---

(ii) Who helped the tiger to come out of the trap ?

---

---

(iii) What did the tiger want to do with the Brahman ?

---

---

(iv) Whom did the tiger and the Brahman meet ?

---

---

(v) Who finally helped the Brahman ?

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---

(vi) Was the jackal foolish, mad or clever ?

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- (b) See [1] b. You have already matched the brief summary given in three boxes with the their respective scenes. Now based on that activity write a brief summary of the play using the following space.

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- (c) You are familiar with the characters in the story. There are four types of people in the world who behave like them. Write a sentence on each of the points give below. One has been done for you.

- (i) Harm those who help them.

There are some people who harm those who help them.

- (ii) Help others but treated unkindly.

---

- (iii) Help others risking their life.

---

- (iv) Help those who help others risking their life.

---

## Session - 8

### 7 Mental Talk :

What an ungrateful animal the tiger is!  
Is this the way you repay your kindness?

### 8 Let us Think :

What the peepal tree said is true. People are ungrateful to it. What the old dog said is true. Its master is not grateful to it. Does this mean we should also be ungrateful? Now read an interesting story having similar theme as we have read in the short play.

## FOLLOW-UP LESSON

### THE FISHERMAN AND THE JINNI

#### Session - 1

#### I Pre-reading

- Socialisation
- The teacher prepares a good pre-reading activity on his/her own as done for the main lesson.



#### II While-reading

- **Read the following text silently and answer the questions that follow :**

There lived a poor fisherman with his wife and children in a hut near the sea. Every day he used to go to the sea and catch fish.

One day, as usual, he went to the sea. He threw his net into the sea, and when he pulled it out, he felt it very heavy. But there was no fish in it. He saw a log of wood in the net. He felt sad. He threw the net for the second time. This time he got a few shells and big stones. When he tried it for the third time, he found it heavier. This time too he did not see any fish in it but a big brass jar with a lid.

Taking the jar out of the net, he opened it. A lot of smoke came out of it. Suddenly a jinni appeared in the smoke. On seeing the jinni, he screamed. 'I'll kill you now', shouted the jinni.

"Why? asked the fisherman and said, "I haven't done you any harm. Please don't kill me."

"I was in the jar. I was not free. Now I am free. I will kill you and eat you up", said the jinni. The fisherman was afraid of the jinni. He did not know what to do. Suddenly he got a clever idea and said, "Alright, you can kill me but I don't believe what you say. You are very big . How could you come out of this jar?"

The jinni got angry. "How dare you say I cannot come out of this jar? I can take any form. I can take the form of an elephant or become even a small ant," said the jinni.

"Is it so ? Can you become an ant ?" said the fisherman cleverly.

"Surely," said the jinni and immediately took the form of an ant and got into the jar again. The fisherman immediately shut the jar tight and said with a grin, "Now I believe your story, my friend, you cannot come out any more and kill me ?" Then he threw the jar into the sea and returned home happily.

● **Comprehension Questions :**

1. Who are there in this story ?
2. Where did the fisherman live ?
3. What did the fisherman do at the sea every day ?
4. What did the fisherman see in his net when he pulled it out third time ?
5. What did the fisherman do with the brass jar ?
6. What happened when he opened the lid of the brass jar ?
7. What did the jinni say to the fisherman when he came out of the jar ?
8. What idea did the fisherman get to get rid of the Jinni ?
9. What form did the jinni take to get into the jar again?
10. What did the fisherman do when the jinni got into the jar ?
11. What did he do to the jar and the jinni in the end ?

**1 Visual Memory Development Technique (VMDT) :**

The teacher prepares this activity on his /her own.

**2 Comprehension Activities:**

Given below are some sentences from the story. They are not in order. Arrange them in right order. Write serial numbers in brackets.

- (i) Then he threw the jar into the sea. ( )
- (ii) This time he got some stones in the sea. ( )
- (iii) There appeared a jinni in the smoke. ( )
- (iv) Once there lived a fisherman in a hut with his family near the sea. ( )
- (v) Soon the jinni became an ant and got into the jar. ( )
- (vi) One day when he pulled out the net, he saw a log of wood in it. ( )
- (vii) He became sad and threw the net into the sea for the second time. ( )
- (viii) The jinni said, "I'll kill you."

Note to the teachers:

[ Frame other post-reading activities on your own].

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

Jinne	- ghost, ଭୃତ
beast	- animal, ପଶୁ
clever	- wise, ଚତୁର, ଚାଲାକ
distrust	- do not believe , ଅବିଶ୍ୱାସ କରିବା
disappointed	- became unhappy , ଦୁଃଖୀ ହେଲେ
expect	- something you hope to get, ଆଶା କରିବା
form	- shape, body, ଆକାର, ରୂପ
gratitude	- feeling of thankfulness, କୃତଜ୍ଞତା



grin	- smile broadly, ହସ
idiot	- one who fails to understand simple things, ନିର୍ବୋଧ, ବୋକା
interrupting	- breaking the continuity, ମଝିରେ ବାଧା ଦେଇ
judgement	- decision, ନିଷ୍ପତ୍ତି, ମତାମତ
mixed up	- became very confusing, ଗୋଳମାଳିଆ ହୋଇଯିବା, ବୁଝା ନ ପଡ଼ିବା
patience	- ability to wait for something for long time or to deal with something without getting angry, ଯୈର୍ଯ୍ୟ, ସହନଶୀଳତା
pity	- sadness that you feel when someone else is hurt or in trouble, ଦୟା, ଅନୁକମ୍ପା
rage	- anger, କ୍ରୋଧ
repay	- to give back something, ଫେରାଇବା, ପ୍ରତିଦାନ
screamed	- gave a cry with fear, ଚିତ୍କାର କରିବା
seize	- to take hold of forcibly, ହଠାତ୍ ଜବରଦସ୍ତ ଧରି ପକାଇବା
shells	- water creatures like snail, oyster etc having harder outer covering, ଶାମୁକା
shelter	- place to live, ଆଶ୍ରୟସ୍ଥଳ
slave	- servant , କ୍ରୀତଦାସ
starve	- to have no food, ଅନାହାରରେ ରହିବା
tale	- story, ଗପ
trap	- an instrument for catching animals, ଯତ୍ନ
tremble	- shake in fear, ଭୟରେ ଥରିବା
trust	- faith, ବିଶ୍ୱାସ
ungrateful	- (a negative quality) not being thankful to a person who does some favour to you., କୃତଜ୍ଞ
witness	- a person who sees something happen, ସାକ୍ଷୀ

**TEST-2**

Full Mark -100

1. Your teacher will dictate ten words. Listen to him/her and write. [10]

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Given below are some words. Your teacher will read aloud ten of them. Tick those s/he reads aloud. [10]

study, family, paddy, wood, quack, worship, bow, arrow, collector, respect, grow, float, change, ride, spring

3. Your teacher will read aloud a paragraph. Listen to him/her and fill in the gaps. [10]

One day the \_\_\_\_\_ man took \_\_\_\_\_ \_\_\_\_\_ to the poor people living in \_\_\_\_\_ down the hills. He had in his mind to show his son how \_\_\_\_\_ he was in contrast to the \_\_\_\_\_. He thought this would work like \_\_\_\_\_ for his son's \_\_\_\_\_.

4. Your teacher will dictate ten names of persons. Listen to him/her and write in the space provided. [10]

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Your teacher will dictate ten names of places. Listen to him/her and write in the space provided. [10]

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Match the pair of words which sound alike at the end.

[10]

**A**

day  
trees  
dog  
white  
you  
gleam  
light  
by  
peep  
moon

**B**

eye  
say  
bright  
shoon  
sleep  
log  
sees  
stream  
true  
site

7. Order the letters to make meaningful words.

melca, lniio, tresof, bitrba, cajkla, reed, veirr

[06]

8. Read the paragraph and answer the questions in complete sentences. [20]

There was a deep forest. In that deep forest lived a rabbit. One moonlit night the rabbit was walking happily near that forest. On his way he came across a well. He looked into the well, and to his surprise, saw a big white ball. The white ball was floating on the water. The ball was nothing, but the reflection of the moon. But he thought it was a big cake.

(i) Where did the rabbit live?

\_\_\_\_\_

(ii) Where was the rabbit walking?

\_\_\_\_\_

(iii) When was he walking near the forest?

\_\_\_\_\_

(iv) What did he come across on his way?

\_\_\_\_\_

(v) What did he see in the well?

\_\_\_\_\_

(vi) What did he think?

\_\_\_\_\_

(vii) What was it?

\_\_\_\_\_

(viii) Was the rabbit clever? How do you know?

\_\_\_\_\_

(ix) In the last line 'it' is used for \_\_\_\_\_

\_\_\_\_\_

(x) What looked like a cake ?

\_\_\_\_\_

9. Read the following poem and answer the questions in complete sentences. [14]

White sheep, white sheep

On a blue hill.

When the winds stop

You all stand still.

You all run away

When the winds blow.

White sheep, white sheep,

Where do you go?

(i) What is the poem about?

\_\_\_\_\_

(ii) How many stanzas are there in this poem?

\_\_\_\_\_

(iii) Where are the white sheep?

\_\_\_\_\_

(iv) When do they stand still?

\_\_\_\_\_

(v) When do they run away?

\_\_\_\_\_

(vi) Who is asking "Where do you go?"

\_\_\_\_\_

(vii) Who are compared to the white sheep?

\_\_\_\_\_

# APPENDICES

## APPENDIX-I

### Notes to Teachers

In helping learners learn, the teacher's role is very crucial. A country's education is as good as its teachers. In order to help our learners learn English we wish you to read the introduction to class-III English Primer before you read the introduction of this book. We have revised all our English textbooks from class III to class VIII and all these books now follow a common pattern well supported by sound pedagogy. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English.

Stated below are some suggestions for you on how to deal with different parts of a lesson.

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

Teacher: Good Morning, students.

Students: Good Morning, sir/madam.

Teacher: How are you students?

Students: Fine, thank you sir/madam.



### Leave Taking

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

Students: Thank you sir/madam. Good bye.

### Brush up your English

The main purpose of Brush up your English lessons, as stated before is what the learners have not learned in the previous classes should learn now. It includes learning to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of such tasks, we have placed the tasks with the poem and stories. Learners will sing a song together, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is hard work. We will work hard and enjoy with a song and stories. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-II.

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

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

### **Main Lessons**

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

#### **Pre-reading**

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

#### **While-reading**

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

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

#### **Post-reading**

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

For easy transaction of post-reading activities of all the main lessons follow a common pattern. There are nine kinds of activities each activity for all lessons bearing the same number. For example, the VMDT activity bears the number -1 and comes first in all the main lessons. Let's describe what you have to do for each of the activities from activity 1 to 9.

### **1.VMDT**

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

### **2.Comprehension Activities**

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

### **3. Listening**

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

### **4. Speaking**

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

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

For dialogue, follow the following steps.

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

**5. Vocabulary** (as suggested)

**6. Usage** (as suggested)

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

**7. Writing**

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

For one sentence answer type questions

- Help students to locate the answer in the text
- Get half the answer from the question itself and half from the text
- The tense for question and answer should be the same.  
If the question is in the past tense, the answer should be in the past tense, for example.
- It will be better if you yourself do these writing tasks as your preparation before asking students to do.

**8. Mental Talk (MT)**

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

**9. Let's Think**

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

**10. Follow-up Lessons**

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

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



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

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

## **Notes to Parents**

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

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

## **Notes to Guides :**

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

## Notes to Inspecting Officials

Dear Inspecting Officials

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

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

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

**N.B.**- Currently the greatest danger to education is cheap helps , particularly through cheap bazaar notes ( meaning books) which , by spoon feeding , cripple the learners. We , therefore , request all to avoid these books.

●- For any query / clarification contact to :

ELTI, Odisha , BBSR

( 9861955904/ 9861454167/9437463273

Directorate of TE & SCERT, Odisha, BBSR

( 0674-2502928)

## APPENDIX-II

### Four Basic Techniques

#### 1. Brainstorming (BS)

Brain is the centre of learning. No learning can take place without brain. We have to frequently use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our present teaching.

#### 2 . Visual Memory Development Technique (VMDT)

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

#### 3 . Mental Talk (MT)

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

But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of

English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

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

#### **4. Chain-drill**

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

## Appendix-III

### Some Important Tips on Handwriting, Asking Questions and Reading Aloud

#### Instructions for Good Handwriting :

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

#### Suggestions for asking questions during the while-reading stage:

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions of the students-provide clues to help them answer questions.
5. Encourage your students to ask you question.
6. Encourage your students' questions. Ask other students to answer.
7. If one fails to answer your question, ask the question to the whole class (you can answer his/her question).
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentence.

9. Allow them to answer in chorus at times so that the shy ones can join with others and develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer in English.

### **Rules of Reading Aloud:**

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

# Appendix-IV

## Learning Indicators

Skills and sub-skills	Learning Indicators	Suggested Pedagogical Processes
<b>1. Listening and Speaking</b>	<p><b>Learners :</b></p> <ul style="list-style-type: none"><li>● Listen to simple instructions in context both outside and inside classroom and respond.</li><li>● Listen to short chunks in English and fill in forms /gaps based on the chunk.</li><li>● Participate in group discussion and take the lead role when necessary.</li><li>● Take part in conversation practice</li><li>● Respond to simple queries.</li><li>● Read aloud with right pause and stress on the message carrying words.</li><li>● Take dictation of 4-5 letter and words with 70 to 80% accuracy.</li><li>● Listen to and respond to announcements at airport / railway station with 70% -80% accuracy.</li><li>● Can predict pronunciation of words from spelling.</li></ul>	<ul style="list-style-type: none"><li>● Listening to instructions in classroom, school and outside classroom.</li><li>● Taking part in dialogues, chain-drill and role play based on lessons.</li><li>● Reading aloud poems and paragraphs of lessons in classroom.</li><li>● Practise through Mental Talk.</li><li>● Doing activities linking to pronunciation.</li></ul>
<b>2. Reading</b>	<p><b>Learners :</b></p> <ul style="list-style-type: none"><li>● Read and comprehend poems / paragraphs prescribed with 80-90% comprehension.</li><li>● Read and comprehend instructions in public places with 90% -95% comprehensions.</li><li>● Can guess meanings of unfamiliar words from context with 80% comprehension.</li><li>● Read and predict what comes next in a prose text with 60% correctness.</li><li>● Read and comprehend a variety of authentic materials with 70-80 % comprehension.</li><li>● Read railway time table and different forms and brochures with 80% comprehension.</li><li>● Read and comprehend simple texts in English not prescribed with 70-80% comprehension.</li><li>● Read and locate information with 80-85 % comprehension.</li></ul>	<ul style="list-style-type: none"><li>● Doing activities at both while-reading and post-reading sessions</li><li>● Doing VMDT activities.</li><li>● Reading authentic materials</li><li>● Reading the instructions in the text books.</li><li>● Participating in exposure classes.</li><li>● Answering prediction questions at the while-reading stage.</li></ul>

### 3. Writing

#### Learners :

- Write 30-60 word answer type questions with 70-75% accuracy.
  - Make notes in words and phrases using simple diagrams where necessary.
  - Can take dictation of small paragraphs.
  - Can convert notes to writing with 60-70% accuracy.
  - Can read a paragraph on a theme and write another paragraph in another subject based on the paragraph read.
  - Can write names of persons and places with minimum problem.
  - Can write simple poems in English based on the pattern of a poem read.
- Mostly through doing post-reading writing activities.
  - Use of authentic materials in classroom.
  - Doing simple controlled composition.
  - Copying blackboard texts.
  - Writing posture/notice exercises
  - Doing similar post-reading activities

### 4. Vocabulary

#### Learners :

- Have a stock of 5000-6000 English words both passive and active.
  - Stock of about 1000-2000 active words.
  - Solve cross-word puzzles with 80% accuracy.
  - Correctly spell about 80-85% %words they know.
  - Can infer meaning of unfamiliar words from context with 60-70%
- Mostly through doing vocabulary activities provided in the post reading stage of the lesson.
  - VMDT activities as visual recognition helps one learn vocabulary, especially the spelling.

### 5. Grammar and Usage

#### Learners :

- Identify word category with 80% recognition.
  - Can use simple present and past forms of verbs in context with 80% of comprehension.
  - Use punctuation marks appropriately in writing such as question mark, comma, full-stop and capital letters.
- tolerably identify word category.
  - Know and use simple rules of grammar.
  - know and use singular, plural forms of nouns, present and past tense forms of verbs
- Mainly through post-reading activities or grammar or usage.
  - By getting exposed to texts, sub-texts, tail-pieces and texts in exposure classes.
- Doing Grammar tasks in the post-reading sections of all lessons

### 6. Reference Skills

#### Learners :

- Use dictionary to find out meaning and spelling of words
  - Quickly locate the word/ reading words in alphabetical order.
  - Can read the symbols for verbs, nouns.....etc.
- Mainly through use of mini-dictionaries provided at the end of every lesson.
  - In dictionary classes – classes especially devoted to use of dictionary.