



Hand book for



BLUEBELLS

English Reader

Std 4

Price: ₹ 15/-



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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.

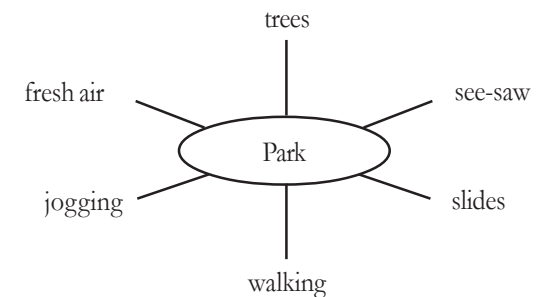
TEACHING METHODOLOGY

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 school following the Continuous and Comprehensive Evaluation introduced can follow the instructions given in the last pages of this book.

UNIT 1. THE KIND FIG TREE

This lesson can be taken as a lesson on environment. Observe June 5th as Green Day and celebrate it.

Warm-up: Teacher can talk about fig trees and show pictures of the same. Allow students to talk about a tree they know. Have a class discussion.

Read and enjoy: Allow students to read the lesson aloud.

Vocabulary: Homophones can be explained by giving examples on the board. Students can even draw pictures of two words which are homophones. Example: son, sun.

Grammar: The unit in the work book should be done along with the exercise in text.

Activity: Take the students around the school to name the trees. Then make them do the exercise.

Speaking: Let each child give a message to protect trees. Write them on the board. This will enable them to understand in a better way.

Writing: Taking points from the board, let the students write a paragraph on a tree.

*Please note that for some exercises, the children can write the answers in their own words. Such activities are marked with an *(asterisk). So the answers we have given need to be treated only as an example.*

Textbook Answers

1. Answer the following questions:

- The demons attack from behind because iron killed the nasty little demons and they were afraid of the big knives that people carried with them on their journey.
- The man looked for a place to hide since he knew that with nightfall the demons would come swarming out.
- The man asked the mountain ebony and naka, the iron wood tree for shelter.
- The young man hid among the branches of the fig tree.
- The young man repaid the fig tree for saving his life by promising not to cut a fig tree.

2. Who said to whom?

- young man to mountain ebony.
- naka to young man.
- fig tree to young man.
- demons to all the trees.

3. Select the correct homophone given in brackets to fill in the blank:

- a. rows, b. been, c. carrots, d. ate, e. cue, f. board

4. Indicate if the sentence is assertive, exclamatory, interrogative or imperative:

- a. interrogative b. exclamatory c. imperative d. imperative

5. Identify the trees and write their names below:

- a. coconut b. jackfruit c. banyan d. mango
e. tamarind f. papaya g. 5th June

Workbook Answers

A. Here are some broken sentences. Rearrange A and B in the blanks and match:

- The dog wagged its tail.
- Books are a child's best friends.
- Anu baked a cake in the microwave.
- Dinosaurs lived in the iceage.
- My father drives a jeep.

B. Tick only the sentences:

2,4,6,7 are sentences.

*C. Write the sentence around each pair of keywords:

- We are planning a picnic today because it is a sunny day.
- We went for a walk on a moonlit night.
- All of us rested after a hearty meal.
- It is a valuable book and so I put it back in the shelf.

*D. Write a statement about each picture:

- The monkey is climbing the tree.
- The bird is flying high in the sky.

3. The girl is skipping in the lawn.

4. The boy is eating ice-cream.

***E. Add suitable words to these groups of words to make sentences:**

2. Hold her hand while you cross the road.

3. My books are in my bag.

4. Tom said that he was going to sleep.

5. I saw the old man go into the building.

6. My sister has lovely eyes.

7. I will give the dog a few biscuits.

E Change these affirmative sentences into negative:

1. I was not unhappy to get my bag.

2. He was not early for the office.

3. He does not speak French badly.

4. The doctor was not in his clinic.

5. He did not run very slow.

6. Ann's brother is not weak.

G. Make these sentences negative:

2. The uncle was not clever.

3. Day before yesterday was not a holiday.

4. We cannot meet in town tomorrow.

5. It was not an exciting film.

6. I do not have friends in std IV.

7. Those questions were not difficult.

H. This is a quiz show. How many of these questions can you answer correctly?

1. Shah Jahan 2. Alexander Graham Bell 3. Edmund Hillary and Tensing Norgay 4. Kohima 5. Banyan 6. U.S.A

***I. Read this information about why birds eat pebbles? And prepare five questions:**

1. Do birds have teeth?

2. Can birds chew food?

3. What is gizzard?

4. What do ostriches swallow to help in digestion?

5. Which sea animals swallow stones?

J. Circle the verb in each command:

1. wear

2. cook

3. write

4. pass

***K. Write your own command. Begin with these verbs:**

1. Carry your bag on your back.

2. Hang your dress in the cupboard.

3. Turn to the next page.

4. Make your bed.

5. Throw the paper in the waste basket.

***L. Write your own command. Begin with these verbs:**

1. Look at the blackboard.

2. Do not look out of the window.

***N. Write a sentence for each picture below:**

1. The ball crashed into the window and broke the glass pane.

2. My father was shocked to read about his uncle's death.

3. The blue house caught fire and was burned completely.

***O. Complete these sentences adding subjects or predicates:**

1. The table in the room is very big.

2. Those tall trees are swaying in the wind.

3. Mary's clothes and shoes are new.

4. The boy climbed the ladder.

5. The children jumped around the room.

6. The farmer's two cows are grazing in the meadow.

7. The farmer milked the goat.

P. Join the subjects with the predicates in the columns correctly:

1. The doctor has come to see a patient.

2. Lions have golden manes.

3. A pair of sparrows made a nest on the tree.

4. Ruskin Bond is my favourite author.

5. The clock was running behind time.

Q Answer the questions from the passage above:

1. Jack was high up the mountain.
2. He couldn't see far because of the mist and rain.
3. In the morning, the weather was fine.
4. Jack had lost his way and so the map couldn't help him.
5. He decided to take a short cut across the mountain.
6. Jack put the map back into his bag.



UNIT 2. THE OWL (poem)



Teacher can ask students to describe different types of birds they have seen. To show pictures of birds and their nests.

Warm-up: To speak on a bird they like. Read and enjoy. Teacher can recite the poem aloud. Students can recite in groups. Rhyming words can be explained.

Vocabulary: Example can be given on the board before doing the exercise. Puzzle box can be done and similar puzzles can be made by students as group work.

Grammar: Pronouns can be explained. The exercise in the workbook can be done along with the lesson.

Activity: To familiarize the students about different animals, birds and insects that are active at night.

Speaking: Students can speak on the topic and it can be taken for formative assessment. They could be marked for presentation, language used, courage to speak fluently, content and development.

Writing: Based on the topic, students can be encouraged to write the paragraph. A heading should be given for it.

Textbook Answers

1. Answer the following questions:

- a. The owl is called as the forest's sentinel because it comes at night and watches over its surroundings.
- b. It perches on the old pine tree.
- c. When there is a sound the owl would call out to make its presence felt.
- d. Owl's cry is compared to a peacock's call.
- e. The owl seems to cry out that the night is good and that all's well.

2. Give the rhyming words of the following:

a. hill, b. right, c. well

3. How many collective nouns do you know? Enlarge your vocabulary by choosing a collective noun from the box and fill in the blanks:

a. team, b. library, c. flock, d. mob, e. crew, f. crowd

4. How many three letter words can you find?

saw, our, now, key, two, who, ate, win

5. Highlight the correct pronoun with a tick:

- a. They, they b. We, them c. I, him
d. She, her, them e. her, me, we

Workbook Answers

A. Hidden in the puzzle below are a number of nouns. Underline them and write them below:

pot, pen, paper, sugar, spice, desert, sand, apples, earth, orange, sky, earth, water, dogs, cats, horses.

B. Highlight the nouns in the nursery rhyme:

Jack, Jill, hill, pail, water, crown.

***D. Complete these word pairs by adding a noun beginning with the same letter:**

- | | |
|------------------|---------------|
| happy house | slippery shoe |
| fantastic father | sleepy song |
| creamy cake | heavy helmet |
| dirty dog | rough road |
| large lake | huge hillock |
| | shining star |

E. Rewrite the following sentences using capital letters correctly:

1. The Pacific ocean extends from the Arctic to Antarctica.
2. Abdul Kalam was the President of India.
3. Paris is the capital of France.
4. The Eiffel Tower is a famous landmark.
5. British Airways has seven flights to London.
6. John and Joe live in Chennai in Tamil Nadu.

E Complete the sentences below with the proper nouns given in the box:

1. Plato 2. Nile 3. St. Petersburg
4. George Washington 5. Jupiter 6. Quran

G. Identify these famous buildings and write their names:

Parliament House, Pyramid (Egypt), Leaning Tower of Pisa.

H. Various words are given below. Circle the common nouns:

fruit, nail, fire, hammer, wind, air, storm, salt, pencil, winter, pepper, orange, fox, bird.

***I. Listed below are some common nouns. Fill in the blanks with a suitable proper noun:**

2. Buckingham/ Lalit Mahal 3. January 4. India
5. Ganga 6. Indian 7. Asia 8. Ruskin Bond.

J. Fill in the blanks with common nouns:

1. Summer, spring, autumn and winter are known as the four seasons of the year.
2. The names of the four elements are wind, water, air and land.
3. All these are found in jungles mountains, trees, animals and birds.

K. Choose a collective noun from the box and fill in the blank:

1. team 2. library 3. cast 4. set
5. colony 6. troop.

***L. Make sentences with the group of words given below. Underline the collective noun in each sentence:**

1. We saw a pride of magnificent lions in the reserve.
2. Wolves hunt in packs at night.
3. I collected some pretty flowers to make a large bouquet.
4. The gaggle of white geese made a lot of noise.
5. This is a class of successful students in the school.

M. Find and put a circle around the word that does not fit in the groups of abstract nouns given below. One has been done for you:

2. race 3. carpet 4. film 5. flight 6. coal

N. Fill in the blanks with the correct abstract noun from the box below:

1. love 2. childhood 3. greed 4. wisdom 5. truth

Can you spot the noun in the poem? Underline them:

owl, pussy cat, sea, boat, honey, money, note, stars, guitar, fowl, ring, year, day, land, Bong-tree, wood, Piggy-wig, nose, shilling, Pig, Piggy.

O. Answer the questions:

1. The owl and the pussy cat went to sea.
2. They travelled in a pea-green boat.
3. They took some honey and plenty of money.
4. They travelled for a year and a day.
5. They got the ring from Piggy-wig.
6. They offered one shilling for the ring.

Pronouns

A. Underline the pronoun in these sentences:

1. He, us, they 2. I, my, you and I 3. you, it
4. me, your, I, you 5. He, his 6. They, their

B. Fill in the right pronouns in these telephone conversations:

me, yours, her, them.

C. Fill in blanks using possessive pronoun:

1. its 2. mine 3. his 4. ours
5. theirs 6. its 7. his, mine

D. Underline the pronouns given in the story:

his, They, her, He, him, its, It, It, its, It, it, They

Read the story and fill in the blank:

1. poor 2. wood 3. tree, house
4. empty bag.

E. Unscramble these questions. Underline interrogative pronouns. Remember to use question marks:

1. Who lost a gold watch this morning?
2. What would you like for your birthday?

3. Which way is it to the coast?
4. Who was sitting with you on the park bench?

E Highlight the correct pronoun:

1. They, they 2. We, them 3. I, her
4. She, her, them 5. her, me, we



UNIT 3. TITANIC



Make arrangements to show the movie Titanic to make them understand the lesson.

Words in context: It can be learnt by using the dictionary.

Warm-up: Have a class discussion on ships. Children can be taken to the beach or the port to show a real ship and the various parts of a ship or pictures can be shown.

Read and enjoy: Read the lesson aloud.

Vocabulary: Explain suffixes by giving them examples. Ask students to make words with suffixes.

Grammar: Work book exercise can be done along with the lesson.

Activity: Ask students to make a scrap book of different pictures of ships.

Speaking: Students can narrate from newspaper or TV news on accidents and its effects.

Writing: Students can write on their experiences of a journey or an excursion or picnic can be arranged to make it more realistic.

Textbook Answers

1. Answer the following questions:

- a. Titanic was an ocean liner which was the largest, most luxurious and supposedly safest ship of its day.
- b. The unsinkable ship struck an iceberg on its maiden voyage and sank.
- c. There were roughly 2,200 passengers on board the ship.
- d. The three reasons for the tragedy were despite warning of ice ahead, the crew increased speed in hopes of arriving early in New York, too few lifeboats were aboard, and several lifeboats were filled to less than half capacity when people started to evacuate the ship.

2. Complete the following sentences:

- a. The ocean liner Titanic was the largest, most luxurious and supposedly safest ship of its day.
- b. The magnificent ship went down in the frigid Atlantic waters, taking with it many lives.
- c. The Titanic continues to captivate the interest of researchers and the public.

3. Add suffixes from the box above to the words given below to make a new word:

- | | | |
|----------------|----------------|----------------|
| a. actively | e. bondage | i. boyhood |
| b. tirelessly | f. purely | j. oldage |
| c. childhood | g. magical | k. friendly |
| d. instruction | h. subtraction | l. originality |

4. Fill in the blanks with simple present tense:

- a. rises, b. fly, c. ride, d. drinks, e. starts, f. comes

5. Identify the ships below:

- a. passenger ship, b. cargo ship

Workbook Answers

A. Underline the verbs of action in the following sentences:

2. talks 3. smiled 4. chased
5. cheered 6. stopped

B. Given below are sentences containing verbs for being. Underline these verbs in each sentence:

2. be 3. are 4. were, was 5. am

C. Complete the sentence below by adding a verb of action or a verb of being as appropriate:

2. are 3. is 4. jumped/leaped
5. baked 6. wrote

D. Write the past and past participle of the verbs given below:

- | | | |
|----------|--------|--------|
| 1. dance | danced | danced |
| 2. eat | ate | eaten |
| 3. tell | told | told |
| 4. meet | met | met |

- | | | |
|-----------|---------|---------|
| 5. cry | cried | cried |
| 6. fly | flew | flown |
| 7. laugh | laughed | laughed |
| 8. say | said | said |
| 9. find | found | found |
| 10. throw | threw | thrown |

***E. Write sentences using these verbs:**

1. The captain screamed at me when I did not stop a goal.
2. The children giggled loudly when the puppy ran around in the classroom.
3. The teacher explained the problem patiently.
4. My mother told me to shut the gate.
5. The tiny bird quivered with fear.

F Choose a word from the list to complete each sentence:

1. promised
2. scolded
3. complained
4. whispered
5. accepted

G. Fill in the blanks with phrasal verbs in the following:

1. ran into
2. run over
3. run out of
4. step down

 **UNIT 4. A SONG FOR TODAY (poem)** 

Warm-up: Let students describe their birthday celebration or how they celebrated their grandparent's or parent's birthday. Then ask them to compare with an ordinary day of their life. Let them have a class discussion on the topic.

Read and enjoy: Let the students recite the poem out aloud in groups. Explanation can be given.

Vocabulary: Make them point out the rhyming words of the poem.

Grammar: Explanation on the topic with more exercises in the workbook can be done.

Activity: Show them cards or ask students to bring a card. Ask them to make cards for their friends. The best cards can be displayed on the board.

Speaking: Let the students freely give their answers. Compile the answers and write them on the blackboard. Different days can be remembered here.

Writing: Make students write a poem on a special day.

Textbook Answers

1. Answer the following questions:

- a. The poet seems to be in a happy mood.
- b. Yesterday was fun, everyday is just great, each intervening day is quite a special day.
- c. The other celebrations are new years, birthdays and wedding days.
- d. The person to whom the poet is addressing maybe his child.
- e. 'I celebrate today' - this is repeated throughout the poem.

2. Which are the words that rhyme with?

- a. today, b. week, c. great, d. heavenly

3. A prefix is a letter or a group of letters added at the beginning of a word to make a new word. Opposites are also formed by adding the prefixes 'un' and 'dis':

- a. disobey, b. uncomfortable c. disappear d. unfair
- e. disable/unable f. disagree g. unusual h. discourage

4. Fill in the blanks with the correct form of the verbs in the brackets. (present, past or future tense):

- a. wrote, b. taught, c. will go, d. loves, e. bought, f. will visit.

5. Correct the verbs and rewrite the sentences in your notebook:

- a. The first train ran between Bombay and Thane in 1853.
- b. There are twenty eight states in India.
- c. The partition of India took place in 1947.
- d. The building will be ready by next year.
- e. Make hay while the sun shines.
- f. Plants bend towards sunlight.
- g. Please wash your hands before eating.
- h. Indira Gandhi was the Prime Minister of India.

Workbook Answers

A. Fill in the blanks with the simple present tense of the verb given:

1. plays 2. erupts 3. drink 4. revolves 5. walks

*B. What do you and your friends do in school everyday?

2. I read my lessons in class.
3. I write the answer in my notebook.
4. I run out of the classroom when the bell rings.
5. I talk with my friends during the lunch break.

C. Fill in the missing verb from these present tense happenings and then draw them:

- A bird is flying. Boys are playing football.
Stars are twinkling. Alice is reading a story.

D. Complete the following sentences by using 'have' and 'has' with the correct tense of the verbs given in the brackets:

1. have painted 2. has finished
3. have travelled 4. has managed 5. has worked

E. Fill in the blanks with the present perfect continuous tense form of the verb given in brackets:

1. has been looking 2. has been living
3. has been planning 4. have been talking
5. have been studying.



UNIT 5. THE GOLDEN ORIOLE



Make them aware of different kinds of birds. A quiz on birds can be arranged by grouping the students and asking each group to make ten questions on any 3 types of birds. Then each group can ask the other groups to answer.

Warm-up: Show them a binocular to watch birds. Give them the experience of watching birds.

Read and enjoy: Different students can read the lesson by taking turns.

Vocabulary: Examples can be given for action words.

Grammar: Tenses can be done in the workbook.

Activity: Make a scrap book or a chart or a folder of their choice.



Ask them questions on the project. Assessment marks for formative assessment can be given.

Speaking: Tell students to speak out on the topic.

Writing: The teacher can write on the board on any bird and then let the students write on a bird of their choice.

Textbook Answers

1. Answer the following questions:

- a. Yang Pao had learnt "To be good to all living things."
b. The tiny golden bird dropped out of the tree cheeping pitifully. It tried to fly, but it was too weak.
c. The young lord had shot the golden bird with a catapult and broken its wing.
d. Yang Pao was anxious because the oriole flew out of the window and there was no sign of the bird when darkness fell.
e. The young boy dressed in gold brocade was the little golden oriole.
f. The young boy gave two small rings made of gleaming white jade.

2. Number the sentences below to put the story in correct sequences: h, e, a, g, i, c, f, b, d

3. Write the correct form for the following contractions:

- a. do not b. I am c. it is d. I would
e. You are f. You would g. They are h. They had
i. can not j. would not k. does not l. is not

4. Choose words from the box to complete the following similes. Add 'a', 'an' or 'the' before the words wherever necessary:

- a. an elephant b. the abc c. lightning d. a fox
e. a giraffe f. a baby g. a chimney h. a bird
i. an eagle j. a pig

5. Fill in the blanks with the past tense of the verbs given in brackets:

- a. went b. stopped c. was d. ran
e. buzzed f. hurried g. bounced h. answered

Workbook Answers

A. Fill in the blanks with the simple past tense of the verbs given in the brackets:

1. plucked 2. noted 3. hurried 4. cried 5. rubbed

C. Look at these pictures and make sentences as shown in the example:

2. Mother was working in the kitchen from 10a.m to 11a.m.
3. Father was reading the newspaper from 7a.m to 8 a.m.
4. I was studying my lessons from 6p.m to 7p.m.
5. Grandma was watching television from 7p.m to 8p.m.

D. Write the past tense and past participle of the verbs given below:

- | | | |
|----------|--------|---------|
| 1. swim | swam | swum |
| 2. sing | sang | sung |
| 3. write | wrote | written |
| 4. draw | drew | drawn |
| 5. cut | cut | cut |
| 6. swing | swang | swung |
| 7. grow | grew | grown |
| 8. work | worked | worked |

E. Answer these questions:

1. The policeman is looking for a gang of thieves.
2. There are four thieves.
3. The first thief is the noun, and he names a person, place or thing.
4. The second thief is the verb and he is the action word.
5. The third thief is the adverb and he modifies the verb.
6. The fourth thief is the adjective and he describes the noun.

UNIT 6. THE DENTIST AND THE CROCODILE (poem)

Make arrangements to visit a dentist's clinic or ask a dentist to visit the class and have an interactive session with the doctor.

Warm-up: Let students talk about their experience of having their tooth out.

Read and enjoy: Read out to the students. They can take the role of the crocodile and the dentist and read it aloud. Ask them to appreciate the poem.

Grammar: Exercise in the workbook to be done.

Activity: Make them do the work in class.

Speaking: They can take the role of the dentist and have a role play in class. Encourage them to find similar animals like the crocodile and make a role play.

Writing: The format of a diary should be given.

Textbook Answers

1. Answer the following questions:

- a. The crocodile visited the dentist to repair his teeth.
- b. The molars at the very back were easily the worst.
- c. The dentist imagined that at least three hundred pointed teeth were there.
- d. The dentist stood two yards away and chose the longest probe he had to search out the decay in the crocodile's teeth.
- e. The crocodile ordered the dentist to attend to the back teeth first by putting his head deep down inside its mouth.
- f. The dentist escaped when a lady came into the room.
- g. The lady was the owner of the crocodile.

2. Give the rhyming words of the following:

- a. repair b. look c. worst d. white e. decay
f. about g. said h. again i. all j. crocodile

3. Find the word with the help of the clues. All the words have 'ai' in them:

- a. frail b. snail c. train d. jail e. maid f. waiter

4. Circle the correct spelling:

- a. colourful b. beautiful c. marvellous d. piece
e. writing f. massive

5. Underline the helping words in the sentences below:

- a. will have b. will be c. shall go d. might be
e. shall have f. may be g. will play h. will have

6. Punctuate the following passage:

“Help! Help! He has looted us, the thief!”. A loud voice woke up Sam. Rubbing his eyes he jumped out of bed and ran to the window. In the kitchen garden below, he could see his grandfather waving his stick in the air angrily. Sam ran down the stairs “What happened grandpa?” asked Sam.

Workbook Answers

***A. Use these verbs in different forms of the future tense to make sentence of your own:**

1. I will be visiting my grandma this winter.
2. I shall have taken my exam by this time tomorrow.
3. I will be seeing him next month in Delhi.

B. Draw a picture to complete the sentence:

1. ball/stone
2. cake/apples
3. bananas/carrots
4. tree/wall

C. Fill in the blanks with the simple future or the future continuous forms of the verb:

will meet, will be waiting, will pick up.

D. Correct the mistake and rewrite the sentences:

1. They shall be travelling together on the same plane.
2. Mike will not be acting in your next movie.
3. Rose shall be coming with me for the meeting.
4. How will Sam be reaching my house?
5. I will be walking to the beach every evening.



UNIT 7. HELEN KELLER



Students can speak about various personalities they know. Teacher can highlight the books written on them.

Warm-up: They can identify and name the famous persons in the lesson.

Read and enjoy: Students can read the lesson aloud by taking turns.

Vocabulary: Similar words with prefixes can be written on the board.

Activity: A teacher teaching in the blind school or a blind child can be invited to actually tell them about their experiences.

Grammar: Exercise in the workbook can be done.

Speaking: Let students speak on the topic. It can be a prepared speech.

Writing: Ask them to imagine about the person and then write. Give them examples so that they get ideas about writing the paragraph.

Photographs of famous personalities are: Mahatma Gandhi, Abraham Lincoln, J.K Rowling, Walt Disney.

Textbook Answers

1. Complete the table below:

- a. 27th June 1880
- b. 19 months
- c. in the year 1904
- d. the age of 17
- e. 86 on 17th Jan 1968

2. Answer the questions given below:

- a. Helen Keller lost her power to hear and talk when a deadly disease struck her and made her blind for life.
- b. Miss Anne Sullivan was Helen Keller's teacher.
- c. She understood English language through play and learn method.
- d. At the age of 17 she became fluent in French, German, Greek, Roman, Latin and English languages.
- e. She knew how to make boats and enjoyed boating with her friends. She knew swimming and enjoyed travelling.
- f. Helen Keller was a brilliant woman and she helped other handicapped people of the world selflessly.
- g. Braille is raised-dot language for the blind. The blind can feel the raised letter with their finger tips and read the alphabet.

Textbook Answers

1. Answer the following questions:

- We identify Sunday with sun and Monday with moon.
- Tuesday has been named after the one-handed Tiu. He was the Bravest God the Norsemen knew.
- Wednesday is named after the God Woden.
- The God Thor rules on Thursday. He is the God of Thunder who fights giants and is loved and feared by everyone.
- Frig is the Queen of the Gods and Odin's wife.
- God Saturn blesses the farmer's corn and hay.
- Norse Gods are Woden and Tiu and the Roman God is Saturn.

2. Unscramble the letters to find the names of some fun hobbies that you do:

- | | | | |
|------------------|-------------|--------------|------------|
| a. cooking | b. swimming | c. gardening | d. cycling |
| e. bird watching | f. skating | g. painting | h. hiking |
| i. singing | j. dancing | | |

3. Write the correct past tense using -d, -ed or -ied for each word given in brackets:

- a. toured, b. plucked, c. moved, d. hurried, e. pulled, f. cried
g. heard

4. Give the correct past tense form of the verb given in brackets:

- | | |
|-----------------|------------------------|
| a. came, was | b. met, was writing |
| c. rang, looked | d. knocked, was having |

Workbook Answers

This has to be done entirely by the children. The teacher can give tips to help children.



UNIT 9. ROBINSON CRUSOE



Teacher should bring the story book-Robinson Crusoe and show it to the class. Motivate them to read it.

Warm-up: Let them visualize the savage and even draw a picture of it.

Read and enjoy: Students can read it aloud.

Vocabulary: Make new compound words other than given in the exercise.

Grammar: Workbook exercise can be done.

Activity: Picture of boats and ships can be brought and explained.

Speaking: In the hot seat. Each student can enact like Robinson Crusoe and the class can ask questions.

Writing: Diary entry should be written in first person and in the past tense.

Textbook Answers

1. Answer the following questions:

- Robinson Crusoe was born in the city of York in the year 1632.
- The small boat crashed against the rocks in the sea.
- Inside the store-room he found things like guns, an axe, tools, clothes, books, hatchets, a dog, two cats, some food and some money.
- The words written on the post were 'I came on shore here on 30 september 1659'.
- Everyday on the post, he made a mark with his knife and every Sunday, a longer mark and on the first day of each month, the longest mark. Thus he maintained his calendar.
- The savages were sitting around a fire. They cooked some human beings and ate them. After their meal they jumped into their canoes and sailed away.

2. Match the following to form compound words. Write the new word on the blank:

- | | | | |
|-------------|------------|---------------|---------------|
| a. bondage | b. rainbow | c. blackboard | d. toothpaste |
| e. armchair | f. haircut | g. downstairs | h. runway |

3. Fill in the blanks with the correct adjective:

- | | | | |
|------------|-------------|------------|--------------|
| a. sweeter | b. tallest | c. biggest | d. clever |
| e. younger | f. fiercest | g. hot | h. prettiest |

Workbook Answers

A. Complete the table:

1. funnier
2. oldest
3. weaker
4. fatter
5. coldest
6. more beautiful
7. more intelligent
8. costliest

B. Fill in the right degree of comparison:

1. greatest
2. large
3. most memorable
4. harder
5. mightier
6. brave
7. kindest, wisest

C. Add '-er' or '-est' to complete the adjective correctly:

1. smaller
2. fastest
3. youngest
4. older
5. richest
6. sweeter

D. Circle the correct word in each pair. On the line, write if it is comparative or superlative:

1. more luxurious
2. greenest
3. softer
4. saddest
5. more active
6. curliest

*E. Comparative:

1. House A is larger than House B.
2. House A has a bigger gate than House B.
3. The coconut tree in House A is taller than the one in House B.

Superlative:

1. House A is the largest of the two houses.
2. House A has the most number of windows.
3. House B has the smallest gate of the two houses.

E Fill in the table with irregular form of adjective:

1. good better best
2. bad worse worst
3. less lesser least
4. many more most

UNIT 10. I REMEMBER I REMEMBER (poem)

Students can be encouraged to talk about their childhood. Albums and photographs could be shown.

Warm-up: Different hobbies could be listed on the blackboard and let them list them according to their priority.

Read and enjoy: To read aloud in groups. The child can also recite the poem. New words could be written and explained.

Vocabulary: Different words could be given as examples.

Grammar: The workbook could be followed.

Activity: Children can be asked to point out their favourite member of the family..

Speaking: This can be taken for internal assessment.

Writing: Write the paragraph with the points given.

Textbook Answers

1. Answer the following questions:

- a. The sun came peeping through the window. It came in the morning and was always on time.
- b. The poet's brother planted a laburnum plant on his birthday. And now the plant has grown into a tree.
- c. When he was young he was carefree and therefore his spirits were high.
- d. When the poet was young he used to think that the fir tree's slender tops reached the sky.
- e. The poet's mood is nostalgic.

2. Read the extract below and answer the questions in a sentence:

- (i) a. Childhood innocence
- b. Lack of knowledge
- c. No, now he is an adult and has more experience in life.
- (ii) a. All the violets and lily-cups made the garden beautiful.
- b. The robin was seen on the garden. It built its nest on the lilacs growing in the garden.

3. Now write 'S' for simile and 'P' for personification:

- a. S b. P c. S d. P e. S

4. Fill in the blanks with articles 'a, an, the':

- a. a b. An, the c. the, the d. An, the
e. a f. a, the g. An h. the

Workbook Answers

A. Place 'a', 'an', or 'the' on the lines where they are needed.
Put a cross (x) if no article is needed:

1. a, a, x 2. x, an 3. The, x, the, the
4. the, The, the 5. The, a, the 6. x, x

B. Add article 'the' where necessary and rewrite the following sentences:

1. The fifthman in the row is very tall.
2. The Taj Mahal is one of the seven wonders of the world.
3. March is the third month of the year.
4. Ganga is the holiest river in India.
5. He is the brightest boy of class.

C. Fill in the blanks with 'a', 'an' or 'the':

1. An 2. a,a 3. an,a/the 4. The
5. the 6. a

Comprehension:

1. The(✓) River Euphrates, the(X)Baghdad, the(✓) Hanging gardens, the(✓) seven wonders.
2. The(✓) light house, the(✓) island, the(✓) tallest, the(✓) earth, the(✓) shore.
3. The(✓) mausoleum, the(X) Bodrum, the(✓) Aegean sea, the(✓) best quality.



UNIT 11. THE BOGEY-BEAST



Make students narrate a story they know.

Warm-up: Write down on the board the things that give them luck. Tell them about materialistic luck and spiritual luck.

Read and enjoy: Let students read the lesson aloud. Then a silent reading of the lesson. Teacher could explain wherever necessary.

Vocabulary: Other examples could be given.

Grammar: Exercise in the workbook should be followed.

Activity: Tell the students to bring colouring material to do the activity.

Speaking: The teacher can mark them for emotional skill while they speak on this topic.

Writing: Since it is textually based let them write according to the story. Let them improve and improvise on the basic idea.

Textbook Answers

1. Answer the following questions:

- a. The old woman earned a living by running errands for her neighbours.
- b. The old woman found a black pot lying in a ditch. It was full of gold pieces.
- c. The old woman was surprised as she looked at her treasure and found that the pot of gold was nothing but a lump of silver.
- d. The silver treasure turned into a big stone.
- e. She wanted the big stone to stick open the gate.
- f. The Bogey-Beast was as big as a haystack with four lanky legs and two long ears and a great long tail.

2. Match columns 1 and 2 to make a complete sentence:

- a. He plays with a ball.
- b. The train passed through the tunnel.
- c. I drink water in a glass.
- d. They use a bed to sleep on.
- e. Mary swam across the river.

*3. Complete the sentences using meaningful phrases:

- a. A soldier guards at the gate.
- b. A cat is chasing a rat up the wall.
- c. We must not eat with our dirty hand.

- d. I am standing on the stool.
- e. The book is lying under the table.
- f. The birds are over the bridge.
- g. The aeroplane is flying above the clouds.
- h. The dog barked at the stranger.
- i. She is dancing to the music.
- j. They were playing in the room.

4. Fill in the blanks with suitable preposition from the brackets to complete the story:

for, in, by, against, on, on, to

Workbook Answers

A. Read and underline the prepositions:

- 1. off 2. in 3. at 4. inside
- 5. round 6. between 7. out 8. through

B. Tick the correct preposition to complete each sentence below:

- 1. to 2. of 3. with 4. to 5. on

***C. Picture reading. Look at where all the monkeys are hiding to escape the big tawny tiger. Find them and write five sentences using prepositions:**

- 1. One monkey is hiding behind a bush.
- 2. Another monkey is hiding under the bridge.
- 3. One monkey has climbed on a tree.
- 4. One monkey is hiding inside a barrel.
- 5. Another monkey is in the water.

D. Find the opposites of the given prepositions:

- 1. below 6. out
- 2. inside 7. with
- 3. under 8. down
- 4. after 9. in front of
- 5. far 10. indoors

E. Pick out the prepositions from the passage:

Prepositions - of, on , to, when, in , for

- 1. Vegetables are an important part of our diet.
- 2. Vegetables should be eaten when they are fresh, young and uncooked.
- 3. Peas are enclosed in a pod.
- 4. Soaking in water and cooking for a long period, destroy the vitamins in vegetables.



UNIT 12. THE FAITHFUL DOG



Teacher can show a video or film on dogs. Encourage students to view 'Animal planet' channel in TV and give their opinion on it or write a report on it.

Warm-up: Let them explain on the different methods of looking after a pet in detail. Write it on the board.

Read and enjoy: Make students read it out as a speech. Explain the format of a speech.

Vocabulary: Different idioms can be explained and given as examples.

Activity: A quiz programme could be conducted by the teacher or even a senior student and prizes could be given. Can take the marks for assessment. A written quiz paper can be given on animals and birds.

Speaking: Let them make a speech on any one animal.

Writing: Format of a letter should be taught. An example can be given.

Textbook Answers

1. Answer the following questions:

- a. This speech is written by lawyer George Graham Vest.
- b. The author was making this speech for his client, who sued another man for killing his dog.
- c. According to Vest those who are nearest and dearest to us, may become traitor to their faith and will last only for a short time.

- d. The dog can be the best friend of a man.
- e. The dog will accompany him, guard him against danger and fight against his enemies.
- f. Children to write answer in their own words.

2. Match the following idioms with their meanings:

- a. give someone the slip - to escape someone.
- b. out of the blue - seeming to come from nowhere.
- c. on the fence - undecided.
- d. tie the knot - to get married.
- e. pulling someone's leg - making fun of someone.

***3. Read the following words and add more:**

- | | | | |
|-----------|----------|-------|----------|
| panic | toxic | trick | flick |
| fantastic | gastric | lick | lipstick |
| gigantic | critic | wick | brick |
| plastic | fanatic | stick | prick |
| logistic | majestic | tick | seasick |

4. Add the correct question tags. The first one has been done for you:

- | | | |
|-----------------|---------------|-------------|
| a. isn't he? | b. does she? | c. is it? |
| d. haven't you? | e. isn't she? | f. are you? |

5. Here is a short quiz on dogs:

- | | | |
|-------------------|------------------------|--------------|
| a. sense of smell | b. 15 years on average | |
| c. 42 teeth | d. grey hound | e. Chihuahua |

Workbook Answers

A. Tick the correct question tag:

1. b 2. b 3. b

B. Match the columns:

1. c 2. e 3. a 4. b 5. d

C. Insert the appropriate tag to make the following sentences into questions:

- | | | |
|-----------------|----------------|--------------|
| 1. haven't you? | 2. was it? | 3. did you? |
| 4. aren't we? | 5. doesn't it? | 6. have you? |

- | | | |
|-----------------|----------|--------------|
| 7. doesn't she? | 8. do I? | 9. isn't it? |
| 10. have you? | | |

D. Use question tags to write questions for these answers:

- 2. Uncle John got angry, didn't he?
- 3. Mother wouldn't let her drive the car, would she?
- 4. The African team didn't win the toss, did it?

E. Match the following:

- | | | | |
|------|------|------|------|
| 1. c | 2. d | 3. a | 4. b |
|------|------|------|------|

F. Use question tags to complete the sentences:

- | | | | |
|-----------|--------------|-------------|-----------------|
| 1. is it? | 2. isn't it? | 3. need we? | 4. didn't they? |
|-----------|--------------|-------------|-----------------|

G. Cricket quiz:

- 1. 11
- 2. 5
- 3. One Day International
- 4 to 6 children can find out present details and write.

H & I Children to write on their own.

UNIT 13. JIM BAILEY'S SECRET

Students can be encouraged to speak about their hobby.

Warm-up: Ask students to show a specimen of their hobby.

Read and enjoy: To read about the lesson and give explanation.

Vocabulary: Give more examples of Homonyms.

Grammar: Give explanation with examples. Exercise in the workbook could be done.

Activity: Ask students to built a bird house. They can display it for everyone to see.

Speaking: Pair work can be done and assessed.

Writing: Points can be written on the board before the task.

Textbook Answers

1. Answer the following questions:

- a. Jim Bailey had his shop on a street in a small town.
- b. He carved wooden ducks and wild geese and hunters decoys all day.
- c. The sign on the door. It said, 'Never worked and never will'.

- d. The lazy children from all around thought that Mr. Jim Bailey was like them and that he never worked his whole life.
- e. Other children from all around came and watched him carve the wild geese. They were delighted to see him work and knew the old man's secret. They knew that it was not work for him but pleasure to do his job.

2. Each of these sentences, has a misspelled word. Underline it and rewrite the sentence correctly:

- a. sent b. deer c. need d. hour e. meet
f. won g. pain h. sale

3. Identify the adverbs of manner, time and place. Write them in the columns in the table:

Adverbs of time: yesterday, already

Adverbs of place: hiding under the table, is upstairs

Adverbs of manner: quietly, loudly

Workbook Answers

A. Underline the adverb of time in the following sentences:

1. after 2. since 3. after 4. before
5. when

*B. Write an adverb of manner to describe each situation:

1. fast/slowly 2. quickly/well 3. fast/quickly
4. sweetly/softly 5. humbly 6. softly

C. The adverb in each sentence has been underlined. Draw an arrow from the adverb to the verb it tells more about:

2. watch 3. tied 4. work 5. galloped
6. went 7. swam 8. lets

D. Join the sentence parts correctly:

2. She knocked loudly so everyone could hear.
3. Jill ran slowly and lost the race.

4. She waited patiently at the busstop.
5. Father drove carefully because it was raining.

E. Use adverb opposite in meaning to the underlined one and rewrite the sentences:

2. sadly 3. slowly 4. loudly 5. kindly

*F. Complete the sentences with the given clue:

1. politely 2. always 3. everywhere 4. brightly
5. today 6. nowhere 7. softly

Comprehension

Pick out and write the adverbs. Also mention the type of adverb:

Adverbs	Type of adverbs
everyday	adverb of time
daily	adverb of time
successfully	adverb of manner
skillfully	adverb of manner
brilliantly	adverb of manner

Tick '✓' Yes or '✗' No:

1. ✗ 2. ✓ 3. ✗ 4. ✓ 5. ✗

UNIT 14. MUSSORIE - A LAND OF SNOW

Teacher can show the students photographs or video of hill resorts.

Warm-up: Make them speak on a visit to a hill station. Ask them to draw or stick a picture of the same.

Read and enjoy: Read aloud and explain. New words could be written on the black board and explained.

Vocabulary: Similar words could be done as example.

Grammar: Exercise can be done in the workbook.

Activity: Teacher can make a poster as an example and show it to the class. It should be colourful with brief details.

Speaking: They can speak about their experience. (pair work)

Writing: Give value points to the children before they write.

Textbook Answers

1. Answer the following questions:

- a. Mussoorie - A land of snow.
 - b. Land Cruiser.
 - c. They saw clouds which seemed to come down to embrace them and also the cool breeze from the mountain covered with rich green deodar, cherry trees.
 - d. The flakes started falling, like cotton and soon covered the mountains and it looked majestic in its white cloak.
 - e. They wore gumboots and it was difficult to walk on the slippery roads.
- 2. Read the words in the sets and tick the words with the /ei/ sound in the columns:**
- play, made, tray, way, grey, hate, may, lay, say, clay
- 3. Underline the adjective clause in these sentences and circle the noun or pronoun they qualify:**
- a. book that you borrowed from the library?
 - b. coin which is made of silver.
 - c. Mary who was a gold medallist.
 - d. Was this the creature that had frightened the family members?
 - e. Jack whom you met last year is in town.

Workbook Answers

A. Highlight the principal clause:

1. Check the water of the pond.
 2. The man drove the car.
 3. He returned it to the library.
 4. We are going camping this weekend.
 5. I will make the bed.
 6. I will board the train in the evening.
- B. Highlight the subordinate clauses:**
1. because they are rare, hard and beautiful.

2. when the sun appears in the morning.
3. unless they are flying.
4. although they are an easy form of transport.

***C. Complete the sentence by adding a clause:**

1. When I threw a stone, the bird flew away in fright.
2. I go to my training session and then try to get a job.
3. I started to iron before eating my breakfast.
4. He gave me a book which was very interesting.
5. The astronauts needed oxygen tanks while going into space.



UNIT 15. MY FAVOURITE THINGS (poem)



Warm-up: Ask the students about their favourite past time. Let them speak about it.

Read and enjoy: To recite aloud (group work).

Vocabulary: Make similar words as example.

Grammar: Exercise in workbook to be done.

Activity: Make a colourful zig zag folder and write each hobby. Explain and stick a picture on it.

Speaking: Let them speak on the hobby they like best.

Writing: A book review on a book they have read. Tell them to be specific and even draw the cover page for their book.

Textbook Answers

1. Answer the following questions:

- a. The three things that the poet likes to do are lazing on the grass, picking mangoes and catching tadpoles.
- b. The phrase on top of the world means feeling very happy.
- c. Racing with friends was the extra fun.
- d. No, rays are light from the sun and therefore cannot be caught.
- e. It turns everything into gold colour.
- f. Flap (noun): flat piece of material that covers an opening or hangs down. eg: The flap of an envelope.

Flap (verb): to cause something to move, swing, wave etc. up and down or side to side usually making a noise.
eg: The bird flapped its wings and flew away.

2. Find the rhyming words in each stanza:

- a. green b. pardon c. bends d. things
e. fun f. tunes g. gold h. things

3. Read the extract below and answer the questions:

- a. No, The poet cannot catch the sun's rays.
b. With his friends
c. On quiet afternoons
d. Whistling away the latest tunes
e. Curl up under the covers and sleep.

4. Add 'ar', 'er' or 'or' to make new word:

- a. farmer b. sailor c. builder d. porter
e. dollar f. hunter g. tailor h. teacher
i. boarder j. bearer k. vendor l. seller

5. Change a letter in these words to make a new word:

- a. fail b. snare c. brush d. glass
e. groom f. floor

6. Choose the right conjunctions - and, but, or, so, because and complete the sentences:

- a. and b. because c. so d. or
e. but f. so g. but h. and

7. Think and write the correct conjunction:

- a. and b. but c. or, but d. but
e. because

Workbook Answers

A. Rewrite these sentences with the conjunctions in the right place:

1. Tom is poor but honest.
2. She fell off the chair and hurt her leg.
3. Eat rice or wheat.

4. He is my friend so I will help him.
5. The baker shouted because a boy stole his cakes.

B. Choose the right conjunction and fill in the blanks:

1. and 2. or 3. because 4. but 5. so

C. Join the two sentences using these conjunctions:

1. or 2. yet 3. and 4. but 5. so

***D. Add a second sentence to make a compound sentence:**

1. Tarzan gazed through the telescope and saw the distant stars.
2. My friend gave me a rupee, but I did not accept it.
3. I needed a haircut, so I went to the barber's shop.
4. Did you buy a new T-shirt, or is it an old one?
5. She knew the forest well, yet she lost her way.

E. Some conjunctions are hidden in the puzzle. Underline them. One has been done for you:

to, or, and, yet, because, since, so

F. Join the sentences to make a compound sentence:

1. We won by five points because he played a great game.
2. Jane collects stamps but Bill doesn't have a hobby.
3. Jack is leaving now and he'll be back later.
4. It is getting dark so I'll walk home with you.

Comprehension

G. Read the extract and underline conjunctions in the passage:

and, so, but, but, and, but, as

Answer these questions:

1. In the beginning, Gulliver's voyage was comfortable.
2. The ship hit a rock and broke.
3. He could not get up because his arms and legs were tied on each side to the ground.
4. When he looked down, Gulliver saw some men.
5. Children can think of a suitable title.

UNIT 16. A CHANGE IN THE AIR (play)

Let them enact the play in class. Each scene can be divided among the students and given to enact.

Vocabulary: More examples could be given.

Grammar: Subject-verb agreement. Exercise in the workbook should be done.

Activity: Students should be encouraged to make similar puzzles.

Writing: Format should be explained. Let them include the value points given.

Textbook Answers

1. Answer the following questions:

- Madame Air is made up of gases like nitrogen, oxygen and carbon dioxide.
- Sir Ocean asked Madame Air to calm down and told him that change for the sake of change is not good.
- Mr. Sun told Madame Air that he hasn't changed for millions of years and a change would make everything in the world go topsy turvy or in disorder.
- Lord Volcano said that in the beginning the earth was a huge ball of hot gases which cooled down and became the surface. And at that time his ancestors spewed out dust and gases. Over millions of years, those gases made up Madame Air.
- Volcano's ancestors created air by first forming water and then slowly life developed in the oceans and then shifted to land.
- Madame Air saw the filthy face of the city. This was the work of the huge factory chimney from where black smoke was emitted. Then there were the vehicles which were noisy and also giving out smelly gases. Therefore there was air and sound pollution.
- Madame Air was relieved when she left the city with its smoke and smelly gases which nearly killed her.

2. Read the extract and answer the questions that follow:

- Sir Ocean spoke these words to Madame Air.
 - Sir Ocean advises Madame Air to go home and rest.

- Madame Air says these words.
 - Man has got to be stopped from polluting the atmosphere.
 - She is trying to stop man from changing her and the whole earth.
 - Man can be made more aware of the harmful effects of pollution. He can be encouraged to plant more trees.

3. Change the following words by adding d, ed or ly:

- | | | | |
|-------------|------------|------------|--------------|
| a. pleased | b. raised | c. planted | d. crookedly |
| e. honestly | f. lightly | g. baked | h. formed |

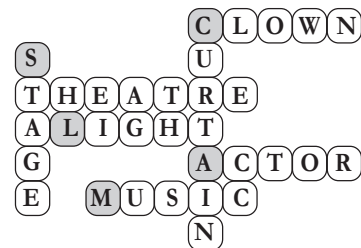
4. Write the present tense or the words below:

- | | | | | |
|----------|----------|----------|---------|--------|
| a. catch | b. write | c. dig | d. go | e. run |
| f. do | g. is | h. bring | i. sing | j. see |
| k. have | l. hear | | | |

5. Tick (✓) the correct verbs within the brackets:

- | | | | | | |
|---------|-------|---------|---------|--------|--------|
| a. have | b. is | c. were | d. were | e. has | f. are |
|---------|-------|---------|---------|--------|--------|

6. Here are some words related to the theatre/stage. Supply the missing letters in the puzzle:



Workbook Answers

A. Underline the correct verb:

- | | | | | |
|-------|-------|--------|---------|--------|
| 1. is | 2. is | 3. are | 4. were | 5. are |
|-------|-------|--------|---------|--------|

B. Tick the correct verb:

- | | | | |
|----------|-------|---------|--------|
| 1. has | 2. am | 3. were | 4. are |
| 5. wakes | 6. is | 7. have | 8. sit |

C. Choose the correct verb from the brackets and fill in the blanks:

- | | | | |
|--------|----------|----------|-----------|
| 1. am | 2. rises | 3. found | 4. writes |
| 5. fly | 6. chews | 7. eats | 8. mix |

D. Read the passage and underline the subject-verb agreement in the extract:

Assam is known as the land of fairs and festivals. One of their important festivals is Bihu, which means sharing of happiness and sorrow. The young and old enjoy the Bihu folk dance during the festival.

There are three kinds of Bihu. The most popular one is the Rongali Bihu, that celebrates the beginning of the Assamese New Year. (around 15 April)

It also marks the coming of spring and the beginning of the sowing season. The farmers prepare the fields for cultivation of paddy. The women make pithas and larus, food made of rice and coconut. The second is the Kongali or Kati Bihu. The third, Bhogali or Magh Bihu is the thanksgiving festival after the crop harvest.

Young men and girls gather in the open during the day and dance together. The dance is supported by drums and pipes.

Answer the questions:

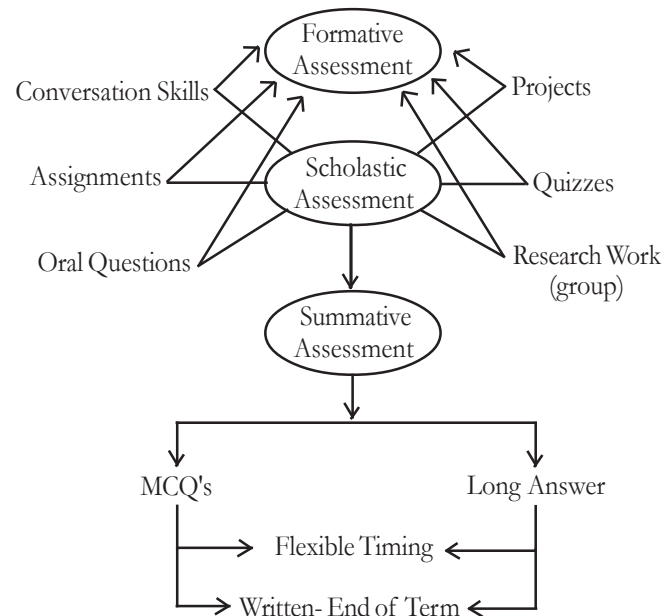
1. Assam is known as the land of fairs and festivals.
2. Bihu is celebrated thrice in a year.
3. During Rongali Bihu, pithas and larus are prepared by women.
4. Bihu means sharing of happiness and sorrow.
5. Bhogali Bihu is the thanksgiving festival after the crop harvest.
6. Assamese New year is the Rongali Bihu (around 15 April)

A. Children to fill in the details.



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 through out 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.

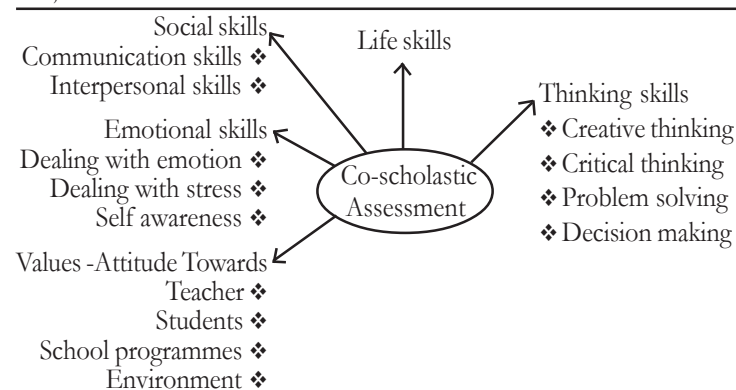
Part of the CCE card refers to co-scholastic areas - Life skills and assessment of attitudes and values.

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 most of the time. 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 and expression 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