

English - Second Step

Our text books are so designed that the young children learn to communicate in English. Stress is laid on functional English or interactive English.

Importance is given to improve the child's vocabulary. Words are learnt in association with other words -word clusters. Hence they are easily understood and recalled. This will greatly help in building a rich vocabulary.

The poems which are taught are not very common. They make interesting reading and appeal to the child's imagination. These poems are for enjoyment and appreciation alone and need not be memorised. The idea of memorising poems is an outdated one and so has not been included.

In the poems and stories the stress is on values which as we all know is very important.

As for the writing section - there is ample scope for expression and creativity. Most of the writing is related to the child's own immediate surroundings and experiences and helps in exploring his attitude towards life and his outlook.

Wherever necessary we have given tips and suggestions to teachers to help them make the lesson easy to learn and at the same time interesting. By using techniques such as games, group activities and interactive sessions the classroom becomes lively and learning becomes fun.

Happy Holidays Part-I

The teacher can first talk to the students about holidays. Why are holidays necessary? Where do children / families go during holidays - in summer / winter etc. We go to cool places in summer and to warm places in winter. Then the teacher can proceed to read out the first paragraph of the lesson. The children are to listen. The teacher has to make sure the children understand what she has read out.

The teacher can then read out the rest of the lesson and do a role play with the three characters Raju, Ravi and Mom. This will help in enhancing their speaking skills.

Also discuss the likely things that mother would have packed. Ask each child to think of something.

The last paragraph can be used for 'listening exercises'. The teacher can question the children on what Raju / Ravi were asked to do, What mother / father did etc. Also ask children to read out small passages in turns to improve their reading.

Before the children do the second exercise - 'Fill in the blanks' with 'did' or 'didn't' - ask them what activities they did (routine activities - like brushing teeth, bathing, etc). Also ask them what they didn't do that they should have done. While introducing the exercise on 'Kangaroo Words' ask them why they are called Kangaroo words. Encourage them to find some of their own.

Exercise

- Why were Raju and Ravi excited?
Raju and Ravi were excited because school had closed for summer holidays.
 - Where were they going?
They were going to Hyderabad.
 - What did the boys want to take with them?
They wanted to take their roller skates and also a pack of playing cards.
 - Why was mother cross with Ravi?
Mother was cross with Ravi because he had not put away his books.
- Fill in the blanks with 'did' or 'didn't':
 - Ramu, did you brush your teeth?
No, I didn't brush my teeth.
 - Where did you keep that pen?
I don't know. You didn't give it to me.
- girl b) brinjal c) house d) sparrow
- tail b) row c) moth d) car e) ear
- Write the opposites of:
close x open clean x dirty take x give
early x late difficult x easy

Worksheet (Workbook)

1. Yes, he did, 2. No, he didn't, 3. Yes, he did, 4. No, he didn't, 5. No, he didn't.
 - No, I forgot to close it, Yes, I did, No, I didn't, Yes, he did.
- a. happily, b. angrily, c. eager, d. a small journey.
- Down - 1. Tailor, 2. Skates, 3. take
Across - 4. Pack, 5. Clothes, 6. Cards.

4. 3 letter words - day, old, say, lay, hay, lid, hid, sad, had, lad
4 letter words - holy, said, lady, hold, sold
5 letter words - daily, sadly
5. go, take, money, pair, camera, nice or jolly.
6. a. He gave the pen to Mohan.
b. My sister and I went to Delhi for our holidays.
c. I have an English test on Monday.
d. The rivers Ganga and Yamuna flow into the Bay of Bengal.

Happy Holidays - Part II

The teacher can question the children on what a zoo is. What is the difference between a zoo and a museum ? Discuss in detail. Ask the children to look at the picture and identify the animals they see. Also ask them to come up with more names of wild animals.

Next the teacher can read out the first paragraph and ask the children to listen. A role play can be done with Raju, Ravi, Mum and the various animals like monkey, squirrel, peacock, etc. The children can be asked to walk or move like these animals.

Have a discussion on whether they would like to keep birds/pets in cages ? Why/why not ? The teacher can also tell them the story of the prisoner who was set free from prison. He buys a cage of birds and sets the birds free because he knows the value of freedom.

As an activity the children can be asked to stick pictures of animals in their scrapbooks. As a group activity ask children to classify animals into wild and tame animals.

Exercise-3. While teaching the usage of 'some', 'many', 'any' - The teacher can ask - 'How many of you have sisters / brothers studying in this school ?

Do all the children come by school bus ? - Only some come by van/ car.

Do any of you come walking ?

By asking more such questions familiarise the children with the usages.

Exercise-7 can be used as a listening exercise. The teacher can read out the clues. The children will listen carefully and come up with the answer.

Exercise

1. Complete the following:
a) swinging on the b) they were wild elephants

- c) everyone gave the squirrel something to eat
d) she was tired.
2. Say whether 'true' or 'false'.
a) false b) false c) true d) true e) false
3. Fill in the blanks with 'some' 'any' or 'many'.
a) many b) many c) any d) many, some e) any
5. Name the parts of the elephant:
ear, tusk,
tail, trunk.
7. a) monkey b) giraffe c) lion d) dog

Worksheet (Workbook)

1. a) many, b) some, c) many, d) any, e) some, f) any.
2. a) hind x fore, wild x tame, different x same, clever x foolish, near x far.
b) nightingale, bison, stork, jackal, owl, giraffe, kite, chimpanzee.
c) animals - bison, jackal, giraffe, chimpanzee
birds - nightingale, stork, owl, kite.
3. roamed, island, hungry, thirsty, nibbled, herd.

The Little Red Hen (Poem)

Have an interactive talk on staple diet-rice / chappati ? Who prepares the food ? How are they prepared ? Do the children help ?

The teacher can tell the children the story of the 'Little Red Hen'. Next she can read out the poem and dramatise it. This will help in better understanding.

She can then do a role play a few times involving as many children as possible. The children will enjoy the role play. The children need not be asked to read the poem. While introducing 'nouns' and 'verbs', the teacher can write many two word sentences on the board and ask the children to identify the naming word and doing word - e.g. Birds fly, Lions roar, Ram plays, Rahul sings, Raju cried, etc.

The exercise on silent letter 'k' can be done as a listening exercise. The teacher can read out the clues and the children can be asked to listen to the clue and also look at the picture and try to recognise the words.

Exercise

1. house-mouse, wood-food, rye - not I, reply - rye,
Not I-reply, made - said, yawn - on, drew - flew

2. Answer the following questions briefly:

1. Who were the three friends ?
The Mouse, the Frog and the Little Red Hen were the three friends.
2. Who did all the work ?
The Little Red Hen did all the work.
3. What did the hen find one day ?
The hen found a bag of rye one day.
4. What did she decide to do ?
She decided to make some bread.
5. Why did the mouse and the frog not help her ?
The mouse and the frog were very lazy and so did not help her.
6. Why did the hen not share the bread with her friends?
The hen did not share the bread with her friends because they did not share the work with her.
7. What is the moral of the story ?
1) No pains no gains. 2) You can enjoy the fruits of your own work (labour). 3) You only get what you deserve.

To the Teacher: Naming Words.

Take the students out to the playground. Ask them to collect objects - stone, leaf, twig, etc. Ask them to name the objects. Similarly the students can name the objects in the class room.

Doing Words.

Get a student to perform an action - running, skipping, reading, etc. Ask the other students to name the action.

3. Ten 'naming words' – bag, rye, bread, bowl, spoon, eyes, table, loaf, word, fire.
4. Ten 'doing words' – kept, fell, scrub, hunt, scratching, found, make, said, croaked, drowsed, flew, mixed, etc.
5. Silent letter 'k':
knee, knife, knit, knot, knob, knock
7. My sister sang sweetly.
The horse jumped over the wall.
A bird flies in the sky.

Raju went home.

The sun rises in the morning.

Kamala wrote a letter.

Worksheet (Workbook)

1. Nouns - Hari, river, children, clown, baby, cradle, dog, Sheela, picture, book
Verbs - walked, laughed, slept, barked, drew.
2. raw, pass
3. bowled, hit, caught the ball, bent.
4. a. phantom, b. pheasant, c. physics, d. pharmacy, e. photograph.
5. good, lazy, lesson, told, large, people, removed, stone, blamed, purse, felt.
6. Mr. Keshav owned a book shop. Mrs. Keshav helped him. There were many novels by R.L. Stevenson and G.B. Shaw.

Jawaharlal Nehru

The teacher can question the children on who the current prime minister is. What is the meaning of freedom ? How is Children's Day celebrated ? The teacher can then proceed to read out the lesson. The children can listen and try to answer questions orally. The children can be asked to read two or three simple sentences at random. If there is a similar lesson in Social Studies or EVSc the teacher can, in consultation with that teacher use cross-curricular reference.

While doing Exercise 2 on Nehru's family the teacher can talk about the other living members of his family. Ask children to get photographs of the living members of the Nehru family. Also get the children to talk more about their own family and friends. Ask the children to find out from the boy / girl sitting next, details about his / her family.

Like in the previous lesson, in Exercise 3 'th' words can also be done as a listening exercise. The Structure - Pronoun can be taught by repeated usage. The teacher can write a few sentences on the board using names of people repeatedly and ask children to substitute another word. e.g. Ravi is Hari's friend. Ravi and Hari (they) study in the same school. Ravi and Hari (they) go to Ravi's

and Hari's (their) school in Ravi's and Hari's (their) school bus etc.

Exercise

- Answer the questions:
 - Who was Chacha Nehru ?
Chacha Nehru was the first Prime Minister of independent India.
 - Where was he born ?
He was born in Allahabad (on the fourteenth of November 1889)
 - What does "Jawaharlal" mean ?
"Jawaharlal" means "red jewel".
 - Nehru's birthday is celebrated as Children's Day.
 - What did Nehru want for India ?
Nehru wanted freedom for India.
- Can you name the members of Nehru's family ?
Mother-Swaruprani, Sisters- Vijayalakshmi and Krishna
Daughter - Indira Gandhi, Daughter's son-Rajiv Gandhi
- Spelling:
1. Thumb 2. Throat 3. Thief 4. Thick 5. Thirsty
- Choose and write the correct answer:
a. drinks b. currency c. metals d. stationery.
- Choose and write the opposites:
a. beautiful x ugly d. first x last
b. always x never e. love x hate
c. died x born
- Now fill in the blanks with 'they', 'their' or 'them'.
1. them 2. they 3. their 4. their 5. them

Worksheet (Workbook)

- a) uncle, b) daughter, c) cousin d) grandson, e) niece.
- a) thousand, b) thorn, c) thunder, d) thigh.
- a) them, b) they, c) their, d) their, e) them.
- great, born, real, prince, them, forest, young, life.
- He lost his purse, keys, passport and certificates.
 - Men, women and children came to watch the clown.
 - He was poor, old, weak and unhappy.
 - Keshav, Kusum, Kajal and Kishore go to the same school.
 - I know English, Hindi, Tamil, Telugu and Malayalam.

Work while you work

First have a talk to the children on their daily routine, why they sleep at night ? Why do they play / eat ? Why they come to school?

Why do they study ? etc. Try to elicit pertinent replies to your queries. If their reply is not correct, give them the correct answers. Next proceed to read out the poem a couple of times. Make sure the children understand the poem. Tell them about the importance of each activity, about doing their work on time, etc.

All the children can be asked to read the poem. The lines are simple and short.

While writing the 'ing' form, ask the children to come up with more words. This can also be done as a group activity. One group can come up with the word for which the other group can give the 'ing' form. The teacher can also give more words and ask children to act out the word and then give its 'ing' form.

Exercise

- Read the poem and complete the sentences:
a) work b) halves c) today d) other day
- Write the '....ing' form of the words in the correct boxes:
1. giving, 2. cutting, 3. having, 4. playing, 5. putting, 6. coming,
7. working, 8. jumping.
- Use words from the box add '....ing' and complete the sentences. (get, water, sweep, play)
a. sweeping, b. watering, c. playing, d. getting
- Find words from the poem that rhyme with:
a. play - way, gay, today, day
b. might - right
- Writing - The children are to write in their own words with help of the teacher.

Worksheet (Workbook)

- a. way , whey, b. right, write c. be, bee, d. buy, by, e. to, two.
- might - right, kite, bite, write, height
say - way, whey, gay, neigh.
- add-ing - thinking, sleeping, praying
drop 'e' +ing - dancing, living, writing, shining
double last letter + ing - sitting, hitting, shutting
- never, while, work, gay, play.

The Peacock

The teacher can tell the children that the peacock is our national bird. Ask the children 'How many colours are there in our flag ? Name them. Ask the children why we like birds ? Because they

are beautiful, they can sing, they can fly, etc. Do you like the crow? Why / why not? Crows eat dead things and help clean up the surroundings.

Ask children to name as many birds as possible. Encourage them to come out with many names.

The teacher can explain how birds have inspired human beings to invent the plane.

The students can watch / perform a peacock dance. They can also collect pictures of other birds and stick them in their activity books.

For reading, the teacher can ask the children to read out the whole lesson in turns.

The usage of singular and plural can be taught by using objects / people in the classroom. Divide class into boys and girls. One boy and one girl can be asked to stand out. The teacher can say - This is a boy. These are boys. This is a girl. These are girls. Similarly she can have a 'pencil in one hand and two or more pencils in the other hand and say 'one pencil, two pencils'. She can use books, bags and other objects available in the classroom.

Exercise

1. Answer the following in a word or two.
 1. How many colours are there in a peacock feather? Name them.
There are three basic colours - green, blue and brown in a peacock feather.
 2. What does the crest on its head look like ?
The crest on its head looks like a crown.
 3. Is the peacock male or female ?
The peacock is the male.
 4. The peacock welcomes the rain with a wonderful dance.
 5. What is the female bird called ?
The female bird is called the peahen.
2.

<i>One (singular)</i>	<i>More than one (plural)</i>
feather	feathers
eye	eyes
shelf	shelves
thief	thieves
country	countries
3. 1. pens, 2. books, 3. knives, 4. buses, 5. babies
4. 1. lamb, 2. fox, 3. lion, 4. deer, 5. bat, 6. dog

5. Name the parts of the bird.

crest	beak
wing	feathers
tail	leg
claw	

6. a) Mickey mouse, b) Donald duck, c) Pluto, d) Winnie the Pooh

Worksheet (Workbook)

1. a. feathers b. tint c. crown d. shimmer
e. crest
2. a. chairs b. cupboards c. trees d. churches
e. classes f. peaches
g. ladies h. wolves i. fairies j. zeroes
k. puppies l. loaves
m. cargoes n. armies o. heroes p. volcanoes
3. a. lotus b. tiger c. Ashoka Chakra d. hockey
e. Tiranga or tricolour flag.
4. elephant, tusks, fan, tail, trunk, logs.
5. a. wonderful b. feathers c. beautiful d. peacock
e. welcome.
6. Manish: I would like to ask you a question.
Harish: Well, go ahead what is it ?
Manish: Do you like ice-cream ?
Harish : What a question! Who does not like ice-cream?
Manish: Well, I don't. I have a family pack at home. You may come and help yourself.
Harish: Isn't this my lucky day !

The Pied Piper

Ask the children why most villages have cats ? What do cats do ? Refer to Tom and Jerry. Why is Tom always chasing Jerry ? Why are we so scared of rats ? Why do we want to kill them ? Talk about the diseases they cause. Ask them whether they've learnt in EVSc about the diseases caused by rats ? Ask the children to listen carefully to the story which you can tell in your own words. Now read out the lesson and ask them to listen carefully as you read. Next ask the children to read out small portions of the lesson. Give an opportunity to every child.
A role play can also be done, if possible with costumes, pipe, etc. The teacher can also tell the children the moral of the story on

why we should always keep our word.

While doing exercise 4 on the sounds we make - the teacher can ask a child to make all the sounds mentioned.

For exercise 5 the teacher can introduce more words like thoughtful, forceful, etc.

Exercise

1. Answer the following :
 - a) Why did the villagers offer five hundred gold coins as reward ?
The village of Hamelin was full of rats. The people were fed up. So they offered a reward of five hundred gold coins to anyone who could rid the village of the rats.
 - b) What did the piper do to attract the rats ?
The piper played a tune on his pipe to attract the rats.
 - c) How did he kill the rats ?
When the piper played on his pipe, the rats followed him. He led them to a river and drowned them.
 - d) What happened when he played his pipe the second time ?
When the piper played his pipe the second time all the children ran out of their houses and followed him.
 - e) Where did the piper take the children ?
The piper took the children up a mountain and led them into a cave.
2. Match the following.
A stapler is used to clip sheets of paper together.
A hanger is used to hang clothes on.
A brush is used to paint walls and ceilings.
A nail cutter is used to cut nails.
3. Complete the sentences with 'There is' or 'There are':
 1. There are, 2. There is, 3. There are, 4. There are, 5. There is.
4. a) gulp, b) sneeze, c) cough, d) scream, e) groan.
5. a) useless b) careless, c) painless, d) powerless, e) colourless

Worksheet (Workbook)

1. followed, praised, reward, offered, agreed, promise.
2. a. opened b. went c. punished d. agreed
e. happily.

3. Wolf: You look so plump and well fed. Where do you get your food from ?

Dog : I guard my master's house. He feeds me well.

Wolf: Will your master keep me ?

Dog: My master has many cats, dogs, rabbits and horses as pets. Still I shall ask him. Come with me.

Wolf: Why is there no hair on your neck ?

Dog: Oh! that is because the collar has rubbed my neck and so there is no hair.

Wolf: Collar! What collar ?

Dog: My master puts a collar round my neck when he chains me up.

Wolf: Goodbye, my friend. I would rather be free than well-fed and chained.

4. a. is b. are c. is d. is e. are

5. Writing - The children are to write in their own words.

Before a Bath & After a Bath

Have a talk on whether the children like to bathe ? Whether they bathe in cold / hot water ? How many times do they bathe in a day, the importance of bathing, etc. Read out the first poem to them a couple of times and also ask the children to act it out.

Ask questions on the poem - Is the boy feeling warm or cold ? Is he eager to get into the tub? Is the water in the tub warm or cold ?

The children can also be asked to read out the poem as the lines are simple and short. Before reading out the poem 'After a Bath', talk to them about how they bathe. Do they bathe themselves or do their mothers give them a bath. Which soap do they use?etc. Next read out the poem and also encourage the children to read the poem.

While doing exercise 3, - on the structure - Past Tense - get the children to talk about what they did the previous day. Ask each, child to come out with a sentence - 'I went to the park, I ate ice-cream and so on.

Exercise 5 - Ask the children to come up with more words ending with 'sh'.

Exercise

- 1) Why is the child afraid of hopping into the tub ?
The child is feeling very cold and does not want to get wet and so is afraid of hopping into the tub.

- 2) Why does the child finally jump into the tub ?
The child knows that the water in the tub is warm and so finally jumps into the tub.
- 3) Can you identify the rhyming words?
wet - get, in - skin, know - go

After a Bath

Exercise

1. What does the child try to do after a bath ?
The child tries to wipe himself dry after a bath.
 2. The child needs to wipe his hands, fingers, toes, legs and nose.
 3. Why does the child wish to be a dog ?
The child wishes to be a dog so that he need not wipe himself dry but can shake off the water like a dog.
 4. Do you think the child, in both the poems likes to take a bath ? Why / Why not ?
The child in both the poems does not like to take a bath.
In the first poem the child does not want to get wet and in the second poem he does not like to wipe himself dry because it takes a lot of time to wipe every part of the body.
2. Rhyming words: try - dry, toes - nose, take - shake.
 3. Use the past tense of the following 'doing' words in brackets and complete the sentence.
1. sat, 2. ate, 3. wrote, 4. forgot, 5. ran
 4. Find the opposites of the following words from the poems?
a) hot x cold, b) wet x dry, c) after x before,
d) more x less
 5. More words that end in 'sh':
bush, fish, dish, wash, brush, push.
 6. Vocabulary:
a. RIVER, b. SEA, c. BROOK, d. STREAM, e. LAKE, f. OCEAN

7. Name the parts of the human body:
forehead knee waist
shoulder ankle toes

Worksheet (Workbook)

1. a. soap b. brush c. towel d. water e. tub f. mug
2. a. dug b. began c. bit d. came e. broke f. drew
g. drank h. fell
3. found, were, watched, saw, grew, flew.
4. d (1), c (2), e (3), b (4), f (5), a (6)
5. a. sail b. spin c. skip d. ship e. slip
6. Writing - The children are to write in their own words.

The Capseller and the Monkeys

The teacher can ask the question - 'How does a baby learn to speak ?' - By imitation. Monkeys are famous for their ability to imitate. They are very intelligent animals. The teacher can now tell them the story. Next she can ask them to listen carefully as she reads out the first time. They can also be asked to run their finger over each word as she reads the second time. This will help them relate the sound they hear to the word they see on the page. The teacher can then ask the children to read small passages. A role play can be done with the teacher acting as the capseller and the children as monkeys.

Exercise-4. Structure - words showing position can be taught using the classroom situation. book on a table, chalk under the table, pencil in the box, etc. Preposition showing motion like into, along, from, etc. can be taught effectively using diagrams.

Exercise

1. Word building.
jungle - forest, scream - screech, gladly - happily, many - several, ache - pain
2. Answer the following:
 - a) Where was the capseller going ?
The capseller was going to the city (to sell his caps)
 - b) What did he do when he felt tired ?
He kept the basket of caps on the ground and lay down under a tree.

- c) Who had taken his caps ?
The monkeys had taken his caps.
- d) What did he do when he became very angry ?
He removed his own cap from his head and threw it on the ground when he became very angry.
- e) What did the monkeys do then ?
Then all the monkeys removed their caps and threw them to the ground too.

3. a) burnt, b) cut, c) stubbed, d) scraped, e) bruise

4. Structure - Words showing position:

after, over, under, into, in.

6. Arrange the sentences in the proper order:

d, c, e, b, f, g, a

Worksheet (Workbook)

1. Where is the cat ? It is near the fire.
Where is the English book ? It is inside the bag.
Where is the pen ? It is on the table.
2. into, at, from, with, over.
3. a. The blind man is rewarding the boy for helping him.
b. The cripple is giving a reward to the man who helped him.
c. Yes, the blind man and the cripple needed help.
d. I shall help you cross the road and you too can give support to me.
e. The cripple and the blind man are helping one another.
f. We should all help one another.
4. in, immediately, removed, picked, several, missing, screamed, fists.
5. man, made, March, market, matches, margin, mango, mark, map.
6. cap, forest, monkey, basket, tree, stone.

The woodcutter and his axe

Question the children on how food is cooked at home. In villages what do they use to light a fire / cook food.

Teacher can refer to loss of forest cover, deforestation, reforestation, Vanamahotsava. Refer EVSc topics if possible. Next she can tell the story to the children in her own words. Also tell the children how

in earlier days firewood was the only fuel for cooking and people cut wood only to meet their needs. They did not completely destroy forest as it is happening now.

The teacher can now read out the story. Also ask children to listen and then try and read a few passages.

A role play can be done. The teacher has to stress the importance of honesty. The teacher can ask if the children have heard the second part of the story about the greedy woodcutter who loses all his axes.

Exercise 4 - Describing words - Adjectives can be taught in the classroom situation using more examples. The teacher can point to particular children or objects accompanied by appropriate action-short boy / tall girl / straight hair / small book / big bench, etc.

The teacher can draw figures on the board and ask children to supply an adjective to the noun. e.g small house, big house etc.

The teacher should stress that adjectives always describe nouns.

Exercise

1. Answer the following questions:
 - a. How did the woodcutter earn his living ?
The woodcutter earned his living by cutting wood and selling them in the market.
 - b. Why did the woodcutter look into the river and cry?
The woodcutter cried because while cutting wood, his axe fell into the river.
 - c. What did the Goddess bring up from the river first ?
The Goddess brought a glittering golden axe from the river, the first time.
 - d. Why did she give him the gold and silver axes too?
The Goddess was pleased with the woodcutter's honesty and so gave him the gold and silver axes too.
2. Ordinal numbers:

Usha - 70 ninth	Kiron - 85 third
Raj - 73 eighth	Priya - 64 tenth
Rima - 80 fifth	Gita - 95 first
Joy - 74 seventh	Dipu - 82 fourth
Rani - 77 sixth	Dev - 92 second

3. a, b, c, d, e, f
4. 1. beautiful / kind, 2. smart / small, 3. pretty / beautiful, 4. new / small / big, 5. old / thin, 6. green / fresh
(The children can be encouraged to think up of any suitable adjective)
5. Woodcutter - axe, Farmer - sickle, Carpenter - saw, Tailor - scissors, Doctor - Scalpel, Butcher - knife.

Worksheet (Workbook)

1. a. sell b. honest c. deep
d. disappeared or vanished e. joy
2. second, third, fourth, fifth, sixth, seventh/last
3. axe, chisel, pliers, drill, screw driver, spanner, spade, knife.
a. pliers b. screw driver c. knife d. chisel e. axe
f. spanner g. spade h. drill
4. a. smart b. fresh c. cold d. bright and sunny
e. naughty f. angry
5. Writing - The children are to write in their own words.

King Midas

The teacher can question the children on who a king is. What are his duties ? Where does he live? How does he live ? Where does he get his wealth from ? Do we have kings now ? Ask them to name a few kings they have studied about.

The teacher can tell the story to the children in her own words. Then she can read out the lesson. Also ask the children to read a few sentences in turns. A role play can also be done. Tell the children that we should not be greedy. While doing the reading activity - ask children to read out the second paragraph starting with - "However, there was Ask them to underline the describing words.

While doing exercise 3 on comparison - Ask three students of different heights to stand in ascending order of height. Ask the children - Who is taller than whom ? Who is the tallest ? The same can be done with pencils (long), bags (big), books (thick). The teacher should stress the use of 'than' in comparative degree - e.g. longer than and 'est' in the superlative (tallest).

Exercise

1. Answer the questions:
 1. What did King Midas do every night ?

- Every night King Midas opened his treasure chests and counted the gold he had.
2. What did he love more than gold ?
He loved his daughter more than gold.
 3. What boon did he ask for ?
He wanted everything he touched to turn into gold.
 4. What happened when he sat down to eat ?
When he sat down to eat, all the food he touched and also the glass of water turned to solid gold.
 5. Why did he ask God to take back the boon ?
When his daughter turned to gold, the King was broken-hearted and so asked God to take back the boon. Also, he couldn't eat and drink anything.
 6. What did God ask him to do ?
God asked him to give his wealth to the poor.

2. Gender

Male: son, nephew, dog, uncle, brother, horse, cock

Female: daughter, niece, bitch, aunt, sister, mare, hen

3. Comparisons-

describing word	-er	-est
big	- bigger	biggest
slow	- slower	slowest
clever	- cleverer	cleverest
short	- shorter	shortest
fat	- fatter	fattest

5. Vocabulary:

1. neck, 2. eye, 3. teeth, 4. hands, 5. spine

6. Can you complete the following 'dr' words ?
drops, drum, draw, drive, dry

Worksheet (Workbook)

1. a. garland b. cheerful c. miser d. lovely
e. excited f. adore g. greedy
2. a. mare b. peahen c. bitch d. duck
e. milkmaid / milk woman f. goddess g. lioness
h. landlady i. doe j. cow
3. a. faster, fastest b. heavier, heaviest.
c. taller, tallest d. longer, longest
e. older, oldest

4. mouth, tongue, ear, trunk, foot, eye.
5. a. drink b. dress c. drake d. dream
e. dragon
6. Writing - The children are to write in their own words.

A different kind of party

The teacher can refer to birthday parties, X'mas parties, etc. Also discuss the purpose of parties - an occasion to get together and meet friends / relatives and enjoy in their midst. Next the teacher can read out the lesson to the children. Also encourage children to read out passages at random. Encourage them to read comic books of Spiderman, Mickey, Donald, etc. While introducing the usage of 'early' 'soon' in grammar, the teacher can use a situation with a time frame. e.g. The party is at 6. Ravi came at 5. (He came early). Ravi rang up and said "I'll be there in 10 minutes. I'll be there soon".

Exercise - Spell-o-fun - The teacher can ask the children to find more words starting with 'st'

Exercise

1. Answer the following questions:
 1. Why were Ajay and Vijay having a party ?
Ajay and Vijay were having a party to celebrate the New Year.
 2. What kind of party was it ?
It was a different kind of party. They all changed into different costumes and wore masks.
 3. When did they remove their masks ?
They removed their masks at exactly 12 O'clock, midnight.
 4. What did they wish each other ?
They wished each other "A Happy New Year".
2. Grammar: Fill in the blanks using 'soon' or 'early'
1. early, 2. soon, 3. early, 4. soon, 5. soon.
3. Look at the signs. Do you know what they mean ?
Don't sound horn, Don't park, Don't take 'U' turn, Don't overtake.
 - a) This is a temple. Don't smoke inside the temple.
 - b) You are in the library. Don't talk.
 - c) I may be late, don't wait for me.
 - d) Don't talk with your mouth full.
4. Spell-O-fun:

- a) stamp, b) star, c) steal, d) stick, e) stem.
5. SPIDERMAN
SUPERMAN
MICKEY MOUSE
PHANTOM

Worksheet (Workbook)

Answers

1. a. costume b. mask c. guess d. busy
e. famous f. guest
2. a. early b. soon c. early, early d. soon
e. soon
3. a. ate, late, slate b. sin, shin, shrink
c. wit, with, witch
6. Writing - The children are to write in their own words.