

Hand book for

BLUEBELLS

English Reader

Std 5

Price: ₹ 40/-

The logo features a stylized sun with rays rising over a rainbow, positioned above the word "Rainbow" in a serif font.

Rainbow

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The Functions of this course

The bluebells English Reader is a language course which is developed for primary school students to learn the language in a comprehensive and integrative manner.

The course design of Bluebells are as follows:

- ✦ to carry on simple conversation effectively by mimicking in the classroom what happens in real-life situation.
- ✦ to give the skill of communication by giving them vocabulary and grammar to convey what they want to write.
- ✦ to build the communicative skill by exposing the students to authentic and natural English in both texts and the exercises.
- ✦ to engage the child, both individually and interactively. They can get information or provide it, ask or respond, discuss a problem or enact role-play situations.
- ✦ the interactive work will provide both teacher and pupils a practical working knowledge of the language.

How to plan

You could plan your lesson by using the guidelines so that the child is trained to understand a story, to appreciate the story, to become independent readers and writers of English.

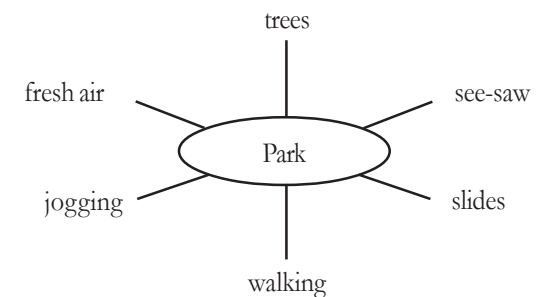
TEACHING METHODOLOGY

Introducing Topic

Have discussions to elicit answers. The teacher has to use techniques for generating and collecting ideas from the students. The teacher can write down all such ideas in the blackboard. Initially the mother tongue can also be used to introduce a topic.

How to collect ideas?

The teacher can write the topic in big letters on the board and circle it. As students say things write them around the circle.



When the discussion is in English, it is their ideas that matter and not the grammar or pronunciation. If too much importance is given to grammar/pronunciation at this stage, the students may not freely express or share their thoughts.

Listening

Students can listen to texts they have read or also look at the text while they are listening.

Play cassettes in English to which they can listen and later ask them questions based on it to assess their comprehension. Or else read out story books in class.

Reading

The warm - up exercise:

It is good to ask pupils to share a personal anecdote that

matches the story's theme. A short game, puzzle, skit or an article from the newspaper can be an ice-breaker.

The teacher can read the story aloud or students can be encouraged to read. Questions can be posed before or after each reading so that pupils are trained on what to look for and comment on. A critical study can be done through leading questions that make pupils connect the story to their lives and to the larger world around.

The skill of reading in English is to be developed early. Small, easy to understand passages can be given to the students. Reading helps in extending vocabulary and in creating a mental image of correct spellings.

- a) Ask students to read aloud.
- b) Allow time for silent reading in class.
- c) Ask them to read what they like, at home and discuss about it in class the next day.

Fluency

The teacher has to develop fluency by letting the students express themselves and exchange ideas. This helps in building their self confidence. So help the child to use the language more. Reading and listening help students to learn the language better. So read short stories to them (other than their lessons). It is enough if they understand the story even if they do not understand every word.

Speaking

Importance is to be given more to fluency and not to accuracy.

Encourage students to speak freely. Do not correct them too much. At the beginning of each unit ask students to look at the picture given and to give their reactions. They need not form whole sentences. Just a word or phrase will do. Slowly build confidence in them and get them to speak more. Try to involve each and every child. Try to ensure that different students speak at different times.

Grammar

It is important that students understand and use words like 'noun' (for naming words) verb (for action words) and adjective (for describing words) etc.

Pair work

Pair work/group work involves all students. Pair work encourages idea sharing and helping each other. It encourages team spirit and a sense of togetherness.

While giving pair work, a time limit should be given. Also give a clear idea as to what the task is.

Role play

Role play is a good way of language learning. Students take on the role of another person (a doctor, a pilot or even an animal). The students enjoy role play and even shy children involve themselves in this.

So before the children actually start, tell them what exactly they have to do, give them tips, some sentences they can use and so on.

Pronunciation

Though correct pronunciation is very important, too much stress need not be given at this stage. Learning the correct pronunciation takes a lot of time as English is not the mother tongue. So get children to listen to audio CDs or watch movies in English so that as they listen they learn. So for beginners too much importance need not be given for pronunciation.

Vocabulary

Vocabulary is an important area in language learning. A good vocabulary is very important for effective communication.

- a) Encourage children to come up with new words.
- b) Help them to guess the meaning of new words.

- c) Show them how to use a dictionary.
- d) Play the vocabulary game ' I spy with my little eye something that begins with 'w' (could be 'watch' or 'water'). The other students can guess. Give a chance to all the students.

Writing

The process of writing is crucial to hone language skills. So every lesson culminates with writing tasks. Their imagination has registered a rich growth through the different classroom activities. However, they must be encouraged to use a wider vocabulary, show a greater awareness and examine stories within the context and also from human experience.

Writing tasks help in developing the language proficiency in students. Before actually writing (in case of creative writing) give tips or hints to children to help them in writing. Children can also be asked to write down important points in a separate note book before actually writing the essay.

While correcting do not over correct. This can be demoralising. Point out only the main errors and appreciate them for good points etc.

Motivate students by displaying their work-either posters/ poems or anything they create. Keep changing the displays every week. Encourage all students to create their own work and to explain it to the class.

Flexibility

Each student has a different ability/personality. The teacher has to understand every student before she gives them tasks.

One child may be good at reading and listening while another one good at writing. So the teacher has to be very flexible in her outlook while assigning tasks and while assessing them.

Correcting mistakes

Only by making errors children learn a language. The teacher can

occasionally correct their mistakes in grammar etc. but constantly correcting them can actually discourage them from speaking or expressing themselves. Do not correct them when they are in the middle of saying something. The errors can be noted and pointed out in the end.

Evaluation

The teacher has to be very open minded while assessing the performance of the students. Some students learn and reproduce what is taught to them whereas some students show originality and try to express themselves in their own words. The teacher has to encourage this by ignoring small errors made in grammar/ sentence structure etc.

Work Book

The exercise in the workbook can be done simultaneously along with the units in the Reader.

All CBSE schools following the Continuous and Comprehensive Evaluation introduced, can follow the instructions given in the last pages of this book.

Lesson 1 TREES

Teacher can begin by reading another poem on trees or telling them a story on the importance of trees.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you Remember? This warm up exercise can be done by the teacher outside the classroom. Take students to be seated under a tree and then ask them these questions. Pictures of the trees can be shown along with real trees around.

Poet: Tell them more about the poet and some of the books could be prescribed for reading.

Recite aloud for the students. Then the students can recite in groups.

Workbook: A recap of the lesson and then the grammar activity games could be done in class. Explain the lesson and then the exercises should be done. Comprehension of each lesson to be done.

Activity: Show the tree and ask them to draw. Poster designing should be explained. A sample could be shown. A competition on poster could be announced. [(group work) (Formative assessment marks could be awarded for it)].

Speaking: The school could celebrate 'World Environment Day'. Speeches and debate on the topic could be given.

Writing: Have a discussion on the topic. Points could be written on the blackboard before writing.

Value: To protect trees and to be selfless like the trees.

The teacher should highlight the moral value through the lesson. This is to inculcate good values in the child. This could be done by telling another story, poem or an illustration. Make it an interactive session.

- A.
 1. At seven when the sun is setting over the mountains, the trees start whispering among themselves.
 2. They stretch their limbs which means that they move in the dark by shifting a little and flexing their fingers.
 3. The oak, walnut, spruce and pine are the trees that grow in God's garden.
 4. They know the poet as a dreamer of dreams and also as a person who has no worldly success.
 5. The last line which says 'And bow my head before their arms and ask for benediction', shows that the poet respects trees.
- B.
 1. The trees are watching the poet by the window.
 2. Dreamer of dreams and world loser.
 3. It means one who does not have worldly success.
- C.
 1. crackles, 2- rustle, 3- flows, 4- whistles,
 5. brays, 6- croaks
- D.
 1. The main woody stem of a tree.
 2. The outer layer of the trunk.
 3. The leaves of a plant or tree collectively.
 4. Part of the plant below the ground.
- E.
 1. Exclamatory, 2- Interrogative, 3- Declarative,
 4. Imperative, 5- Interrogative, 6- Declarative,
 7. Interrogative, 8- Imperative, 9- Declarative,
 10. Exclamatory

WORK BOOK ANSWERS

Declarative Sentences

- a. There are fruits on the table.
- b. The cat is climbing the tree.
- c. The bird is flying in the sky.

Exclamatory Sentences

- a. Ouch! I have hurt myself.
- b. What good news!
- c. My skin is glowing!

Imperative Sentences

- a. Hit the ball hard.
- b. Bring that cage down.
- c. Be quiet.

Interrogative Sentences

- a. What is in this box?
- b. Will you come for a drive in my car?
- c. Is this your house?

- A.
1. Interrogative Sentence
 2. Imperative Sentence
 3. Exclamatory Sentence
 4. Declarative Sentence
 5. Interrogative Sentence
 6. Declarative Sentence
 7. Exclamatory Sentence
 8. Declarative Sentence
 9. Interrogative Sentence
 10. Imperative Sentence
 11. Interrogative Sentence
 12. Imperative Sentences

- B.
- | | |
|------------------|------------------|
| 1. Declarative | 5. Imperative |
| 2. Imperative | 6. Declarative |
| 3. Exclamatory | 7. Exclamatory |
| 4. Interrogative | 8. Interrogative |
- C.
1. India is my country.
 2. Are you an Indian?
 3. Be a good Indian.
 4. What a beautiful country this is !
- D.
1. Bravo! - appreciation
 2. Hurrah! - joy
 3. Hush! - silence
 4. Oh! - surprise
 5. Alas! - grief
 6. Hark! - listen
- E.
1. I feel happy!
 2. Help your sister do her work.
 3. That's a lovely song!
 4. I lost my watch!
 5. Turn the tap.
 6. Come, watch the match.
- F.
1. I - Interrogative
 2. D - Declarative
 3. D - Declarative
 4. I - Interrogative
 5. I - Interrogative
 6. D - Declarative
 7. D - Declarative
 8. I - Interrogative

- G.
1. We can take a bus downtown.
 2. Where does the taxi go?
 3. There are people on the bus.
 4. Should I push the elevator button?

Lesson 2 THE TALE OF JEMIMA PUDDLE- DUCK

Teacher can show a cartoon serial to students to make it more interesting.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? Ask the questions given. Let some students narrate stories. Show pictures and ask them to identify. To read silently and then to read aloud the lesson. Explain wherever necessary.

Activity: Project work on a serial character. To draw or paste the picture.

Speaking: To narrate the story. Ask students the moral value that the character stands for. *Example:* Jerry-courageous etc.

Writing: To see the incident and then write the story.

Value: Not to be influenced by others.

Workbook: Exercises to be done.

Animal Cartoon Characters in page 12 of Text book.

- (1) Tom & Jerry (2) Donald Duck (3) Mickey Mouse
(4) Sher Khan (5) Balu the Bear (6) Lion King

- A. 1. The elegant gentleman has black ears and a long bushy tail.

2. The foxy gentleman was in fact a fox who loved to eat ducks and so was admiring the duck eggs.
3. The ingredients for the omelette were sage, thyme, mint, onions, parsley and lard.
4. Jemima met the collie-dog Kep. She told him the whole story of meeting the foxy gentleman and where his house was in the wood.
5. After hearing Jemima's story, Kep went to look for two fox-hound puppies who were his friends.
6. The collie-dog Kep and his friends, the two fox-hound puppies together attacked the fox and chased him away from the wood.

- B.
1. Jemima to the foxy gentleman.
 2. Foxy gentleman to Jemima.
 3. Kep the collie-dog to Jemima.
 4. Foxy gentleman to Jemima.

- C.
1. collection, 2- amusement, 3- entertainment,
 4. expectation, 5- action, 6- refreshment,
 7. punishment, 8- protection, 9- instruction,
 10. judgement

- E.
- | Subjects | Predicates |
|------------------------------|------------------------|
| 1. The Sahara | is in Africa |
| 2. The annual rainfall | was more than expected |
| 3. Most children | like to play games |
| 4. Tall trees | grow close together |
| 5. I | rode a bicycle |
| 6. Some frogs in the produce | poison on their backs |
| Amazon | |

WORK BOOK ANSWERS

- A. 1. All of the families
2. Baby, Tom, Rita, Bobby and Ann
3. My father
4. I
- B. 1. Pam
2. The miners
3. The new baby
4. My hands
5. The man
- C. 1. A pen is used to write with.
2. A car has four wheels.
3. A tree has roots and branches.
4. The wild animal is dangerous to touch.
5. This rock is rough.
6. A giant is very large.
7. At the beach we saw a jelly fish.
8. The old man hobbled down the street.
- D. 1. The police caught the thief.
2. The cakes are delicious.
3. I feed my cat everyday.
4. We won the game on Sunday.
5. Jack fell into the water.
- E. 1. My dog can bark loudly.
2. The flowers are in a vase.
3. We ran all the way to the park.
4. The truck raced down the street.
5. Mary has already read this book.
6. We play football every Sunday morning.

7. The car banged against the high wall.
8. The boy jumped into the water.
- G. 1. The cave suddenly went dark when Sherkhan's head blocked the cave entrance.
2. Sherkhan was searching for the man-cub (Mougli).
3. Father wolf was angry because Sherkhan was disturbing their peace.
4. The wolves are called the Free People.
5. Sherkhan is lame.
6. The man-cub will join the pack. By entering the wolves' den he had already joined their pack.
- H. **Subject** **Predicate**
- | | |
|------------|------------------------------|
| 1. She | does not seem afraid of us. |
| 2. It | is against Jungle Law. |
| 3. This | was too much for FatherWolf. |
| 4. He | would die if necessary. |
| 5. The cub | will ultimately be mine. |

Lesson 3 THE SELFISH GOBLIN

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? Let students talk about what they see on a rainy day. Ask the questions as a warm up exercise. Let students freely talk about their experiences.

To recite the poem aloud with explanation. To ask students to recite with enactment. Ask students to narrate incidents when they helped someone. Write the

points on the blackboard. Let them write a paragraph on it.

Value: To be helpful and serve others.

Uses of an umbrella (page 18 in text book).

We use umbrella against Sun, wind, mist and rain.

- A. 1. The goblin crossed the moorland.
2. The goblin's eyes were small and cunning and his hair was very red.
3. It was raining heavily and the fairy had no umbrella and so was getting wet. She asked the goblin to allow her in his umbrella.
4. The goblin was very selfish and so refused to help the fairy.
5. The hedgehog who saw the goblin's mean behaviour get angry and so he rolled him over.
6. The goblin's umbrella turned inside out and let in all the rain. So in the end not only was the goblin wet but he was also struggling to mend his umbrella.
7. The moral of the poem is that selfishness and mean behaviour will be punished.
- B. 1. a. goblin
b. goblin to fairy
c. selfish
2. a. hedgehog
b. goblin to fairy
c. selfishness
- C. 2. biannual, 3- biceps, 4- bimonthly, 5- biplane, 6. biped, 7- bicolour
- D. 1. rake, 2- gaggle, 3- kindle, 4- shoal, 5- skulk, 6- pride.

- E. 1. day, 2- man/sage, 3- street, 4- road, 5. movie/ book, 6- king/queen

WORK BOOK ANSWERS

- A. tender coconuts, girl,boy, icecream vendor, yacht,stones, straw, umbrella, icecream, coconut trees.
- B. Wednesday, June, Mike, Bear World, Silver beach, Jane, Rock
- D. 1. apples, 2-fox, 3-theatre, 4-doctor
5. happiness
- E. **Common Nouns**
1. boy, bus
2. book, cats
3. sister, cycle
4. aeroplane, hills
5. plates, spoons, dishes, tembles, table
- F. 1. a troop of monkeys
2. a pack of wolves
3. a school / pole of whales
4. a flock of geese
5. a flight of swallows
6. a litter of cubs
7. a pride of lions
- G. string, box, pack, bundle, album, brood
- H. **Abstract Nouns**
sorrow, beauty, glamour, love, greed, tolerance, grief, anger, despair, comfort, fear
- J. 1. uncountable 4. uncountable
2. countable 5. countable
3. countable 6. countable

- K. 1. cattle, 2- sheep, 3- furniture, 4- deer,
5. poetry, 6- people

L. masculine	feminine
giant	giantess
host	hostess
prince	princes
lad	lass
emperor	empress
cock	hen
bull	cow
gander	goose
fox	vixen
monk	nun
nephew	niece
sir	dame
uncle	aunt
tiger	tigress

M. masculine	feminine	neuter	common
peacock	mother	pupil	fruit
buffalo	sister	person	sweets
lion	ewe	driver	bowl
grandfather	negress	dancer	insect
wizard	heiress	doctor	pen
master	doe	friend	sugar

- N. 1. Helen's, 2- Toney's, 3- babies', 4- cars'
5. Sun's, 6- teachers'
- O. 1. Tom's, 2- men's, 3- John's, 4- women's
5. Birds', 6- Ben's or Eric's'

- P. Wednesday, June, Simon, brother, Jim, home, city, Wellington, train, town, New South Wales, grandparents, John, Mary, farm, Murray River, lunch, Simon, brother, grandfather, bales, hay, back, wagon, Rover, dog, hay
- Q. 1. The hermit wanted to save the Scorpion because he thought it was god.
2. The scorpion stung the hermit.
3. The hermit was stricken with remorse.
4. The scorpion fell six times into the water.
5. Mission of mercy.

Lesson 4 HELICOPTER RESCUE

Ask students to bring newspaper cuttings of reports on similar incidents.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? Ask the questions. Show pictures of different natural calamities. Ask them to make a powerpoint presentation on it.

To read aloud the lesson with explanation. Explain about disaster management. How to rescue people from calamities. People from fire force could be invited and asked to talk about their work and specific incidents. A rescue drill could be done in school.

Writing: Discuss the incident and then write.

Value: To have strong determination.

Workbook: Exercises to be done.

Natural Calamity (page 23 text book)

(1) Floods (2) Landslide (3) Tsunami (4) Earthquake

- A. 1. Kevin and Sarah were building sand castles on the beach.
2. The tides move the ocean twice daily. It is caused by the gravitational tug on earth by the moon and sun.
3. Approximately every six and a half hours the tide will reach the lowest level called ebb tide and six and a half hours later the tide will reach the highest level called flood tide.
4. Kevin was interested in animal and plant life.
5. The warming sun and his concentration on the rock life resulted in Kevin spending too much time on the rock.
6. The coast guard and the local fire-and- rescue squad were notified and in no time a helicopter arrived and rescued Kevin.
- B. 1. Building a village of sand castles at the water edge.
2. Mussels, starfish, rock barnacles and sea anemones.
3. Creeping closer and closer towards the shore.
4. Kevin climbed aboard the basket and was hoisted up.
- C. 1. Vain - vane, strait - straight, chews - choose, sleigh - slay, grown - groan, four - for
- D. 1. a, the, 2- a, a, 3- the, an
- E. 1. is, 2-are, 3-are, 4-is, 5-am, am, 6-is, 7-is, 8-are

WORK BOOK ANSWERS

- A. 1. an, a, The, an, a, A, the, The, The, a, a
2. A, an, an, a, a, The, the, the, the, an, the, the

- B. 1. I picked an orange from the basket.
2. I saw a dog in the street.
3. A dog ran across the ground.
4. In the forest I saw an anaconda.
5. The girls found a coin under the table.
6. Did you see the blue bags?
- C. 1. I saw an octopus at the aquarium.
2. We took an elevator to the fifth floor.
3. The trainer was feeding fish to a dolphin.
4. It was a memorable day for us!
5. There was an article about the ocean in the magazine.
6. We made a new friend.
7. The merchant is an honest man.
8. We went on a cruise across the Nile.
- D. 1. We read a story about a prince.
2. The hero in the mystery story had an owl for a pet.
3. We went to the hospital to get an ambulance.
4. Ann saw a movie on the television.
5. A dog was curled up on the street.
6. Rahul scored 70 runs and his team won the match.
- E. Mike drew a picture of a parrot, an ostrich and the Sun.
- F. a, an, a, an, the, a, a, the, a, The, the, the, the, a, the, a, a, the, a
- G. 1. A little bird flew into the old city.
2. It perched on the branch of a tree.
3. A little rabbit addressed her.
4. It replied that the bird was in the happiest place in the city.

5. All around her were many types of birds and little animals and the bird realised that the rabbit was telling the truth.

Lesson 5 **BLACK BOOT BUTTONS**

Ask students to read books written by Enid Blyton. Show them the story books written by her.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? The teacher can show how to sew a button. Then let students try it. Let students talk about fairies, goblins and witches

To read the lesson with explanation. To enact the lesson. A student can dress up like the fairy and speak to the class.

Writing: Talk to them about a magic show and then allow them to write. (A show could be arranged in school).

Value: To think in a positive manner and to have perseverance.

- A.
1. Betty and Fred heard someone saying something over and over again.
 2. They saw a small man sitting on the grass. He had on a tall, pointed hat set with little bells. He also wore a green tunic and long black stockings, and on his legs were high button boots - with no buttons on.
 3. The strange little man was going to visit his brother Sir up-and-Down who lived in the wood yonder, in a very nice oak tree.

4. The little man told the children that he sat down to rest and fell asleep. Some mischievous pixie had cut off all the buttons of his boots.
 5. The saw a thick ivy hedge on which were growing big clusters of berries as round and as black as the boot buttons.
 6. The little man muttered a magical word to the needle and to their great astonishment it began to sew on those ivy buttons.
 7. They found on the door step a dear little kitten, with fur as black as the ivy berries.
- B. 1. important, 2- their, 3- quite, 4- write, 5- friendly
- D. 1. was, 2- am, 3- was, 4- am, 5- are, 6- are

WORK BOOK ANSWERS

- A.
1. The sun rises in the east.
 2. The bell was ringing as they entered the school.
 3. The children chattered as they played.
 4. My mother knitted a sweater for me.
 5. I listened to my teacher attentively.
 6. The conductor of the bus blew the whistle.
- B. is, became, was, is, will
- C.
1. Tom is a talented musician.
 2. His mother gave him piano lessons.
 3. He learnt guitar at primary school.
 4. He played the drum in secondary school.
 5. Tom was interested in pop music when he was a teenager.

Lesson 6 THE ROCK AND THE BUBBLE

To show pictures of various rock formations. To have a class discussion on it.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? To ask questions and then explain about it.

To recite aloud with explanation. Students can do role play by taking up the roles of the rock and bubble.

Activity: To make a scrap book of different rock formations. To mark it in a map.

Writing: Have a class discussion before writing the paragraph.

Value: Not to be vain/proud.

Workbook: Exercises to be done.

Rock formations (page 34 in text book).

(1) Hand/crocodile (2) Buildings (3) Bird

- A. 1. The bubble describes itself as the fairest thing that floats on the sea. It has rainbow robe and a crown of light and its glittering form is airy and bright.
2. The bubble asked the rock to make way for the strong waves to go along.
3. The rock told the bubble to go some other way since the rock had never stirred from its place for a long time.
4. The rock did not move because of its sturdy form that is not easy to overthrow by waves or angry wind.

5. The sea-birds told its little ones not to be like the bubble, headstrong, rude and vain, seeking by violence your object to gain. But to be like the rock steadfast, true and strong. Yet cheerful and kind and firm against wrong.

- B. 1. The bubble calls itself the queen of the ocean.
2. The bubble calls the rock cruel because the rock refused to move out of the bubble's way.
- C. Sea-thee/merrily, blown-over thrown, by-cry, me-sea, word-stirred, way-day, nests-breasts, here-fear, away-spray, mock-rock, strong-wrong, sweet -seat, light-bright, cried-pride, vain-gain.
- Rhyming scheme - aabb
- D. overboard, classmate, background, outside, speed boats, honeybee, seashore, fingerprint, blackberry.
- E. saw, stood, shook, left, made, cut, fried, came, took, said, tore, hid, felt, brought, found.
- F. designed, was, were not, had, was built, called, could.

WORK BOOK ANSWERS

- A. Jane and Mary are neighbours. They go to the same school. They are good friends. They love dancing. They always win prizes for the inter school dancing competition. They also like singing. They are part of the school music band.
- B. Tom bought a toy from a toyshop. He left the store feeling very happy. He walked towards the busstop. The bus arrived. He boarded it. He reached the busstop close to his house. He ran home eager to play with his new toy.
- C. eat-ate, give-gave, come-came, dig-dug, is-was, sing-sang, grow-grew, do-did, run-ran, has-had, stand-stood, break-broke

- D. 1. We bought apples.
 2. I lit a candle.
 3. She saw a cow.
 4. They sat on chairs.
 5. He went home.
 6. I caught a ball.
 7. He threw darts.
 8. We spent money.
- E. 1. future tense 6. past tense
 2. past tense 7. present tense
 3. present tense 8. future tense
 4. present tense 9. present tense
 5. future tense 10. past tense
- F. 2. We are going to Chennai tomorrow.
 3. You will be wise to save electricity.
 4. They will be visiting us next month.
 7. My uncle will shift to his new house soon.
 9. I will phone you when I arrive.
- G. lived, sleeping, hunted, waiting, galloped, pounced, flicked, flashing, missed, plunged, landed, looked, playing.
- H. 1. On the moon in a cave of grey rock.
 2. In a corner.
 3. There was no food on the moon.
 4. Selene was the moon goddess.
 5. It plunged down through the sky.
 6. It landed on earth, in Nemea in Greece.
 7. It saw an olive tree, a cave and a boy.
- I. 1. I am tired, I am going to bed.

2. Clear the building! The bomb will explode.
 3. It is not a deep wound, but it will leave a scar.
 4. Did you know, I'll be getting a new car next week?
 5. In future the company is going to be known as 'Max International'.

Lesson 7 GAUTAM BUDDHA

To show a documentary on Gautam Buddha.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? Ask any questions relevant to the topic. Show pictures and ask students to bring the picture of their house of worship and discuss. To read aloud and explain. To give a powerpoint presentation, students should collect information in picture and present it. This could be taken for formative assessment.

Writing: Format of a letter should be written on the board, then the points on the topic discussed before writing the letter.

Value: Non-violence, peace and harmony.

Houses of worship (page 40 in text book)

- (1) Temple (2) Church (3) Mosque
 (4) Pagoda (Buddhist Temple) (5) Jain Temple
 (6) Gurudwara (Golden Temple, Amritsar)

- A. 1. Around 566 BC, Siddhartha was born to Mahamaya and Suddhodoana, queen and king of Kapilavastu, which is located on the borders of present day Nepal.

2. The astrologer predicted that Siddharatha would give up the throne and live the life of a sage.
 3. First he saw an old man suffering from the cruelties of age. Second he saw a sick man, in pain from some disease. And thirdly he saw a dead body being carried away.
 4. He started to study and practice meditation with Brahmin hermits, but his search for absolute truth remained unfulfilled.
 5. Travelling around one day, he came across a fig tree in the city of Bodhgaya. He settled down under it, and meditated for three days and three nights and achieved enlightenment.
 6. Buddha preached non-violence, peace and harmony. He believed that we should treat each other with compassion, forgiveness and tolerance. To lead a balanced life - one that is neither severe nor luxurious.
 7. Buddha threw down the seed of a mango and a beautiful mango tree grew there immediately. Buddha stood in the air, with the lower part of his body surrounded by fire and jets of water streaming out of the upper body.
- B. 1. boyish, 2- golden, 3- digestive, 4- artistic,
5. fairly, 6- comfortable, 7- foolish, 8- eatable,
9. forgivable, 10- supportive, 11- alcoholic,
12. usually.
- C. 1. "I have a box of sweets," said Mrs. Kala.
2. "What's strange about it?" asked Emily.
3. "She must have failed!" exclaimed the boy.

4. "No, Mr. Hunt bought her," said Mr. Brown.
- D. 1. I go to the library in Circle Palace, Bengaluru.
2. It is located at 12, Inner Circle, Connaught Place, New Delhi 110001.
3. The last time I was there was March 8, 2013.
4. He came there on June 29, 2012.

WORK BOOK ANSWERS

- A. 1. She bought tomatoes, rice, sugar and salt from the market.
2. Johnny, you will do all the work.
3. Rahul said, "I want to eat some cake!"
4. You've read that book, haven't you?
5. Come into the garden, Tom.
6. On 8 August, Monday the circus is coming to town.
- B. 1. "Do come in Kate," said Miss Smith.
2. "Alas! his good fortune was not to last".
3. "You haven't eaten lunch, have you?"
4. "I am standing in the busstop with Mickey, Susan and Rita."
5. "What a delightful time I had last Sunday!"
- D. 1. The name of three fruits are bananas, oranges and grapes.
2. My best friends are Sally, Michael and Julie.
3. My favourite pets are dogs, cats, parrots and goldfish.
4. Four things you can write with are pencils, pens, crayons and chalk.

5. The first four months of the year are January, February, March and April.
 6. Tom likes to eat sandwiches, pizzas, chips and spring rolls.
- E.
1. Neil isn't going to my house now.
 2. Jo can't help you today.
 3. We didn't go out at night.
 4. I think it's going to rain in the night.
 5. I'll make sure she gets there on time.
 6. He won't be attending classes today.
- F.
- | | |
|----------------|--------------|
| 1. Ouch! | 4. Yuk! |
| 2. Eek! | 5. Look out! |
| 3. How lovely! | 6. Hurray! |
- G.
- Jill was reading a letter from her father who was away on business. He was in Birmingham, a large industrial city in England. His letter said that the hotel where he was staying was excellent, the weather however was awful. Jill laughed. At that moment her brother entered the room. "What are you laughing at?" he asked. "I am reading Dad's letter from England," replied Jill. "Do you want to see it?" "Not at the moment," said her brother. "I am looking for one of my school books. It's called Essential English Grammar. You haven't seen it anywhere, have you?" Jill said that she hadn't. "My teacher will get angry if I have lost it," wailed her brother.
- H.
1. Jill was reading a letter from her father.
 2. Her father had gone to Birmingham a large industrial city in England on business.
 3. The letter said that the hotel where he was staying was excellent but the weather was bad.
 4. Her brother was searching for one of his school books called 'Essential English Grammar'.

5. The teacher would get angry if he lost the book.
- I.
1. The animals haven't been fed yet.
 2. "What time is it?" asked Mina.
 3. What a lovely surprise!
 4. You don't like milk, do you?
 5. The earth is getting warmer.

Lesson 8 PARROTS ARE ENDANGERED SPECIES

Teacher can discuss about other animals and trees that are endangered.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

Do you remember? A picture of a parrot could be shown before asking the question. If anybody has a pet then discuss about it.

To fill the mind map by asking students to write it on the blackboard.

To read the lesson silently and then to read aloud with explanations given.

To write a schedule of a pet. The child to observe it for 10 days before their test.

Value: To care for and protect others.

Birds (page 45 in text book)

(1) Cockatoo (2) Coloured Macaws (3) Love birds

- A.
1. Most parrots are forest birds dwelling in the Southern Hemisphere. Parrots are found in India, Asia and Central America. Only a handful of species are native to the Northern Hemisphere.

2. They have feathers that are dull, dark colors, which help conceal the birds in their environment. High up in flowering tropical trees under the blazing sun, these parrots with bright plumage and multicolour are not easy to spot.
 3. The beaks of parrots are very strong and sharp, enabling the bird to crack and crush a variety of tough seeds. Some parrots like the macaws and cockatoos, have such powerful beaks, they can cut through fence wire.
 4. Parrots have two toes facing forward and two facing backward. This gives the bird a sure grip as it moves to the very tips of branches and feasts on fruits or flowers.
 5. Way up in the tree tops, a parrot might hang upside down by one foot, bring a seed to its mouth with the other foot, and crack the seed with its beak. By such dizzying feats, the parrot gained its nickname: 'Monkey of the bird world'.
 6. Parrots are social birds. Parrots that inhabit the forests tend to stick together in family groups.
 7. They are popular pets and so people capture them. They live in forested areas, which are being cut down at alarming rates.
- B. wide-narrow, major-minor, superior-inferior, better-worse, closer-farther, senior-junior.
- C. 1. powerless, 2- illegal, 3- incorrect, 4- thoughtful, 5. fortune
- D. 2. past, 3- present, 4- present, 5- future, 6- past

WORK BOOK ANSWERS

- A. fast - runner
 open - window
 hard - rock
 hot - fire
 deep - lake
 interesting - book
 dark - hair
 ripe - orange
- B. small, best, busy, big, little, thick, wooden, tiny.
- C. 1. The first place goes to Kate.
 2. Suddenly, a fierce tiger blocked our path.
 3. She comes to the club every day.
 4. Whose car is parked here?
 5. Many/some people attended the meeting.
 6. Take good care of your health.
- D. 1. These - demonstrative adjective
 2. any - adjective of quantity
 3. third - adjective of number
 4. lonely - adjective of quality
 5. This - demonstrative adjective
 6. beautiful - adjective of quality
 7. two - adjective of number
 8. few - adjective of quantity
- E. 1. The second prize went to Jack.
 2. Which dish do you like to eat?
 3. This is my red bag.

4. Those oranges are sweet.
 5. I don't have any money in my purse.
 6. The sick man wants an appointment with a doctor.
- F.
1. the red round balloon.
 2. a fresh juicy pear.
 3. a hot windy day.
 4. an exciting enriching book.
 5. the lovely Christmas cake.
 6. a large expensive car.
- G. I have a pet dog which is small, brown, fluffy soft, cuddly friendly, lovable, gentle with a wet nose and a short tail.

Lesson 9 SUMMER SUN

To observe the sunrise and sunset, to note time and direction correctly. To draw and paste it in the text.

Author: To read books written by the poet.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To recite and appreciate the poem, to give explanations where ever necessary. To draw the solar system and mark it.

Solar energy: A demonstration on solar energy panels could be shown.

Writing: Have a role play done before writing the conversation.

Value: To be systematic in the work given to them.

- A.
1. The sun goes through empty heaven without repose.
 2. Through dusty attic, through keyhole, through broken edge of tiles, into the laddered hay-loft.
 3. golden face, golden finger, glowing day, glittering look.
 4. The Sun is called the gardener of the world because without the Sun there won't be any plants on earth.
 5. The figure of speech is metaphor.
- B. 1-b, 2-d, 3-a, 4-e, 5-c
- C. 1. repose, 2-rays, 3-cool, 4-nook, 5-glad, 6. smiles, 7-blue, 8-through, 9-goes, 10-ground
- D. 1. in the kennel, 2-before lunch, 3-across the sky, 3. in the super market, 5-with long black hair, 6. into the pool

WORK BOOK ANSWERS

- A.
1. The weary soldiers returned after months at the mountain.
 2. The meteor disappeared in the blink of an eye.
 3. You will not be able to swim in such polluted water.
 4. There were severe water restrictions during the drought.
 5. There are ancient rock paintings on the walls of the cave.
- B. 1. in a short time

2. in a blue jumper
 3. along the road
 4. in the red swimming costume
 5. on the table.
 6. during the week
 7. before it is dark
 8. through the long grass
 9. over the fence
 10. with great care
- C.
1. I live near the park
 2. After the rain, we can see the rainbow over the sky.
 3. I worked hard during the day.
 4. The children raced up the stairs.
 5. There is a mango tree outside the house.
 6. In the morning, we can see many people going for walks.

Lesson 10 AFTER TWENTY YEARS

To discuss the qualities of a friend. To ask the questions given. To fill the web and stick a picture of their friend.

Author: to read at least one story written by the author.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To read silently and then to read aloud and then explain.

Make a detail profile of the friend. Have a class discussion about the friend and then write about him/her.

Writing: To give help in anyway that the child can. To write the notice in the format given.

Value: To give happiness to others.

Qualities of your best friend (page 54 in text book).

Elicit answers from the students.

- A.
1. He walked on at his regular pace, trying the doors occasionally to see whether they were properly locked. Now and then he swung his club in a skilful manner or turned to give a watchful look down the peaceful street.
 2. He saw a man waiting to meet his friend. The meeting was arranged twenty years ago at 'Big Joe' Brady's restaurant.
 3. The man from the west was pale, with square face, sharp eyes and a little white mark near the right eyebrow. He saw the man's tiepin which was a large diamond in an unusual setting.
 4. The friends lost track of each other because the man from the west was going away to make a fortune.
 5. When they came to the brilliantly lit chemist's shop he looked closely at the other man's face and learnt that he was not Jimmy Wells.
 6. The man from the west was 'Silky' Bob, a criminal wanted by Chicago Police.

- B.
- | | |
|--------------|----------------------------|
| Jimmy Wells | Silky Bob |
| good, slow | cheat, criminal |
| honest | dishonest |
| hard working | takes risks to become rich |
| | will not take risks |

- C. 1. loose, 2- smooth, 3- choose, 4- hoot,
5. cocoon, 6- school, 7- rooster, 8- brood,
9. goose, 10- snooze, 11- zoom, 12- crooked
- D. to, from, over, through, to, over, under, to from,
above, near by, upto, into, behind.

WORK BOOK ANSWERS

- A. 1. Did they shout at you for breaking the window?
2. The boy is afraid of lizards.
3. The yellow box is on the shelf.
4. Kate fell into the pool.
5. The plane flew over houses and meadows.
- B. 1. I will not go with you to the market.
2. She stood on top of the mountain and looked at her new land.
3. Pick a number from one to ten.
4. Without fear, the children set off down the mountain.
5. There was little or no rain in April.
6. The sale will continue till 30 July.
7. The man lived near the main railway station.
- C. 1. The aeroplane flies above the mountains.
2. The meadows below look lovely when seen from the plane.
3. The cat jumped upon the wall and ran away.
4. The road goes through the city.

5. There is a bridge over the river.
6. The monastery is up in the mountain.
7. There is a canal between the road and the railway track.
8. We defeated the team against whom we played.
- D. 1. There was a park behind my house.
2. The boat sailed across the river.
3. The boy jumped into the river.
4. She smiled at me.
5. Please wait till I return.
6. The boy took a book out of his bag.
7. I live in Delhi at Greater Kailash.
8. These days, she is looking for a job.
- E. across, between, into, through, down, to, towards, off, into
- F. 1. The cat crawled over the carpet.
2. We went outside the house.
3. We left after the bell rang.
4. I looked at the stars above me.
5. The children fell off the branch.
6. We rowed around the lake.
- G. into, by, around, at, over, in, of, on, with, on, of, in, for, of, by
- H. 1. By the window.
2. Valuable things.
3. An embroidered screen.
4. Ornaments, pictures and old books.

5. An antique porcelain vase.
6. A copy of the latest novel by her aunt's favourite author.

Lesson 11 A CRIME TO REPORT

To discuss about a crime which was read by the students.
To point out the features of the crime.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To ask the questions given. Stick a report of the crime from the newspaper or magazine.

To recite: The poem aloud in groups.

Activity: A police officer could be invited to interact with the students.

To enact: The role play by taking different characters.

To write: A report including all the points given.

Value: To be affectionate and to work hard.

- A.
1. The Rowan-Tree reported the theft of some small round red berries.
 2. The theft happened that morning.
 3. The Rowan-Tree suspected the kid.
 4. The police identified the Mistle Thrush mob.
 5. The person who examines the scene of crime by scientifically examining objects
 6. The forensic expert will look for clues, for fingerprints, tyre marks and imprint of shoes.
- B.
1. The theft

2. The Mistle Thrush mob.
 3. To get some insurance and watch the skies.
- C.
1. tighten, 2- lengthen, 3- lighten, 4- weaken
- D.
1. bought some vegetables.
 2. I did not spend it.
 3. I went to the saloon.
 4. Did you wear your old one?
 5. He lost his way.

WORK BOOK ANSWERS

- A.
1. I was tired, so I took rest.
 2. The child came and sat beside her father.
 3. I ran to the door but he had already left.
 4. I went out since the sun was shining.
 5. Do you know her address or telephone number?
 6. We have to travel either by train or by bus to reach the place.
 7. The people stayed indoor as it rained heavily.
- B.
1. They must wait here until their parents arrive.
 2. He did not come because he was ill.
 3. The child jumped up when he saw his father.
 4. The baby will not sleep unless you stop making all that noise.
 5. I dug up the soil and Mary raked it over.
 6. You will get into the team if you practise hard.
- C.
1. I went alone since she didn't come.
Since she didn't come I went alone.
 2. You will win the match if you play well.

If you play well you will win the match.

3. I read my lessons while my sister watched TV.
While my sister watched TV I read my lessons.
 4. We lit a fire because we still felt cold.
Because we still felt cold we lit a fire.
- D. 1. Although his mother had told him to leave it at home.
2. Because he wanted to get there quickly.
3. While Jim ran along beside him.
4. Since his father said he couldn't take him in the car.
5. Event though he was so tired he couldn't ride any longer.
- E. Our school won the match because we had good players in the team.
although our top player could not play.
when the last bell was about to ring.
so we won the trophy.
and we became famous.
but we could not become champions.
- F. and, because, as, until, but, so
- G. 1. The player was neither fined nor suspended.
2. He is both a liar and a cheat.
3. She could not decide whether to go to the museum or the park.
4. He neither attended the meeting nor did he call me.
5. Not only was she feeling tired, but also a little lazy.

6. Ann enjoyed both reading the book "Jaws" and watching the movie.
 7. The movie was as good as the book.
 8. No sooner had I arrived at the station than the train came in.
 9. You either walk or ride the cycle to school.
- H. and, and, and, so, but, and, and, and, so, but
- I. 1. The author found a small shivering male pup in the month of December.
2. The puppy licked the boy's hands, nose and then all of his face.
3. He decided to name it Watson after Dr. Sherlock Holmes' assistant, Dr. Watson.
4. As it grew up it showed signs of great aggressiveness.
5. The vet deducted that it was not a dog but a wolf and so could not be kept at home.
6. The next day all of us left early in the morning with Watson. We went in a jeep to the edge of the woods. The vet also accompanied us. We then drove into the woods and we neared a clearing. We slowly let Watson down. He ran towards the clearing. In the distance we heard a pack of wolves baying. Quickly Watson ran towards the sound and joined his family.

Lesson 12 **LETTER TO GOD**

Discuss what students usually pray for. Ask them if their wishes were granted.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To ask the questions given. What are the different ways to communicate with others. Examples could be given.

To read the lesson aloud with explanation.

To write in a picture post card. This could be made by the child.

To discuss the punishment and to talk about the advice that will be given for.

To give the format of the letter before writing.

Value: To be patient and careful.

Means of communication (page 65 of text book)

(1) Postcard (2) Inland letterform (3) e-mail

- A. 1. Robin did not do well in his class V final exam because he did not obey his mother and study hard.
2. Robin's mother would switch off the television set and stop him from watching it.
3. His next confession to God was about copying all the sums while the teacher was not noticing him.
4. Robin got angry with his brother because he drew all sorts of lines in his brand-new Geography text book.
5. His father told him that the streets were not safe to ride the bicycle.
6. Robin wished to buy a big house with a swimming pool, a plane and a sports car. To

help the poor people he wished to make small houses and school for them.

7. Robin misses his pet dog which died the month before. He wants the dog not to bark too much and scare the angels.
- B. 1. cast last, 2- four pour, 3- ledge hedge,
4. loop-coop, 5- cherry berry
- C. 1. cuckoo, 2- toffee, 3- queer, 4- steeple,
5. kangaroo, 6- tooth/teeth
- E. 1. barked, 2- heard, 3- gets, 4- tries, 5- dislikes,
6. loves, 7- tugs, 8- sees, 9- relishes, 10- is
- F. 1. watched, 2- talked, 3- changed, 4- counted,
5. stepped, 6- opened, 7- used, 8- needed,
9. listened, 10- tried, 11- studied, 12- helped

Lesson 13 ROBIN HOOD AND LITTLE JOHN

To read the story book Robin Hood

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To discuss about great personalities who have served our country. Write the names on the blackboard.

To discuss their qualities and to stick the picture.

To read aloud and given explanation.

Activity: To make a zigzag folder with pictures and detail.

To enact a scene from the lesson or from the story of Robin Hood.

To write in detail about a brave personality.

Value: To serve mankind.

- A.
1. Robin Hood is an outlaw in the heart of Sherwood Forest. In a time when laws are unfair and the poor must go hungry, Robin Hood is a friend of the poor. He takes money from the rich and helps the poor.
 2. Winter were dull, all the roads were so bad, and the weather so cold and wet, that most people stayed at home.
 3. He was trying to cross a slender, shaky bridge, so narrow that if two people tried to pass side by side on it, one would certainly fall in the water. As Robin began to cross the bridge, he noticed a tall man, on the other side trying to cross it at the same time.
 4. When the tall man laughed and said that he too had the right to cross the bridge, Robin Hood became furious. Robin was too accustomed to being obeyed.
 5. The stranger wanted Robin Hood to fight on the bridge and who ever first falls into the river loses the battle.
 6. Little John succeeded at the end.
 7. Yes, Little John went and helped Robin Hood to come out of the water.
- B.
- | | |
|--------------------------|---|
| 1 Little John Robin Hood | Little John was angry that Robin Hood did not let |
|--------------------------|---|

- | | |
|---------------------------|---|
| | him cross the bridge. |
| 2. Little John | Robin Hood Little John was not a coward. |
| 3. Robin Hood Little John | Robin Hood wants to show that he was strong. |
| 4. Robin Hood Little John | Robin Hood says that he is safe. |
| 5. Robin Hood Little John | Robin Hood acknowledging Little John as a good fighter. |
- C.
1. quilt, 2- wept, 3- stump, 4- cataract, 5. correct, 6- expand, 7- vault, 8- pretend
- D.
1. roared - intransitive
 2. sang - intransitive
 3. love - transitive
 4. listen - transitive
 5. sheck - transitive
 6. rang - intransitive
 7. caught - transitive

WORK BOOK ANSWERS

- A.
- | | |
|-----------|--------------|
| 1. spoke | transitive |
| 2. kicked | transitive |
| 3. rises | intransitive |

- | | |
|-------------|--------------|
| 4. sank | transitive |
| 5. burns | transitive |
| 6. ring | intransitive |
| 7. wait | transitive |
| 8. read | transitive |
| 9. worked | transitive |
| 10. broke | intransitive |
| 11. boarded | transitive |

B. **direct object** **indirect object**

- | | |
|-----------|-----------|
| 1. gift | her |
| 2. ring | her |
| 3. prize | me |
| 4. cake | my friend |
| 5. milk | us |
| 6. story | us |
| 7. letter | dad |
| 8. dress | me |

D. **Adjective** **Nouns**

- | | |
|-----------------|-----------|
| hidden | cat |
| autumn | wind |
| hidden | mysteries |
| harvest | fields |
| spring | grass |
| African | jungle |
| deep, cool | pool |
| angry, restless | sea |

- | | |
|---------|----------|
| clear | sky |
| juicy | apple |
| morning | grass |
| fragile | window |
| brown | trees |
| ripe | wheat |
| harvest | moon |
| street | lights |
| candle | light |
| dying | fire |
| tiger's | whiskers |
| deep | treasure |
| golden | light |

Lesson 14 **THE BATH CHAIR**

To discuss when a child is happy. What is the meaning of happiness?

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To fill the web on factors to make a child happy.

To read aloud the lesson with explanation.

Activity: To make an object to help a handicapped person that will make him/her happy. (group work)

To have a discussion on the topic (group work)

To write a thank you note with the format given.

Value: To give joy to others.

- A.
1. The priest visited Barney's mother and said that the family should all pray together for her health.
 2. The doctor had recommended that Barney's mother should be taken out in the fresh air.
 3. Barney and his sister Violet had to go to the Vicarage, which was a little distance away to fetch the Bath Chair.
 4. The Bath chair was made of pieces of cane threaded in and out like a shopping basket, with a big wheel on either side, and a little wheel in front with a long handle for the person who sat to guide the chair, while the person at the back pushed.
 5. On the way to the vicarage they decided that one of them would sit on the chair and the other would hold the chair back. Barney sat on the chair and Violet let go both her hands.
 6. The front wheel of the Bath Chair got damaged and was now in a peculiar shape.
 7. She learnt some things in life are important and should be held on to. There is a time and place for everything. The priest said: 'Hold fast to that which is good'.
- B.
1. seem, 2- sell, 3- meddle, 4- whole, 5- colonel, 6. caught
- C.
1. happily/joyfully, 2- fast/swiftly, 3- playfully, 4. patiently, 5- silently, 6- loudly

WORK BOOK ANSWERS

- A.
- | <i>adverbs</i> | <i>words</i> |
|-----------------|--------------|
| 1. very | fast |
| 2. too | quietly |
| 3. accidentally | hit |
| 4. very | carefully |
| 5. beautifully | sings |
| 6. happily | playing |
| 7. angrily | yelled |
| 8. slowly | walking |
- B.
1. Kangaroos can jump very high.
 2. This child is crying so loudly.
 3. Robin drove too fast and so the police officer could not find him.
 4. He is speaking too softly/loudly.
 5. Write your homework slowly so that you don't make any mistakes.
 6. The roads are very wet, so please drive carefully / slowly.
- C.
1. Willy came to school late today.
 2. We studied very hard for the exams.
 3. The teacher yelled angrily at the boy.
 4. We ran very fast after school, so I am pretty tired.
 5. They can play baseball very well.
- D.
1. I lost my purse last week, but luckily I did not have any money in it.

2. I have studied hard, so hopefully I will pass the exam.
3. My grandma generally has a little sleep after lunch.
4. I waited ages for the taxi, one eventually came an hour later!

- E.
1. The singer in front sang loudly.
 2. John waited patiently for his turn.
 3. The girls played happily in the park.
 4. Jo held her trophy proudly.

- F.
- | | |
|---------------|-------|
| 1. inside | where |
| 2. eagerly | how |
| 3. slowly | how |
| 4. today | when |
| 5. every when | where |
| 6. happily | how |
| 7. rather | how |

- G. The letter was quite long and so I took a lot of time to read it.

It was a rather silly movie and we found it pretty boring.

The mango is almost ripe and can be cut tomorrow.

- H. My brother just turned three last month.

He is a very naughty child.

He is rather shy when he meets new people.

- | | | |
|----|---------------|-------------|
| I. | adverb | word |
| 1. | extremely | rare |
| 2. | strikingly | coloured |
| 3. | usually | lives |
| 4. | absolutely | staggering |
| 5. | particularly | shy |
| 6. | very | rare |
| 7. | previously | unknown |
- J.
1. The first new bird species was discovered in India.
 2. This rare bird is described as a type of babbler.
 3. It usually lives in tropical forests.
 4. The bird is named Bugun Liocichla.
 5. It was not seen previously because it is very rare.

Lesson 15 IVAN THE TERRIBLE

To discuss about pets and their unusual behaviour if any.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To fill the web chart.

To read aloud the lesson.

To make a scrap book on reptiles.

To conduct a quiz on it.

To draw a turtle and to write an autobiography. The

teacher can read an autobiography as a sample before they start writing.

Value: To obey others (discipline)

- A.
1. Julie spotted a strange shape crossing the road on her way from school. It was a turtle.
 2. Julie put the turtle in her bag with her school paper, but he crashed his way out and disappeared under the seat. Then he got into the groceries.
 3. They named it 'Ivan the terrible' because in history too there was a czar called 'Ivan the Terrible'.
 4. The new home was built in a fenced-in area. It was the most shady place, where the garden joined the woods. In a corner, a little cave was made out of rocks and woods. An old baking pan was dug into the ground and filled with water and a stone island was put in the middle.
 5. Ivan won the turtle derby and a blue ribbon for the most unusual pet.
 6. During winter they dig a deep hole in the mud. Then their bodies gradually slow down, and they go to sleep.
 7. Julie was worried because she knew that the turtle actually belonged to the woods and they will have to let him go.
 8. They put some freezer tape and wrote his name and their phone number on it with indelible ink. Then they pressed the tape on Ivan's shell.

9. One day Julie got a phone call from someone saying that they had found a turtle with Julie's name and number on its back. So after eight months they got back Ivan the Terrible.

- C.
1. grief, 2- weight, 3- shriek, 4- reign,
 5. field, 6-vein, 7- brief, 8- eight, 9- piece,
 10. neighbour, 11- yield, 12- sleigh
- D.
1. Direct, 2- Indirect, 3- Direct, 4- Indirect,
 5. Indirect, 6- Direct

WORK BOOK ANSWERS

- A.
1. John asked Tom where he was going.
 2. I complained that my feet were sore.
 3. Kate asked David if he needed any help.
 4. The teacher asked the children to put their books away.
 5. Jane explained that she had a piano lesson that evening.
- B.
1. "Why is the red light flashing?" asked Jill.
 2. "Do not worry," the doctor told me.
 3. "I have been promoted," Dad announced.
 4. "Please forgive me," she begged.
 5. "Evergreen trees don't lose their leaves," Jack explained.
- C.
- asked, explained, told, suggested, enquired, replied, added, advised, warned, said
- D.
1. Jack wanted to sit in the front bench.
 2. The teacher asked Jack to visit the school doctor.
 3. The doctor asked him whether he was suffering from headache.

4. The doctor advised him to see an optician.
 5. The doctor warned him to take good care of his eyes.
- E.
1. Whether he knew that the dance fest had been postponed.
 2. had called him the previous night and told him
 3. whether he knew when it was scheduled
 4. it was postponed to the fifteenth of that

Lesson 16 THE HEN

To read aloud the play and enact the play in class on on stage.

Words in context: The words should be pronounced by the teacher and repeated by students. Children can use dictionary to learn its correct stress. The new words should be used for vocabulary test, such as, dictation, jumbled words, letters missing, sentence making etc.

To talk about a movie or serial recently watched by the student. Let the child bring out the theme of the movie.

To write: a letter on the topic.

Value: To be friendly and kind to others.

- A.
1. The letter from Dora Biltholz gave the message that she was coming on Thursday.
 2. Dora sold a Bronze Leghorn to Jane at a rather high price. But it turned out the bird would not lay eggs. So they quarrelled about it.
 3. Dora was unwilling to take back the hen because it would be admitting that she was wrong in selling the hen to Jane.
 4. The quarrel between the two women was not settled. If they happened to meet they would

start quarrelling again and exchange harsh words.

5. Sturridge is the butler. He was an excellent servant and So Mrs. Sangrail was lucky to have him.
 6. Clovis said that Sturridge was not sane and was subject to delusions and gets some idea about a guest which might take an unfortunate turn.
 7. Sturridge felt that Miss. Martlet is Queen Anne and he has thought of Queen Anne as standing for everything that is dead. But when he sees her at lunch and dinner, and listens to her stories, he feels that something is wrong with her.
 8. Clovis asked the butler Sturridge to give the sword to Miss. Martlet, telling him that she wanted to copy the inscription on the blade of the sword. When Sturridge entered the morning room with the sword, Miss. Martlet got frightened and ran out of the room. She even called for the car to take her to the station.
- B.
1. manure, 2-furniture, 3-avenue, 4-bugle
 5. fortune, 6-injure, 7-puncture, 8-rescue
- C.
1. May I go now?
 2. You must attend the class regularly.
 3. I could read without glasses even at seventy.
 4. He can't go out.
 5. The plane might be late.
 6. You should pay your debts.
 7. May I ask you a question?
 8. He will help me.
- D.
1. will, 2-can, 3-could, 4-may

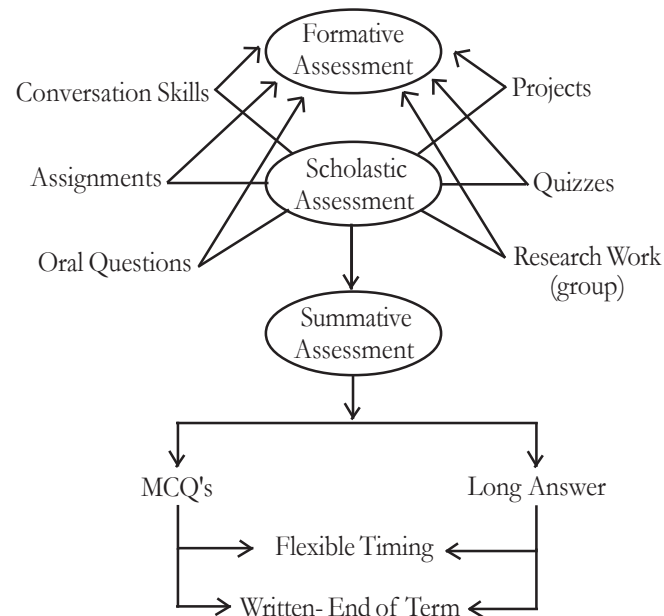
WORK BOOK ANSWERS

- A. 1. My uncle can ride his bike very fast.
2. India will become a super power in a decade.
3. All motorists must obey the traffic rules.
4. Can you help me find my bag?
5. We ought to take care of our pets.
6. May I enter the classroom?
7. It might rain heavily in the evening.
8. Shall we go for a movie this weekend?
- B. must, may, could, must, can, may
- C. should, may, might, will, would, may, will, can, shall, can, could, must
- E. 1. Long ago the world looked blue - the grass, the leaves, the water were all different shades of blue.
2. The Elephant Prince was flying home to his parents, the king and queen elephant.
3. Prince Elephant did not like to bathe. He did not like water. This was his secret.
4. When he looked on the earth, the blue of the sky and the blue of the sea looked the same to Prince Elephant.
5. Prince Elephant's parent's ordered that water and grass should have different colours. And so grass and leaves were painted green.
- F. 1. Would you mind lending me ten rupees?
2. Would you mind calling in the doctor?
3. Would you mind explaining the question again?
4. Would you mind opening the door?



CCE in Secondary Classes in CBSE

The Central Board of Secondary Education has introduced the scheme of 'Continuous and Comprehensive Evaluation' in its schools. The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.



What is Formative Assessment?

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non threatening supportive environment. It involves regular descriptive feedback, a chance for

the student to reflect on the performance, take advice and improve upon it. Formative Assessment is carried out throughout the year by the teacher, both formally and informally. It is diagnostic and remedial.

Formative Assessment can be assessed through:

- ❖ Homework
- ❖ Class work
- ❖ Oral questions
- ❖ Quizzes
- ❖ Projects (group/individual)
- ❖ Assignments/Tests
- ❖ Experiments
- ❖ Conversation/interviews/debates

What is Summative Assessment?

Summative Assessment is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. It, at best, certifies the level of achievements only at a given point of time.

The summative assessment remains a paper - pencil test which is basically a one-time mode of assessment.

Functions of Comprehensive and Continuous Evaluation

In the teaching-learning process, the evaluation is expected to take care of scholastic and co-scholastic aspects. If a child is weak in some area, diagnostic evaluation and remedial measures should be adopted.

Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and his/her needs.

It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

The academic year will have two terms.

First term: April to September - Formative assessment 1 and 2, summative assessment 1

Second term: October to March - Formative assessment 3 and 4, summative assessment 2.

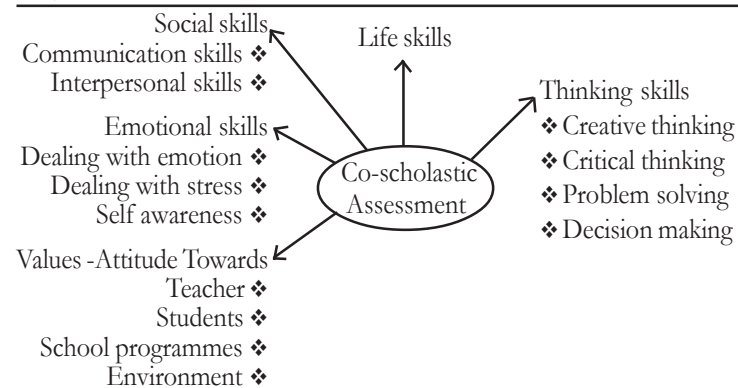
Part of the CCE card refers to co-scholastic areas - Life skills and assessment of attitudes and values.

Part 2A: Life skills

These are to be filled in after a period of observation over one year by the class teacher in consultation with the subject teachers. Students will be assessed on all the groups of life skills like Thinking skills (creative and critical thinking, problem solving, decision making, self-awareness). Social skills (interpersonal, communication, empathy) and emotional skills (coping with stress, coping with emotions).

Part 2B: Attitude and values

Attitudes towards teachers, school mates, school programmes and environment needs to be assessed for over one year. The various tools and techniques to be used as well as the indications of assessment need to be taken into consideration by the teachers. These will be filled by the class teacher in consultation with all subject teachers.



Excellence in diverse areas should be recognised and rewarded. And it is childrens' responsiveness to what is taught rather than just their capacity to retain it that should be the focus of evaluation.

Position Paper on Aims of Education - NLF 2005, NCERT

CCE in classes 1-5

CCE is to be implemented in all primary classes from class 1 onwards according to circular no. 18/04 dated 29th March, 2004 issued by the CBSE. The details are available in Annexure 4 of the Teacher's Manual for classes 9 and 10 on the CBSE website and Annexure 3b in the Teacher's Manual for classes 6-8 (p.115) available at <http://www.cbse.nic.in/publications/CCE Manual class VI VII 2010.pdf>

CBSE CIRCULARS

Central Board of Secondary Education
Academic Branch, Shiksha Sadan 17 Rouse Avenue, New Delhi-110002

D(A)/CCE/04

Circular No:18/04
29 March 2004

To
All Heads of Institutions
Affiliated to CBSE

Dear Principal,

Sub: Continuous and Comprehensive Evaluation in Primary Classes

As you are well aware, the Board has already intimated through earlier notifications the need and urgency of introducing 'Continuous and Comprehensive Evaluation' in the primary classes. The objective of this exercise is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate the learners to address various facets of learning encompassing the cognitive, affective and psychomotor domains. This should also help in destressing learning so that undue focus is not given to the terminal examinations.

Though various initiatives have been taken by many schools at their own level to include several of these elements in their school reporting systems, it

is important that certain amount of uniformity is established across the schools affiliated to the Board. It is in this context that the Board has brought out a model of the SCHOOL ACHIEVEMENT RECORD for the primary classes. The Board has prescribed two different formats - one for classes 1 and 2; and the other for classes 3 to 5 keeping in view the different competency requirements of the learners of these classes. It has also been informed earlier that the affiliated schools should stop the pass-fail system for classes 1 and 2 and should have a continuous and comprehensive evaluation for classes 3 to 5. The schools should progressively stop the pass-fail system upto class 5. It is important to note that the schools should find adequate time and opportunities to identify the aptitudes and attitudes of the learners - to help them with what they are capable of performing rather than what they are not capable of performing.

The Board has also given certain broad guidelines on the last page of the formats. The schools are advised to get them printed at their own schools in the same size as has been brought out. The cooperation of the schools in the successful implementation of this scheme, will help in bringing about the much desired changes in the educational scenario of this country.

Yours faithfully,
(G. Balasubramanian)
Director (Academic)

D(A)/CCE/04

Circular No: 25/04
12 June 2004

To
All Heads of Institutions
Affiliated to CBSE

Dear Principal,

Sub: Achievement Record for Classes 1 to 5 - Reg.

As you are aware, the Board has suggested introduction of Continuous and Comprehensive Evaluation for classes 1 to 5 to the schools. The objective of the same was to evaluate the learner in a holistic manner so that the latent competencies are reflected appropriately in their report. It would also help in identifying their positive attributes and encouraging them rather than identifying what they are not capable of.

I am pleased to forward to you two formats of the same - one for classes 1 and 2 and another for classes 3 to 5. You are advised to get them

printed appropriately for your school preferably in A4 format on 130 gsm art card paper in order to maintain basic uniformity among the schools. You may choose the colour suitable for your school preferably - one colour for classes 1 and 2 and another for classes 3 to 5.

The Board fervently hopes that the introduction of this system will have its consequent impact on the learning environment in the school and will facilitate the learner to grow in a more holistic manner.

Yours faithfully,
(G. Balasubramanian)
Director (Academic)

FORMAT OF REPORT BOOK FOR CLASS 4

NAME OF THE SCHOOL
ACHIEVEMENT RECORD

(Academic year to.....)

Name:

Class: Section :

Date of birth:

Admn. No.:

Residential address:

.....

.....

Telephone No. :

Specimen signature of parent/guardian:.....

RATING SCALES

Languages (Classes 3 to 5)

Testing Area /skill/ competency	sub-skills	A*	A	B	C	D
Reading skills (loud reading)	Pronunciation	Can read short stories/articles/ words on one's own and uses his phonetic skills to pronounce new words.	Can read short stories/articles on one's own most of the time. Uses his phonetic skills to pronounce words.	Can often read short stories with varying speed and guidance most of the time.	Can read short stories with varying speed and guidance from the teachers most of the time.	Needs help and prompting by the teacher all the time.
	Fluency	Can read simple/ complex passages fluently with proper speed, expression and pronunciation.	Can read simple/ complex passages fluently with speed but needs occasional prompting.	Can read simple and complex passages but takes time to read each word. Lacks fluency, speed and expression.	Can read simple passages with guidance or prompting most of the time.	Fumbles a lot while reading even simple sentences. Needs help all the time.
	Comprehension	Can read and understand text and answer all the questions correctly.	Can read and understand text and answer most of the questions correctly.	Can read and understand text and answer some of the questions correctly.	Can read and understand text with the help of teacher.	Cannot comprehend the text at all.

Testing Area /skill/ competency	sub-skills	A*	A	B	C	D
Writing skills	Creative writing	Can write short answers/stories and paragraphs with accuracy in sentence construction. Ideas are arranged logically.	Can write answers /short stories and paragraphs with a fair degree of accuracy. Ideas are generally logically arranged.	Writes stories and paragraphs but makes quite a few errors.	Can write short connected descriptive sentences on one's own with some grammatical errors.	Cannot write even short sentences of one's own. Makes a lot of mistakes.
	Handwriting	Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.	Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.	Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors.	Handwriting is not very neat. Transcription has many errors.	Is neither legible nor consistent.
	Grammar	Can write sentences accurately.	Can write sentences accurately most of the time.	Can write sentences with quite a few errors.	Can write sentences with lot of mistakes.	Cannot write with accuracy. Needs help very often.
	Spelling	Can spell all words correctly. Tries to spell new words.	Can correctly spell all the words most of the time. Falters occasionally.	Can correctly spell words but sometimes makes mistakes.	Makes a lot of spelling mistakes.	Cannot spell words properly. Has to be helped.
	Vocabulary	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.	Has good range of vocabulary and phrases. Uses new words most of the time.	Has a fair range of vocabulary. Uses new words sometimes.	Vocabulary is limited to only those words which have been taught in class.	Has a poor stock of vocabulary.

Testing Area /skill/ competency	sub-skills	A*	A	B	C	D
Speaking skills	Conversation	Is fluent and spontaneous. Responds to situations appropriately. Can narrate incidents/ anecdotes and can participate in a discussion on a given topic with ease.	Is fluent and spontaneous. Responds to the situation but fumbles for words occasionally. Can narrate incidents/ anecdotes and can participate in discussions.	Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time.	Lacks spontaneity, fluency and accuracy.	Needs help most of the time.
	Recitation	Can recite a poem or a story with proper speed, diction, expression and tone.	Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.	Can recite a poem or a story with occasional prompting. Expression is not very strong and effective.	Cannot recite an entire poem or story without prompting. Pronunciation is not appropriate.	Recitation is poor. Lacks expression.

Testing Area /skill/ competency	sub-skills	A*	A	B	C	D
Listening skills	Comprehension	Can comprehend oral questions, instructions, stories and poems most of the time.	Comprehends oral questions, instructions, stories and poems most of the time.	Has some difficulty in comprehending instructions stories or poems. Needs guidance quite often.	Understands simple conversation in familiar situations. Needs simplification or translation most of the time.	Cannot understand instructions. Needs help all the time.
	Extra reading	Can read short stories/poems for pleasure on one's own with complete comprehension. Can form opinions and evaluate characters and incidents.	Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents.	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes.	Shows lack of interest in reading stories or poems. Needs a lot of prompting.	Not interested to read at all any extra material on one's own.
	Activities/projects	Participates enthusiastically in activities/projects.	Enthusiastically participates in activities/projects most of the time.	Needs persuasion by the teacher for active participation.	Seldom participates in activities/projects assigned.	Does not participate at all.

CHECKLISTS IN CCE A GENERAL CHECKLIST FOR ASSESSMENT

Name of the chapter				
Activity				Date
Name of the student	Excellent	Very good	Good	Needs improvement

USING A CHECKLIST FOR OBSERVATION IN ENGLISH

(e.g. Debate)

❖ Does the child have appropriate knowledge of the content?	Yes/No
❖ Does the child put forth an argument convincingly?	Yes/No
❖ Does the child speak fluently with proper diction and pronunciation?	Yes/No
❖ Is the child able to contradict a given point?	Yes/No
❖ Does the child take criticism positively?	Yes/No

(e.g. Group Discussion)

❖ Does the child exhibit Leadership skills?	Yes/No
❖ Does the child live up to the role assigned to him during a role-oriented discussion?	Yes/No
❖ Does the child have content knowledge?	Yes/No
❖ How well does the child put forth his views?	Yes/No
❖ Does she/he show respect to the peer group?	Yes/No
❖ Does she/he have proper communication skills?	Yes/No
❖ Does she/he show sensitivity towards environment?	Yes/No
❖ Does she/he exhibit proper body language while interacting?	Yes/No
❖ Does she/he raise relevant points?	Yes/No
❖ Does she/he give fair chance to others to express their views?	Yes/No

SUGGESTIONS FOR IMPLEMENTATION OF PROJECTS

- ❖ Project topics should be decided/chosen, planned and conducted by students largely with the teacher acting as a guide.
- ❖ Encouragement should be given to group projects. These will enable students to work together, share experiences and learn from each other.
- ❖ Projects keep giving students an opportunity to explore, investigate and work in groups.
- ❖ Children can be encouraged to use materials judiciously and keep them back after use.

CHECKLIST FOR PROJECTS IN ENGLISH

❖ Has the child done enough research and collected relevant content?	Yes/No
❖ Does the work reflect creativity and aesthetic skills?	Yes/No
❖ Does the presentation show understanding of the concept?	Yes/No