

MY ENGLISH BOOK

Class - VI



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MY ENGLISH BOOK

Class - VI

(Experimental Edition)

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PREFACE

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

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

Any suggestions for the improvement of the book are welcome.

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

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INTRODUCTION

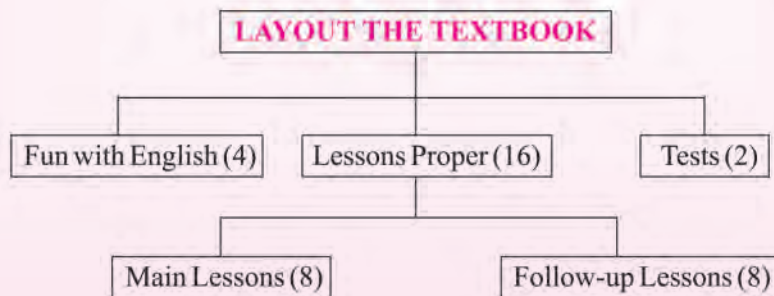
The Secret of Language Learning

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

What implication does this have for teaching English to our learners ? First, our learners should be sufficiently exposed to English through listening. In case of acquiring mother tongue, a child listens to the language for long to be able to speak. Listening to the language lays foundation for speaking. Do we provide enough exposure to English through listening before teaching our learners to speak and write in our Odia medium schools? Certainly not. We usually tend to start teaching of English from reading and writing. This is why our learners in our Odia medium schools face difficulties in learning English. Then how to overcome such difficulties ? In Order to do this we have to change the current trend of teaching English. Instead of beginning teaching of reading and writing, we should first develop the listening and speaking skills of our learners through storytelling and TPR (Total Physical Response) activities.

The Textbook

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



The four “Fun with English” lessons are simple and interesting. There are one poem, and three stories with very interesting mind-engaging activities. Hence, the name. The main purpose of this section is helping learners learn what they have not learned before- remediation not re-teaching but teaching in an interesting and enjoyable way. Currently, the skill of most learners is below their class level, more so in English classes. If their skills are not levelled up through right kind of materials, the main lessons will not work and the teacher will take recourse to reading aloud, explaining the text often in Odia and somehow complete the course as they were accustomed to do before. The tasks provided,

therefore , are based on development of language skills. These three “Fun with English” lessons serve as steps for reaching the lessons proper.

Lessons Proper

There are eight lessons – four prose pieces and four poems. These pieces are very carefully chosen, the main criteria of selection being simplicity (language) and interest value for the young learners of 10-11 years old. Each lesson has three major sections: Pre-reading, While-reading and Post-reading. The purpose of pre-reading is motivating the learners to read the text. The while-reading phase is devoted to interactive reading. The learner is taught to interact (communicate) with the writer through the text. This is the most important phase of the lesson. If this part is not properly done, the next phase, post-reading becomes futile. But in the current practice, instead of helping learners to interact (communicate) with the writer; the teacher reads aloud the text himself/herself and explains the text mostly in Odia. The post-reading phase is devoted to interesting learning activities based on the text. While doing these activities, the learner reads and rereads the text again and again on his/her own without being conscious of the fact that s/he is reading so many times. The activities become the main product and learning skills come as by-product.

FOLLOW-UP LESSONS

These are, in fact, sub-lessons of the main lessons. There is mainly one sub-lesson under each main lesson. The sub-lessons are shorter and simpler than the main lesson. The themes are related to the themes of the main lessons. Compared to the main lessons, the sub-lessons are less controlled in the sense that both the teacher and learners are given freedom to work on their own, the primary purpose being development of autonomous learning. While the questions and activities are provided in the main lessons by the editors, teachers are encouraged to frame their own questions and activities for sub-lessons. Similarly, the learners are encouraged to read and comprehend the text and do the activities on their own with less guidance from the teachers. Learners are encouraged to self-correct and peer-correct their own writings. The other purpose of these sub-lessons is to relate the main texts to their daily life experiences and real life use of English. In other words, they are discouraged to be textbook centric. Earlier, all these sub-texts were called ‘tail-pieces’ to be read and enjoyed by the learners without any tasks or activities. In addition to the sub-lessons, we also provide tail-pieces to some lessons.

Tests

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

Interlinking Materials and Methods

During the early phase of textbook writing, materials had hardly any link with methods. The textbook writers’ job was to prepare materials and the teacher’s job was to decide methods to handle the materials in the classroom. This delinking of materials from method made teaching learning ineffective. Later, attempts were, therefore, made to link material and method. The material writers while preparing textbook, visualized the method the teacher is to use to transact the material in the classroom. In fact , now it is realized that method is more important than materials shown through the

mathematical calculations: Good Materials + Bad Method= No result , Bad Materials+ Good Method= Some results. As a result, only persons having firsthand experience of teaching are asked to prepare material and trying out of material with real learners is made obligatory. Teachers use their own ways of handling the material, the method that is easy and convenient to them and the universally accepted and used method is reading aloud followed by explanation / summarization of the text. But in the book. We have linked the materials with the methods .The general approach suggested is learner-centred and activity –oriented approach with some specific methods of teaching such as BS (Brainstorming), Chain-drill, VMDT (Visual Memory Development Technique) and MT (Mental Talk).A brief description of these four techniques is provided in Appendix-II; Notes on Techniques .

The book is based on the good principles of education stated in NCF-2005 adapted to our context. The method and approach used are mostly teacher-centred. The book takes into account this fact and makes provision for improving the skills of both the learners and teachers and the state of teaching learning , especially English. The book, in other words , provides a comprehensive treatment for the major faults of the teaching /learning in general and the teaching / learning of English in particular.

ପ୍ରିୟ ଛାତ୍ରଛାତ୍ରୀ

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

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

ତେଣୁ ପ୍ରଶ୍ନ ଉଠେ ଇଂରାଜୀ ଶିଖିବା କେମିତି ? ଇଂରାଜୀ ଶିଖିବା ବିଷୟରେ ଆମ୍ଭମାନଙ୍କର କିଛି ଭୁଲ୍ ଧାରଣା ଅଛି । ଆମ ସେସବୁ ଭୁଲ୍ ଧାରଣାକୁ ଦୂର କରିବାକୁ ପଡ଼ିବ । ପ୍ରଥମ ଭୁଲ୍ ଧାରଣା ହେଲା, ଇଂରାଜୀ ଗୋଟିଏ କଷ୍ଟ ବିଷୟ । ସତରେ ତାହା ନୁହଁ । ଅନେକ ଦିଗରୁ ଇଂରାଜୀ ଭାଷା ଓଡ଼ିଆ ଠାରୁ ସହଜ । ପ୍ରଥମ କଥା ହେଲା, ଇଂରାଜୀ ଅକ୍ଷର ଲେଖା ଓଡ଼ିଆ ଅକ୍ଷର ଲେଖା ଠାରୁ ସହଜ । ଯିଏ ଓଡ଼ିଆ ଲେଖା ଶିଖି ସାରିଛି ଇଂରାଜୀ ଲେଖା ତା ପାଇଁ କିଛି ନୁହଁ । ଓଡ଼ିଆ ଲେଖାରେ କଷ୍ଟ ହେଲା ଯୁକ୍ତାକ୍ଷର । ଇଂରାଜୀରେ ଯୁକ୍ତାକ୍ଷର ନାହିଁ କହିଲେ ଚଳେ । ଆମର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ଗୋଟିଏ ଭାଷା ଅନ୍ୟ ଭାଷାଠାରୁ ବେଶ୍ ଅଲଗା । ଏଇ ଯେମିତି ଆମେ ଭାବୁ ଓଡ଼ିଆ ଠାରୁ ଇଂରାଜୀ ବେଶ୍ ଅଲଗା । ସତରେ ତାହା ନୁହଁ । ସବୁ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ପାଖାପାଖି ଅଣା ପ୍ରତିଶତ ସାମଞ୍ଜସ୍ୟ ରହିଛି । ଏହାର ଅର୍ଥ ହେଲା ଗୋଟିଏ ଭାଷା ଜାଣିଥିବା ଲୋକପାଇଁ ଅନ୍ୟ ଭାଷା ଶିଖିବା ସହଜ । ଯଦି ଜଣେ ଓଡ଼ିଆ ଭାଷା ଶିଖିଛି, ତା ପାଇଁ ଇଂରାଜୀ ବା ଯେକୌଣସି ଭାଷା ଶିଖିବା ସହଜ ।

ଆତ୍ମମାନଙ୍କର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା, ସ୍କୁଲକୁ ଇଂରାଜୀ ଶିଖିବାପାଇଁ ଆସିବା ପୂର୍ବରୁ ଆମେ କିଛି ଇଂରାଜୀ ଜାଣି ନାହୁଁ । ଇଂରାଜୀ ଆତ୍ମମାନଙ୍କ ପାଇଁ ପୁରାପୁରି ଗୋଟିଏ ନୂଆ ବିଷୟ । ଏ ଧାରଣା କିନ୍ତୁ ଠିକ୍ ନୁହେଁ । ଆମ ବାତାବରଣରୁ ତୁମେ ସବୁ କେତେ ଜଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖି ସାରିଛ । ଏଇ ଦେଖିବା କେବଳ ସାଇକେଲ୍ ସମ୍ବନ୍ଧରେ ତୁମେମାନେ କେତେ ଜଣ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଛ । ସାଇକେଲ୍‌ର ସବୁ ପାର୍ଟସ୍‌ର ନାମ କହିଲ । ବହୁ ପାର୍ଟସ୍‌ର ଓଡ଼ିଆ ଆମେ ଜାଣିନୁ । ଏଇ ଯେମିତି ହାଣ୍ଡେଲ୍, ବ୍ରେକ୍, ଟ୍ୟୁବ୍, ଟାୟାର ଇତ୍ୟାଦି । ସେମିତି ତମେ ଯାନବାହାନ, ଖାଦ୍ୟପେୟ, ଡ୍ରେସ୍, ଖେଳ, ଡାକ୍ତରଖାନା, ସିନେମା, ଟିଭି, ଟ୍ରେନ୍ ଆଦି ବିଷୟରେ କେତେ ଜଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିଛ । କେବଳ ମୋବାଇଲ୍ ପାଇଁ କେତେ ଜଣ ଇଂରାଜୀ ଶବ୍ଦ ଅଛି, ଦେଖିଲ । ସ୍କୁଲରେ ଇଂରାଜୀ ଶିଖିବା ପୂର୍ବରୁ ଚାନ୍, ଗୁଷ୍ଟିଆ ଭଳି ଦେଶମାନଙ୍କର ଛାତ୍ରଛାତ୍ରୀ କମ୍ ସଂଖ୍ୟକ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଥିଲା ବେଳେ ତୁମେମାନେ ପାଖାପାଖି ହଜାରେ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିସାରିଛ ତେଣୁ ଇଂରାଜୀ ଶିଖିବା କାହାପାଇଁ ସହଜ – ତୁମମାନଙ୍କ ପାଇଁ ନା ସେମାନଙ୍କ ପାଇଁ ?

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

Abbreviations used in the book :

adj	:	Adjective
BS	:	Brain Storming
MCQ	:	Multiple Choice Question
MT	:	Mental Talk
phr	:	Phrase
n	:	Noun
SGP	:	Sense Group Paragraph
v	:	Verb
VMDT	:	Visual Memory Development Technique



Part - I

Fun with English

LESSON - 1

KITE

Session - 1

I

PRE-READING

- Have you ever flown kites ? Have you ever observed kites when they fly and they lie on the ground ? Do kites look different when in the air ? Do they also act differently ?
- See the two pictures of kite and guess. Is it possible to write a poem on these two stages- kite on the ground and kite in the sky ? Let's read this poem and see.



II

WHILE-READING

TEXT

A kite on the ground
Is just paper and string,
But up in the air
It will dance and sing.

A kite in the air
Will dance and caper,
But back on the ground
Is just string and paper.

- Teacher reads aloud the poem pointing at each word. S/he reads (showing the poem to the students). Students listen and look at the teacher closing their books.
- Teacher reads aloud as before, students listen and see their text.
- Teacher reads aloud one line, students repeat after him/her in chorus.
- Students read the poem silently.
- Students answer the following questions asked by the teacher.

● **Comprehension Questions :**

1. What is the poem about ?
2. The poet speaks of two situations of a kite. What are they ?
(Kite on ground and _____)
3. In which situation is the kite more active - in the air or on the ground ?
4. What does it do when it is in the air ?
5. How is it when on the ground ?
6. Where is the kite very happy- in the air or on the ground ?
7. How many stanzas are there in the poem ?
8. What does the first stanza talk about ?
9. What does the second stanza talk about ?
10. What do the first two lines of the first stanza talk about- kite on the ground or kite in the air ?
11. What do the first two lines on the 2nd stanza talk about – kite on the ground or kite in the air ?

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

kite flying (Pic), kite flying (Pic), string, caper, sing

2 Listening :

- (i) Your teacher will read aloud some of the words listed below. You tick the words in your book.

ground, kite, string, dance, sing, caper

- (ii) Your teacher reads aloud the first stanza, you listen to him/her and fill in the blanks.

A _____ on the _____
Is _____ paper and _____,
But _____ in the _____
It will _____ and sing.

3 Speaking :

- (i) Chain- drill : “A kite on the ground
A kite in the air.”
- (ii) Reading aloud : Teacher vs. Students,
Students Vs. Students (all the lines)

Teacher reads aloud first line; the students, the second line.

One group of students reads aloud the first line; other group, the second line.

4 Mental Talk :

“A kite on the ground
Just paper and string.”

5 Writing :

(a) Answer the following questions.

(i) What is the poem about ?

(ii) The two states of a kite are : kite on the _____ and kite _____.

(iii) What does a kite do when in the air ?

(iv) What do the first two lines of the first stanza talk about ?
(Kite on the ground)

(v) What do the first two lines of the second stanza talk about ?
(Kite in the air)

(ii) Given below are four pairs of lines on one side and two themes on the other side. Match them.

(i) But up in the air
It will dance and sing

(ii) A kite in the air
Will dance and caper

(iii) A kite on the ground
Is just paper and string

(iv) But back on the ground
Is just string and paper

a. kite dead

b. kite alive

LESSON - 2

A GREEDY FAT OLD MAN (I)

Session - 1

I

PRE-READING

- Socialisation
- Look at the picture. Who are there in the picture ? Why is the old man so fat ? What is he talking to the thin boy ? Let's read the story and see.
The Story is based on fantasy. It is very interesting and you will enjoy it.

II

WHILE-READING

Text

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

Once there lived a greedy fat old man. One day he got up at 6 a.m. and brushed his teeth at 6.30 a.m. He took tea at 7 a.m. and breakfast at 8.30 a.m. Do you know how much tea he took ? And what did he take in his breakfast ? He took two mugs of tea and two litres of milk. Then he took three tins of biscuits and five big pieces of cakes. After breakfast he looked really very very fat.

Then he went out for a walk. He walked, walked and walked till he met a little thin boy. He had a long conversation with the boy.



Old man : Have you brushed your teeth ?

Boy : No, I haven't

Old man : Do you have enough tea and milk to drink ?

Boy : No, I don't have.

Old man : Do you have enough biscuit to eat?

Boy : No, I don't have.

Oldman : Do you have enough cake to eat?

Boy : No, I don't have.

When the old man had just finished his questions, the boy asked him a question.

Boy : Old man, old man, what makes you so fat ?

The old man said, "I've taken two mugs of tea, two litres of milk. I also took three tins of biscuits and five kilograms of cakes. And if I can catch you, I'll eat you up."

Then the old man caught the thin little boy and ate him up.



- *Teacher reads aloud the story with action, students listen to him/her without opening their books.*
- *Teacher reads aloud second time, students listen to him/her and see the texts.*
- *Teacher reads aloud one sentence, students repeat after him/her in chorus.*
(All the students in this way)
- *Students read the story silently followed by questions from the teacher.*

Comprehension Questions

1. What is the story about ?
2. When did the old man get up ?
(The teacher frames two more similar questions.)
3. How much tea did the old man take ?
(The teacher frames three more similar questions.)
4. Whom did he meet on the way ?
5. How many questions did the old man ask the boy ?
6. Did the boy ask the old man any question? What was his questions ?
7. What did the old man do with the boy ?

Session - 2

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Pic. Fat old man, boy, milk packet, cake

Text : breakfast, walk, boy asks a question, old man asks questions

2 Listening :

- (a) Your teacher reads aloud some words from the list below. You tick the words your teacher reads.

breakfast, biscuit, conversation, enough, questions, catch, greedy

- (b) Your teacher reads aloud the following para. You listen to him and fill in the blanks.

“ Then he went _____ for a _____. He walked, walked and _____ till he _____ a little thin _____. He had a _____ conversation _____ the boy”.

- (c) Your teacher dictates five three-lettered words like 'out'. You listen to him carefully and write the words in the space provided.

Session - 3

3 Speaking :

- (i) Chain-drill “Once there lived a greedy, fat old man”
- (ii) Dialogue : Teacher vrs Students, (Change role)
 Students vrs Students (Change the role)
- Old man : Have you brushed your teeth ?
- Boy : No, I haven't.
- Old man : Do you have enough biscuit to eat ?
- Boy : No, I don't have.

4 Mental Talk :

“Old man, old man, what makes you so fat ?

Session - 4

5 Writing :

- (a) Answer the following questions
- (i) What is the story about ?

(ii) How much tea did the old man take ?

(iii) Whom did the old man meet on the way ?

(iv) What did the old man do with the boy ?

Session - 5

(b) Given below is a daily time table of Gopal. Based on the time table, write a paragraph about Gopal's daily habit. First sentence is done for you.

get up	6 a.m.
brush teeth	6.30 a.m.
take bath	7 a.m.
take breakfast	7.30 a.m.
go to school	9.30 a.m.
come back from school	4.30 p.m.

Gopal gets up at 6 a.m. He brushes his _____

Now join the written six sentences into two. First one is done for you.
Gopal gets up at 6 a.m., brushes his teeth at 6.30 a.m. and takes his bath at 7 a.m.

get up

take breakfast

brush teeth

go to school

take bath

come back from school

Now write six sentences about you using the hints above.

I get up at _____. I brush _____

Session - 6

Now join the six sentences into two and write as done before.

(c) Given below is the cover of a tooth paste.

Read carefully what is written on the cover. First fill in the form, then, write a paragraph about the tooth paste. Some helps are provided for you.



1. Name of the product :
2. Made by :
3. Nett weight :
4. Date of manufacture :
5. Expiry date :
6. Price :
7. Use :

Paragraph:

The name of the tooth paste is _____

LESSON - 3

A GREEDY FAT OLD MAN (II)

Session - 1

I

PRE-READING

- Socialisation
- You read the first part of the story, which is a fantasy.
- Look at the picture. Who is the old man talking to ? Will the greedy old man eat up the dog ? Let's read and see.



TEXT

II

WHILE-READING

- Follow all the four steps of the previous lesson.
- Read the second part of the story silently and answer the questions that follow.

After eating the boy, the old man met a small dog. The small dog asked, "Old man, old man, what makes you so fat?"

The old man said, 'I've taken a very heavy breakfast.'

"What did you take in your breakfast?" asked the dog.

"Two mugs of tea and two litres of milk" replied the old man.

"Only this much?" asked the dog.

"I've taken three tins of biscuits," replied the old man.

"Only this much?" asked the dog.

"I also ate five big pieces of cakes." replied the old man.

"Only this much?" asked the dog.

"I also ate a small boy", replied the old man.

When the dog again asked the same question "Only this much?" the old man lost his temper and said "I'll eat you up if I can catch you." Then the old man caught the dog and ate it up.

● **Comprehension Questions :**

1. Whom did the old man meet in this part of the story ?
2. Who asked most of the questions in this section – the dog or the old man ?
3. What was the dog's first question to the old man ?
4. After the first question, the dog asked the same question again and again. What is this question ?
5. Was the old man's answer to the same question similar or different ?
6. Why did the old man lose his temper ?
7. What did he do with the dog ?

Session - 2

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Pic : Small dog, old man

Part : old man ate the dog, five big pieces of cakes, two mugs of tea, three tins of biscuits.

2 Listening :

- (i) Your teacher reads aloud a paragraph of the story. You listen to him/her alternatively and fill in the gaps.

When the dog _____ asked "Only _____ much ?",
the _____ man lost his temper and _____ " I 'll
_____ you up if I _____ catch you." Then
the old man caught the _____ and ate it _____ .

Session - 3

3 Speaking :

- (i) Chain-drill "I've taken a heavy breakfast."
(ii) Dialogue : Teacher vs. Students (three times), Students vs. Students
(three times)
Dog : 'Old man, old man, what makes you so fat?
Old man : "I've taken a very heavy breakfast."

4 Mental Talk :

"The old man walked, walked and walked till he met a small dog."

Session - 4

5 Writing :

- (a) Answer the following questions :

- (i) Whom did the old man meet in this part of the story ?

- (ii) Who asked most of the questions in this part ?

(iii) What question did the dog ask the old man most of the time ?

(iv) Why did the old man lose his temper ?

Session - 5

(b) Suppose this is what Gopal does on Monday.

“Gopal gets up at 6 a.m. He brushes his teeth at 6.30 a.m. He takes his bath at 7 a.m. He takes his breakfast at 7.30 a.m. He goes to school at 9.30 a.m. He comes back from school at 4.30 p.m.”

Can you write about Gopal what he did last Monday ? The first line is given to start with.

“Last Monday Gopal got up at 6 a.m.

Now join the six sentences into two as you did in the previous lesson.

Session - 6

- (c) Provided below is the wrapper (cover) of a biscuit packet. First fill in the form and next write a paragraph on the biscuit.



Form :

1. Name of the biscuit :
2. Name of the company :
3. Date of packing :
4. Price of the packet :
5. Time of use :
6. Things it contains :

The name of the biscuit is _____

(d) Framing Questions

Provided below is what Gopal did last Sunday. Make six questions from the paragraph. Hints are provided.

“Last Sunday, Gopal went to Cuttack at 10 a.m. by bus with his friends to see his mother.....”

1. Who went _____
2. Where did _____
3. When _____
4. How _____
5. With whom _____
6. Why _____

LESSON - 4

A GREEDY FAT OLD MAN (III)

Session - 1

I

PRE-READING

- Socialisation :
- This 3rd part is the most interesting and last part of the fantasy.
- Look at the picture. What happened to the old man ? Was he able to eat the squirrel ? Let's read the story and see.



II

WHILE-READING

Text

- Read the last part silently and answer the questions that follow.

After eating the dog, the man walked, walked and walked till he met a little squirrel. The little squirrel asked the old man, 'Old man, old man, what makes you so fat ?

The old man said. "I've taken a very heavy breakfast. In my breakfast I took two mugs of tea, two litres of milk, three tins of biscuits and five big pieces of cakes." Then I ate a little boy and a small dog. I'll also eat you up if I can catch you."

"But you cannot catch me, old man" said the active, agile, little squirrel. Then the squirrel jumped up the tree, the old man also climbed up the tree. The little squirrel jumped up to the main branch of the tree. The old man also climbed up to the main branch of the tree. Next the little squirrel jumped up to a thin branch. The old man also climbed up to the thin branch. But thrash ! the small branch broke and the old man fell on the ground. His big belly burst out.

The little boy came out. The little dog came out. And the squirrel was also out because he was never ever in.

- Follow all the four steps as in lesson 2 and 3.

- **Comprehension Questions :**

1. Whom did the old man meet in this section ?
2. What did the squirrel ask the old man ?
3. How many mugs of tea did the old man take ?
(Frame 3 more similar questions.)
4. Where did the squirrel jump up first ?
(Frame two more similar questions.)
5. Why did the old man fall down ?
6. What happened to the old man when he fell down ?
7. Who came out ?
8. Why was the squirrel out ?
9. Did you like the story ?
10. Whom do you like most - the boy, the dog or the squirrel ? Why?

Session - 2

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Picture: boy, dog, squirrel, old man, tree

Whole : Squirrel jumped up tree, old man telling about breakfast, the small branch broke off

2 Listening :

- (a) Your teacher will read aloud some of the words listed below. You tick the words when your teacher reads aloud.

never, jump, tree, ever, climber, thrash, burst, belly

- (b) Your teacher reads aloud the last para of the story. You listen to him/her attentively and fill in the gaps.

The little _____ came _____. The little _____ came out. And the squirrel was _____ out, because he _____ never _____.

Session - 3

3 Speaking :

- (a) Chain drill:

“But you cannot catch me old man”

- (b) Dialogues:

Teacher vs Students (three times) (change the role)

Students vs students (three times) (change the role)

Squirrel : “Old man, old man, what makes you so very very fat ?”

Old man : “I have taken a heavy breakfast.”

4 Mental Talk :

“The little boy came out. The little dog came out.”

“The squirrel was also out, because he was never ever in.”

Session - 4

5 Writing :

- (a) Answer the following questions.

- (i) Whom did the old man meet in this section ?

The old _____

(ii) Where did the squirrel jump up first ?

The squirrel jumped _____

(iii) Why did the old man fall down ?

_____ because _____

(iv) Who do you like most ?

Session - 5

(ii) Provided below an OMFED milk packet. Read the English written on it. Fill in the form first. Then write a paragraph based on the filled in form.



Form:

1. Name of the milk :
2. Name of the company :
3. Size of the packet (small/big) :
4. Quantity of milk :
5. Date of packing :
6. Price :

Paragraph:

The name of the milk is _____

Session - 6

(iii) Write your own story.

The old man met a boy, a dog and finally a squirrel. You can add one more character before squirrel or after the boy- a cat, for example. Next, you can write a part of the story based on the new character. While writing the story, you can see that part of the story and copy most of the lines from it.

After eating the boy _____



Part - II

LESSON - 1

MICE



Session - 1

I

PRE-READING

Your teacher will introduce the poem in the following way.

S/he will ask the following questions :

Don't you like a mouse ? Why/ Why not ? Give reasons. Here is a poem on mice. Let us read, enjoy and see whether the poet likes or dislikes mice.

II

WHILE-READING

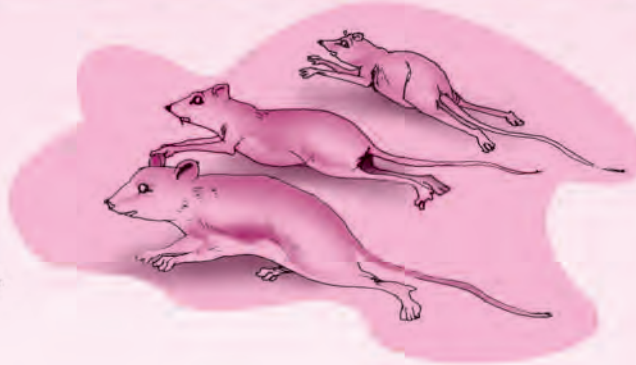
1. Your teacher will read the poem aloud, you will listen to him/her without opening your books.
2. S/he will read the poem aloud for the second time and you will listen to him/her following the poem in your books.
3. Read the poem silently and try to answer the questions asked by your teacher.

TEXT

I think mice
Are rather nice.
Their tails are long

Their faces small,
They haven't any
Skins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice.



Comprehension Questions :

1. What is the poem about ?
2. Who is "I" in the first line of the poem ?
3. What are the tails of mice like ?
4. 'They have no skin at all'. Does this mean that they have no skins or they have very thin skins ?
5. What is the colour of their ears ?
6. Where do they run about at night ?
7. Which things do they nibble ?
8. Do most people like mice ? Why ?
9. Does the poet like mice ?
10. Which line tells you so ?
11. Which lines are repeated in this poem ?

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Take the photograph of the poem in your eye-cameras. Then put your index finger on the words / phrases your teacher says. Open your eyes and see whether your finger is on the right place. Repeat this activity for other words/ phrases your teacher says.

Whole Text : Pink, nibble things, faces small, like then much, The lines repeated.

2 Comprehension Activities :

(a) MCQs : Choose the correct alternatives.

i. Mice don't have _____

- a. thick skins .
- b. long tails.
- c. small faces.
- d. pink ears.

ii. Which of the following is not true?

- a. The poet likes mice.
- b. Everyone likes mice.
- c. No one likes mice.
- d. Both b. and c.

iii. They haven't any skins at all' means they have _____

- a. thick skins .
- b. very thin skins .
- c. no skins at all.
- d. black skins .

(b) Match items under column A with items under column B. Join them with lines. The first one is done for you.

- | A | B |
|------------------|-------------------------|
| 1. tails | a) at night |
| 2. faces | b) small |
| 3. skins | c) long |
| 4. teeth | d) pink |
| 5. ear | e) white |
| 6. run about | f) they shouldn't touch |
| 7. nibble things | g) haven't any |

Session - 3

3 Listening :

- (a) Tick the words/phrases your teacher reads aloud.
mice, tails, skins, ears, pink, teeth, white, nibble, nice
- (b) Your teacher reads aloud the first six lines of the poem. Fill in the gaps while listening to him/her.

I think _____
Are rather _____
Their tails are _____
Their _____ small
They haven't any
_____ at all.

Session - 4

4 Speaking :

- Your teacher will read aloud one line, you will repeat after him/her. This is done twice.
- Your teacher will read one line, you will read the next line and so on.

- Students sitting on the right side will read one line and students sitting on the left will read the next line and so on.

(b) **Chain-drill:** "I think mice are nice."

5 Vocabulary :

Match the words /phrases under A with their opposite words under B. Join them with lines. The first one is done for you.

A		B
long		big
white		everyone
no one		day
small		black
night		short

Session - 5

6 Usage :

(a) When we talk about one person, it is singular. But when we talk about more than one person or thing, it is plural. A thing or a person is made plural in the following ways:

(i) By adding "s" to the word :

Singular	Plural
cat	cats
dog	dogs

(ii) By adding "es" to the word :

bus	buses
bush	bushes
mango	mangoes
box	boxes

(iii) By changing the spelling of the word :

mouse	mice
tooth	teeth

(iv) By not changing the word :

deer

deer

sheep

sheep

(b) Given below are some singular forms of some words used in this poem. Find out the plural forms of these words from the poem and write them against each of the words.

Singular

Plural

mouse

mice

tail

face

skin

ear

tooth

Session - 6

7 Writing :

(a) Based on your matching above in -5 (b), Vocabulary section , write some sentences . One is done for you.

Tails.....long

Tails of mice are long.

Face_____

Skin_____

Ear_____

Teeth_____

- (b) Fill in the gaps using the words given. The first one is done for you.
(Do not see the poem while doing this task)

Poem

I think mice
Are rather
Their tails
Their faces
They haven't any skins at
Their ears are
Their teeth are
They run about.
The house at
They nibble at
They shouldn't
And no one seems
To like them
But I think mice
Are

Words

all
long
much
nice
mice
night
pink
small
things
touch
white

Session - 7

- (c) The poet likes mice. However, you don't like them. Rewrite the poem expressing your dislikes. The first two lines are done for you.

I think mice
Are not nice.

Session - 8

(d) Write the answers to the following questions.

(i) What is the poem about ?

The poem is about _____

(ii) Who is “I “in the first line of the poem ?

(iii) What does the tail of a mouse look like ?

(iv) Where do they run about at night ?

(v) Which things do they nibble ?

8 Mental Talk :

Mentally repeat the following line of the poem:

I think mice are rather nice.

9 Let Us Think :

The Poet likes mice. Do we like his/her attitude ? Why ?

FOLLOW-UP LESSON

I LIKE BATS

Session - 1

I

PRE-READING

- Socialisation
- The teacher thinks of a pre-reading activity.

You may use pictures. You may also link the poem with the poem of the main lesson.



What are there in the picture? How do they look like? That's how bats sleep and rest hanging upside down. What an interesting way of resting and relaxing! Do you like to rest like bats hanging upside down.

In the poem 'Mice' the poet likes mice. Let's read this poem to see if the poet likes bats.

II

WHILE-READING

- Follow the steps of the main lesson.

TEXT

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

I like bats
Hanging upside down
Like rats. Like silk-cotton fruits
Swinging in wind
What a way to relax and rewind.



I wish I could
Do that
Like a bat
A way to find
After a day's work
To relax and rewind
Upside down
Hang like bats.
I like bats
Hanging upside down
Like rats.



● Comprehension Questions :

The teacher is to try to frame his/her own questions. Here are some for him/her.

1. How do bats hang ?
2. What are bats compared to ?
3. Have you seen bats hanging upside down on trees in great number ?
4. Have you seen silk-cotton fruit hanging in great number ? Do they look alike ?
5. What is the meaning of the word 'rewind' ? See the dictionary at the end of this lesson.

Teacher is to frame some questions from the second stanza.

Session - 2

III

POST-READING

6 Writing :

(a) Answer the following questions.

- (i) How do bats hang ?

Bats hang _____

- (ii) What are bats compared to ?

Bats are _____

(iii) What swing in the wind ?

The silk- _____

(iv) Why does the poet like to hang like bats upside down ?

to relax and _____

(b) Let us summarise the poem. Fill in the gaps.

The poet _____ to see bats. _____

_____. Bats hang like _____.

_____. This is a good way to relax and _____.

The poet wants to _____ bats to relax _____

_____ after the day's _____.

(c) Think of writing a poem. Start with replacing 'bats' with some fruits and make minimum changes in the poem. Change the title accordingly.

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

nibble - gentle and playful bite of a mouse. ମୁଷାର କୁଟ୍, କୁଟ୍ କରି କାଟି ଖାଇବା

pink - (colour) pale red, ପିଙ୍କ୍ ରଙ୍ଗ

swinging - hanging and moving (bats have) ଝୁଲିରହି ଦୋଳାଯିତ ହେଉଥିବା

relax and rewind - taking rest (with occasional backward movement)
ଆରାମରେ ବିଶ୍ରାମ ନେବା

upside down - legs upward and head down ward. ଗୋଡ଼ ଉପରକୁ ଓ ମୁଣ୍ଡ ତଳକୁ କରି
ଓଲଟା ରହିବା

LESSON - 2

THE FOOLISH SON-IN-LAW

Session - 1

I

PRE-READING

■ Socialisation :

Students, do you know there are many stories about foolish son-in-laws ? These stories are there in every language. Can anyone of you tell us such a story ?



Do you want to listen to such a story ? (Teacher tells the following story)

There was a village quack (a fake or false practitioner). He also trained his son to be a quack. One day the father-in-law of his son had a fever. He, therefore, sent his son to treat his father-in-law. When his son was about to leave, he gave him some advice.



“Listen, son. Common sense will make you a great doctor. Simple common sense. Then he gave him an example from his experience. “Once I went to treat a patient. I saw banana peels (banana skin) under his cot. Then testing his pulse (feeling) I said,” You must have taken banana. That is why you have a bad cold. The patient and his father were surprised. How could I tell from his pulse that he had eaten banana. In this way using my common sense, I became a very famous doctor. Therefore, son, use your common sense.”

The son went to his father-in-law. He saw him lying on a cot. Under the cot, a cat was sleeping. Now he wanted to use his common sense like his father

to become famous. He took the pulse of his father-in-law for sometime, and pretended to think. Then he said "Father-in-law, you must have eaten a cat, which is why you are running a high temperature.

Do you want to read a similar story ?
Here is one for you.



II

WHILE-READING

Text

SGP-1

- Read paragraph - 1 silently and answer the questions that follow.
- 1. A son-in-law, after his marriage, was planning to visit his father-in-law's house for the first time. A man from his village gave him the advice, "Use big and high sounding words in your father-in-law's house. Always sit on a high place. First say 'No' to any food given to you."
- **Comprehension Questions :**
 1. Who are there in this part of the story?
 2. What was the son-in-law's plan?
 3. Who advised him about some dos and don'ts at his in-law's house?
 4. Make a list of all the advice.

Session - 2

SGP-2

- Read paragraphs 2 - 3 silently and answer the questions that follow.
- 2. He, therefore, used very long and high sounding words. He told his mother-in-law, "You are the sweetest, kindest, greatest and gentlest lady." The mother-in-law was very much pleased to hear this. She praised her son-in-law in front of her neighbours for using high sounding words and calling her the kindest and greatest lady.

3. Following strictly the second advice, the son-in-law did not sit on a chair. He preferred to sit over paddy sacks piled high. Similarly when any food was given to him, he said, “No”. One night his mother-in-law prepared delicious rice-pudding (Khiri) for him. When he was served this, he said, “No”. Therefore, he was not given rice-pudding. But two or three drops of rice-pudding fell on his plate. When he tasted it, he wanted to have more of it. Thinking it would be impolite, he did not ask for it. But he wanted somehow to eat the rice-pudding. He carefully watched his mother-in-law. She put the rice pudding on a pot and placed it on sikka (a high place).

● **Comprehension Questions :**

1. What type of words did he use in speaking ?
2. What did he tell his mother-in-law ?
3. Was she happy ?
4. What did she do ?
5. Where did the son-in-law sit? Does the sight make others laugh ?
6. What did he say when the rice pudding was served ?
7. Did he want to eat the pudding ?
8. Where was the pudding pot kept ?
9. Could he eat it ?

Session - 3

SGP-3

- Read paragraphs 4 - 5 silently and answer the questions that follow.
4. At the dead of night, he tried to get the pudding from the pot. But unfortunately, it fell on his head. His whole body was smeared with rice pudding like gum. “What to do now ?” he thought to himself. He saw freshly plucked cotton spread on a mat to dry. He slept on it and turned two to three times left and right. Then he looked like a lamb. “What to do now?” he thought to himself. So he went to the cow- shed where some lambs lived. He stayed there throughout the night like a lamb.

5. In the morning the in-laws searched for their son-in-law and found him in the cow-shed. Everyone, except the mother-in-law, thought him to be foolish. But the mother-in-law so pleaded, "My son-in-law is as simple and as innocent as a lamb". This made the father-in-law very angry. He was also very angry for other reasons. His wife took too much care of her foolish son-in-law. She gave him good food but neglected her husband. The son-in-law, living in comfort, was not willing to go home.

● **Comprehension Questions :**

1. What happened when the son-in-law tried to get the pot of pudding ?
2. What did he look like when he turned on cotton ?
3. What are the two funny sights? Do they make you laugh ?
4. Where did the in-laws find him in the morning ?
5. Who thought him to be foolish ?
6. Why was the father-in-law angry ?

Will the son-in-law stay here always ?

SGP-4

- Read paragraph - 6 silently and answer the questions that follow.
6. The father-in-law, therefore, planned how to drive him out. They had a lemon plant full of green lemons. One day he said to his son-in-law "Kind son, you have seen our lemon tree. The lemons are stolen by thieves at night. I'll be happy if you can watch the plant tonight and catch the thief." He also gave his son-in-law a club. In the darkness of night, the son -in-law was waiting for the thieves to come. The father-in-law wished to take water rice and asked his wife to bring a fresh lemon from the lemon plant. When the mother-in-law was plucking a lemon, the son-in-law thrashed her with the club thinking her to be a thief. Coming to know that he had beaten his mother-in-law, he felt so ashamed that he left for his home that night itself. The father-in-law heaved a great sigh of relief.

● Comprehension Questions :

1. Why was not the son-in-law willing to go home ?
2. Who went to bring lemon from the garden ?
3. Why did he beat his mother-in-law ?
4. What made him leave for his home ?
5. Is there anything funny in this part ?
6. Was his father-in-law happy ? Which expression (words) in the text tells you so ?

Session - 4

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Whole Text : son- in-law sat on the sack of paddy - said 'No' to the mother-in-law.

Part : served first - tried to get the pudding-looked like a lamb - thrashed the mother-in-law.

2 Comprehension Activities :

(a) Choose the right answer from the options.

1. The son-in-law was not advised to _____.
 - (a) use big and high sounding words.
 - (b) sit on a high place.
 - (c) watch the garden.
 - (d) say 'no' to any food given to him first.
2. The son-in-law thought it would be _____ to ask for pudding.
 - (a) impossible
 - (b) important
 - (c) impolite
 - (d) impatient

3. Everyone, except _____ thought him to be foolish.
(a) the father-in-law
(b) the mother-in-law
(c) the brother-in-law
(d) the sister-in-law
4. The father-in-law planned to drive out the son-in-law because
(a) he sat on a high place.
(b) he beat his wife.
(c) he ate all the rice pudding.
(d) his wife took much care of her son-in-law neglecting him.

(b) Match the part number under 'A' with their content in 'B'.

A

Part-1

Part-2

Part-3

Part-4

B

- leaves the in-law's house

- suffers for foolishness

- Son-in-law plans his visit

- follows the advice

Session - 5

3 Listening :

Listen to your teacher and fill in the gaps.

“Kind son, you have seen our lemon _____. The lemons are stolen by thieves at _____. I'll be _____ if you can _____ the plant tonight and catch the _____.” He also gave his son-in-law a _____. In the _____ the son-in-law was _____ for the thieves to _____.

4 Speaking :

Chain-drill : A fool gets the truth too late
: We laugh at the fool or at his foolishness.

Dialogue

Mother-in-law : Son, would you like to have some pudding ? I've prepared it for you.

Son-in-law : No, thanks.

Session - 6

5 Vocabulary :

- (a) Some words in English are made by joining 'in-law' after them. For example ,

Father-in-law

Make 5 more words in this way.

- (b) Read the following part of your lesson.

His whole body was smeared by rice pudding like gum . He slept on it (fresh plucked cotton) and turned two three times left and right. Then he looked like a lamb.

The underlined sentence tells that the son-in-law looked like a lamb but he was not a lamb. We use 'look like ' to say something or someone looks like something or someone else different.

Rewrite the sentences using 'look like'.

- (i) At sunset or morning the sun (look like) a big ball.

(ii) The girl (look like) a princess in her fancy dress.

_____.

(iii) Clouds in sky sometimes (look like) elephants.

_____.

(iv) The clear blue sky (look like) an umbrella.

_____.

(v) Her face (look like) a moon.

_____.

Session - 7

6 Usage :

- (a) **‘Son-in-law’ is a long word. The head word is son. When we change son-in-law into plural, it becomes ‘sons-in-law’.**

Change the following words into plural.

singular (one)

Plural (many)

son-in-law

sons-in-law

daughter-in-law

father-in-law

mother-in-law

brother-in-law

sister-in-law

b. Match the word in A with word in B. Words in B are opposite in meaning . Write the serial numbers of words in the boxes. One is done for you.

A

1. high
2. pleased
3. polite
4. careful
5. fortunate
6. fresh
7. dry
8. foolish
9. innocent
10. comfort
11. willing
12. kind

B

- | | |
|-------------------------------------|-------------|
| ☐ | wet |
| ☐ | careless |
| ☐ | clever |
| ☐ | rotten |
| ☐ | guilty |
| ☐ | impolite |
| ☐ | displeased |
| ☒ | low |
| ☐ | unfortunate |
| ☐ | cruel |
| ☐ | discomfort |
| ☐ | unwilling |

Session - 8

7 Writing :

(i) Write answers to the following questions.

(i) What is the story about ?

(ii) Who advised him what to do and what not to do ?

(iii) Why did he want to have pudding ? (p-3)

(iv) Where was the pudding kept ? (p-3)

(v) What happened when he tried to get the pudding ? (p-4)

(vi) Why was the father-in-law angry ? (p-5)

(vii) Who planned a trick to drive him out ? (p-6)

(viii) Why did he leave the in-law's house ?

Session - 9

(ii) Stated below what the father-in-law said to his friend after his son-in-law had left. Read what he said and fill in the gaps consulting the story.

“Do you know how I drove away the son-in-law? He was _____. But my wife thought him to be _____. She gave her _____ food every day. And she neglected me. So, I thought of a _____. I asked my son-in-law to

_____ the _____ tree. I gave him a _____ to
beat the _____. It was night. I asked my _____ to
bring a _____. When she plucked a _____ the
son-in-law _____ her. He felt ashamed coming to know
that he had _____ his mother-in-law. Out of shame he
_____ my home. I breathed _____.”

8 Mental Talk :

“A fool gets the truth too late.”

9 Let us Think :

Do we laugh at the fool or his foolishness ?

FOLLOW-UP LESSON

BAMBOO CURRY

Session - 1

I

PRE-READING

- You have read the Odia folk- tale “The Foolish Son-in-Law”. In other languages, there are similar stories. Let us read a similar Santal folk-tale “Bamboo Curry”.

II

WHILE-READING

TEXT

SGP - 1

- Read paragraphs 1 - 2 silently and answer the questions that follow.
1. Once a foolish Santal son-in-law went to his in-law's place. His mother-in-law cooked delicious dishes for her son-in-law. One of the dishes was a curry made out of bamboo shoot. The son-in-law liked it very much and asked his mother-in-law, "Mother, the curry is extremely delicious. What is the curry made from?" Instead of answering his question, she pointed at the bamboo door. The son-in-law asked, "Is it from bamboo?" Yes son, the curry is made from bamboo and is, therefore, called "Bamboo Curry".



2. Next day, the son-in-law was about to leave for his home. The bamboo curry came to his mind. He thought of cooking bamboo curry at home. But they did not have bamboo. So he carried home the bamboo door of his in-laws' house.



● **Comprehension Questions :**

1. Who went to his father-in-law's house ?
2. What curry did his ?
3. Did he like it ?
4. Why did he carry ?



Session - 2

SGP - 2

- Read paragraphs 3 - 4 silently and answer the questions that follow.
3. Reaching home, he asked his wife to prepare bamboo curry. He helped his wife in chopping the dry bamboo sticks. But the dry bamboo pieces did not get boiled. The pieces remained as hard and stiff as before. He asked his wife to put more water and boil.
 4. That evening his in-laws came to their son-in-law's house. The son-in-law offered them the bamboo curry. The in-laws laughed at their foolish son-in-law. They told him, "The bamboo curry is made from soft bamboo shoot and not from dry bamboo pieces".

● **Comprehension Questions :**

1. Who did he ask ?
2. How did he help..... ?
3. When the bamboo did not boil what did he ask his wife to do ?
4. Who came ?
5. Where from the ?

III

POST-READING

1 Writing :

(a) Answer the following questions.

(i) What is this story about ?

(ii) What curry did the mother-in-law prepare ?

(iii) Is the son-in-law foolish ? Why ?

Yes, the _____ because _____
He made _____ out of dry bamboo .

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

ashamed - feeling shame, ଲଜିତ ହେଲେ

bamboo curry - a kind of dish (food) made out of young bamboo plants. ବାଉଁଶ ଗଜା ତରକାରୀ

bamboo shoot- new-young bamboo plants- ବାଉଁଶ ଗଜା

chopping- cutting into small pieces, ଖଣ୍ଡ ଖଣ୍ଡ କରି କାଟିବା

delicious- tasty (food) ସ୍ବାଦିଷ୍ଟ, ସୁସ୍ବାଦୁ

dishes- food items, curry ତରକାରୀ, ସ୍ବାଦିଷ୍ଟ ବ୍ୟଞ୍ଜନ

folk-tale- popular story of a community, କଥୁତ ଗଳ୍ପ

gentlest- very kind (behaviour) ଅତ୍ୟନ୍ତ ନମ୍ର ବା କୋମଳ ଭାବେ

heaved a great sign of relief- feel relieved, ଆଶ୍ୱସ୍ତ ହେଲେ

high sounding words- difficult words, କଠିନ ବା ବଡ଼ ବଡ଼ ଶବ୍ଦ

impolite- not good behaviour, rude, ଭଲ ବ୍ୟବହାର ନୁହେଁ

lamb- young sheep, ମେଣ୍ଟାଛୁଆ

offered- gave, served, ଦେଲେ (ଖାଦ୍ୟ) ପରିବେଷଣ କଲେ

piled high - kept (things) in a heap- ଗଦା, ସ୍ତୁପ

plucking- collecting (from a tree) ଚୋଳିବା

pointed - showed hand towards (bamboo door) ହାତ ଦେଖାଇ ନିର୍ଦ୍ଦେଶିତ କଲେ

preferred - chose, ପସନ୍ଦ କଲେ ବା ଆଗ୍ରହ ଦେଖାଇଲେ

quack - a self claimed ignorant practitioner, ଶଠ ବଇଦ/ଠକ ବଇଦ

smeared- spread something (substance) on body ବୋଳି ହୋଇଗଲା, ଲାଗିଗଲା

stiff - hard, କଠିନ

thought of - got an idea, ଗୋଟାଏ ଉପାୟ ଚିନ୍ତା କଲେ

thrashed- beat, ମାଡ଼ଦେଲେ, ପିଟିଲେ

LESSON - 3



A NAIL

Session - 1

I

PRE-READING

- Your teacher will introduce the poem in the following way.
S/he will begin SAYING:
You must have seen a nail. You must have used it as well. Have you ever heard – a kingdom was lost just for the want of a nail?
Let's us read the poem "A Nail". It is a chain poem.

II

WHILE-READING

1. Your teacher will read the poem aloud; you will listen to him/her without opening your books.
2. S/he will read the poem aloud for the second time and you will listen to him/her following the poem in your books.

TEXT

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

For want of a nail,
 the shoe was lost.
For want of a shoe,
 the horse was lost.
For want of a horse,
 the rider was lost.



For want of a rider,
the battle was lost.
For want of a battle,
the kingdom was lost.
And all for the want of a
horse-shoe nail.



● **Comprehension questions :**

Answer the questions orally.

1. Why was the shoe lost ?
2. Why was the horse lost ?
3. Why was the rider lost ?
4. Why was the battle lost ?
5. Why was the kingdom lost ?
6. Mark the order of 'nail', 'shoe' 'horse' etc. Is the order from the less important to more important things or from the more important to less important things ?

Session - 2

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Whole Text - For the want of a horse, the rider was lost.

For the want of a battle, the kingdom was lost.

Part Text - nail- shoe- rider – battle – kingdom –horse shoe-nail

2 Comprehension Activities :

(a) MCQs- Choose the correct alternative.

- (i) The shoe was lost for the want of a _____.**
- (A) horse
(B) rider
(C) battle
(D) nail

(ii) The horse was lost for the want of a _____.

- (A) rider
- (B) nail
- (C) shoe
- (D) battle

(iii) For the want of a battle, the _____ was lost.

- (A) rider
- (B) horse
- (C) shoe
- (D) kingdom

(iv) All were lost only for a _____.

- (A) horse
- (B) horse shoe nail
- (C) nail
- (D) shoe

(v) Which of the following two go together ? Tick the right one .

- (A) nail and horse
- (B) nail and rider
- (C) rider and kingdom
- (D) horse and rider

b. Match the items in column A with the items in column B and write them on the lines given. The first one is done for you.

A

- (1) For want of the battle
- (2) For want of the horse
- (3) For want of a nail
- (4) For want of the rider
- (5) For want of the shoe

B

- (a) the rider was lost.
- (b) the kingdom was lost.
- (c) the shoe was lost.
- (d) the battle was lost.
- (e) the horse was lost.

(i) For want of the battle, the kingdom was lost.

(ii) _____

(iii) _____

(iv) _____

(v) _____

Session - 3

3 Listening :

Your teacher will read aloud the poem. You listen to him/her and fill in the gaps.

For the want of a nail,
the shoe was _____.

For the want of _____,
the horse was lost.

For the want of a horse,
the _____ was lost .

4 Speaking :

(a) Chain-drill : - “For the want of a nail, a shoe was lost.”

“For the want of a battle, the kingdom was lost.”

(b) Chain dialogues : (Reading Aloud)Teacher vs. students , students
vs. students (All the lines looking at the poem.

Teacher : For the want of a nail

Students : The shoe was lost.

(Do the whole poem in this way.)

Session - 4

5 Vocabulary :

- (a) List the six most important words in the poem. The first and the last are done for you.

1. nail
2. _____
3. _____
4. _____
5. _____
6. kingdom

- (b) Complete the chain using words from the poem. Two are done for you.

nail > shoe > _____ > _____ >
_____ > _____

6 Usage :

Look at the following sentence.

Someone lost the shoe. It can be written as "The shoe was lost."

(Here 'shoe' is more important than who lost it.)

Now rewrite the following sentences in the same way. Begin each sentence with the word underlined. One is done for you.

- i. Someone lost the book.

The book was lost.

- ii. Some people lost the match.

_____.

- iii. Someone lost the horse.

_____.

- iv. Someone lost the pen.

_____.

Session - 5

7 Writing:

- (a) Write a poem using chain sentences based on the poem you have already read. Two lines are done for you.

For want of a battle
the kingdom was lost.

_____.

_____.

_____.

_____.

Session - 6

- (b) Write answers to the questions given below.

i. What was lost for the want of a nail ?

ii. What was lost for the want of a horse ?

iii. What was lost for the want of a battle ?

iv. Why was the rider lost ?

v. Why was the kingdom lost ?

8 Mental Talk :

Mentally repeat the following lines.

For want of a nail, the shoe was lost.

For want of a shoe, the horse was lost.

9 Let Us Think :

Think how small things play great role in getting success.

Losing a small thing gives rise to a great failure.

FOLLOW-UP LESSON

MY STORY IS SAID

Session - 1

I

PRE-READING

- Socialisation
- You can think of a pre-reading activity - either by linking this with the main lesson or from the picture.

II

WHILE-READING

- Follow the steps of the main lesson.
- Read the following chain poem translated from Odia. This poem is generally sung when a story ends.

Text

1. My story is said
The flowering plant is dead.
2. O flowering plant ! why did you die ?
The black cow ate me up and made me lie.
3. O black cow ! why did the plant you eat ?
Because the cowherd did not well me treat.
4. O cowherd ! why didn't you well the cow treat ?
The daughter-in-law did not give me food to eat.



5. O daughter-in-law ! why didn't you give food, why ?
Because my little baby did cry.
6. O little baby ! why did you cry ?
The ant bit me, that is why.
7. O ant ! why did you bite the little child ?
Under the soil I hide
And bite soft flesh when I do find.



Session - 2

III

POST-READING

1 Writing :

(a) Answer the following questions.

- (i) What language is this poem from ?
The poem _____
- (ii) When is this song normally sung ?

- (iii) Why was the flowering plant dead ?
The _____ dead because _____
- (iv) Why did the cow eat up the flowering plant ?

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

battle - fight, ଯୁଦ୍ଧ

bite- cut with teeth, କାମୁଡ଼ିବା

cowherd - one who looks after cows, ଗାଈ ଜଗୁଆଳୀ

kingdom-country ruled by a king, ରାଜ୍ୟ

look after - take care, ଦେଖାଶୁଣା କରିବା, ଯତ୍ନ ନେବା

nail- metal nail for fixing horse-shoe, ଲୁହାକଣ୍ଟା

rider- (here) the person who rides a horse, ଅଶ୍ୱାରୋହୀ

shoenail-horse shoe-nail, ଘୋଡ଼ା ନାଲ

treat-caring, feeding, ଯତ୍ନ ନେବା, ଖାଇବା ପିଇବା ବୁଝିବା

TEST - 1

Full marks - 100

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

1. Write the following Odia names of the persons in English. [06]
(Teacher will give names of six persons in Odia.)

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

2. Write the following place names in English. [06]
(Teacher will give names of six places in Odia.)

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

3. Your teacher will give dictation of ten words. Write them in the space given below. [05]

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

4. Given below are some words. Your teacher will read aloud five [05]
of them. Tick those which s/he reads aloud.

house, gentle, great, night , cotton, lemon, nibble, thief, delicious,
curry, kingdom, nail, battle, ground

5. Your teacher will read aloud a paragraph. You listen to him/her [08]
and fill in the gaps.

Next _____ the son-in-law was _____ to leave for
his _____. The bamboo _____ came to his
_____. He thought of _____ bamboo
curry at home. But _____ did not have _____.

6. Match the words which sound alike at the end. [10]

A	B	A	B
made	try	take	fate
die	found	mind	match
cry	cow	date	think
how	lie	patch	make
sound	dead	pink	find

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

A kite on the ground
Is just paper and string
But up in the air
Will dance and sing.
A kite in the air
Will dance and caper
But back on the ground
Is just string and paper.

(a) What is this poem about ?

(b) What does it do when up in the air ?

(c) What is it when it is on the ground ?

(d) Do you like flying a kite ?

(e) What are kites normally made of ?

8. Read the following paragraph and answer the questions in complete sentences. [20]

A son-in-law after his marriage was planning to visit his father-in-laws for the first time. A man from his village gave him some advice, "Use big and high sounding words in your father-in-law's house. Always sit on a high place. First say 'no' to any food given to you."

(a) What is the paragraph about ?

(b) What was he planning ?

(c) When was he planning ?

(d) Had he gone to his father-in-law's house before ?

(e) Who gave him some advice ?

(f) How many pieces of advice did he give ?

(g) What was the first advice ?

(h) What was the second advice ?

(i) What was the third advice ?

(j) Will he carry out the advice ?

9. Read the following poem and answer the questions in complete sentences. [10]

I woke up this morning

And I got out of bed,

Then I took a cup of tea

And ate a slice of bread.

I went to the bus stop

And caught the bus to school,

On my way back it rained

And the weather was cool.

(i) Who is 'T' in the poem ?

(ii) What did s/he take after getting up ?

(iii) What did s/he eat ?

(iv) How did/ s/he go to school ?

(v) What happened on his/her way back ?

10. Read the following paragraph and answer the questions in complete sentence.

[20]

There was a crow and there was a cuckoo. They lived together happily. The crow was hard working. But the cuckoo was very lazy. The crow brought food. The cuckoo only ate. The crow built a nest. She laid her eggs there. The cuckoo also wanted to lay eggs. But she had not built a nest. One day the crow was not in her nest. The cuckoo threw away the eggs and laid her own eggs there. The crow did not know this. She sat over the eggs for some days. Young ones came out. She took care of them. But when the young ones grew up, they sang like cuckoos. So she drove them away. From that day the crow always drives away the cuckoo.



(i) What is this paragraph about ?

(ii) Who was lazy ?

(iii) Who was hard-working ?

(iv) Who brought food ?

(v) Who ate it ?

(vi) Who built a nest ?

(vii) What did the cuckoo do with the eggs of the crow ?

(viii) Whose young ones the crow was taking care of ?

(ix) When did she come to know about this ?

(x) Why could not she recognize them before ?

LESSON - 4

THE DEAF FRIEND

Session - 1

I

PRE-READING

■ Listen to this Story : One person went to England. He did not know English except three words /phrases- ' Yes' , 'No' , ' Very good' . There was a street fight one day. He was present there. The police, therefore, caught him. The police asked him, “Did you take part in the fight?”He, without understanding the question, answered 'Yes'. The police took him to the police station. The inspector there asked him, 'Look, people say you took part in the fight. Do you want to say anything against this charge?' He said, 'No'. When the inspector said, ' You will be sent to prison ' . The man said, 'Very good'.

Now we will read a story which is similar to what you have listened just now.

II

WHILE-READING

TEXT

SGP - 1

- Read paragraphs 1 - 2 silently and answer the questions that follow.

1 Once there lived a poor man in a village. He had a rich classmate. He lived in a town. They did not meet for a long time. In the mean time the rich friend had problems with his ear and became deaf. His friend in the village could not know this. One day the rich friend came to know that his friend was seriously ill. So he decided to visit him.



- 2 The rich friend thought to himself, "How can I talk to him ? I cannot hear what he will say." He decided to talk less and carefully planned his talk. "I'll say 'Good morning. How are you? 'He'll say, 'Fine, thank you'. Then I'll say "That's good." Then I'll ask what food are you taking? He'll name the food he is taking. That's good for you. Finally, I'll ask, 'Who is your doctor ? 'He'll tell the name of his doctor. I'll say, 'I hope God will help him with his work'."

● **Comprehension Questions :**

1. Who are there in these paragraphs ?
2. Where did the rich friend live ?
3. Where did the poor friend live ?
4. What happened to the rich friend ?
5. Did his poor friend in the village know about his problem ?
6. Did the rich friend want to tell his friend about his deafness ? Why ?
7. What did the rich friend come to know about his friend ?
8. What did he decide to do ?
9. Why did he decide to talk less ?
10. If he says, "How are you?" to his friend, what will be his friend's reply ?
11. What did he decide to say next ?
12. When his friend says what food he is taking, what will he say ?
13. What did he decide to ask finally ?
14. What would his friend reply to this ?
15. When his friend tells the name of the doctor, what would he decide to say ?

Session - 2

SGP - 2

- Read paragraphs 3(dialogues) silently and answer the questions that follow.
3. The rich friend arrived at his friend's house. The two friends started talking to each other.

Rich friend : “Good morning,
my dear friend.
How are you?”

Poor friend : “I have a very bad
fever. I can’t sleep
at night”.

Rich friend : “That’s good.
What food are you
taking ?”



Poor friend : (with anger) “The dust of the earth”.

Rich friend : (smilingly) “That’s good for you. And who is your
doctor ?”

Poor friend : (losing his temper) “Death himself”.

Rich friend : “I hope God will help your doctor with his work”.

Saying so, he left his friend with great pleasure. He thought his plan had
work well and his friend could not know that he was deaf.

● **Comprehension Questions :**

1. What did his friend say when he said, “How are you” ?
2. Could he hear what his friend said ?
3. Why was he not happy ?
4. Why did the poor friend say , 'The dust of the earth' ?
5. Could his friend hear this ?
6. What did the rich friend say ?
7. What did the rich man ask next ?
8. What did the sick man reply ?
9. Why did he say “Death Himself” ?
10. Could his friend hear this ?
11. Did things go according to his plan ?
12. Did he know that his plan had failed? How do you know this ?
13. If you were the rich friend, what you would do ?

I

POST-READING

1 VMDT :

- (i) Whole Text : Which paragraph is about planning ? Which one tells you about the rich friend's deafness ? Which one is about failure of the plan?
- (ii) Paragraph -1: deaf, seriously ill, in a village

2 Comprehension Activities :

- (a) MCQs : Fill in the blanks with the correct alternatives .

1. The poor friend _____
 - (a) did not know about his friend's deafness.
 - (b) knew about his friend's deafness.
 - (c) was in doubt about his friend's deafness.
 - (d) knew but did not want to tell.
2. If the rich friend asks , "How are you ?" ,the sick friend would say _____.
 - (a) about the food he is taking .
 - (b) name of his doctor .
 - (c) "Fine , thank you."
 - (d) nothing
3. The rich friend decided to talk less because _____ .
 - (a) that would be good for his health.
 - (b) he would be tired .
 - (c) he was hard of hearing .
 - (d) it is polite to talk less.
4. When the rich friend asked , " How are you ?" , his friend said _____ .
 - (a) "Fine , thank you."
 - (b) he had high fever.
 - (c) "I cannot sleep at night."
 - (d) Both b and c.

5. 'The dust of the earth' his friend replied because
- he knew he will be cured if he ate dust.
 - the doctor has advised him to eat dust.
 - he disliked the question and said this out of anger.
 - if he says so his friend will give him money.
6. When his friend said, "Death Himself", he meant _____.
- the name of his doctor.
 - he himself is death.
 - he is about to die.
 - an experssion of his anger.

(b) Match questions with the answers of the rich friend's plan .

Questions

- How are you ?
- What food are you taking ?
- Who is your doctor ?

Answers

- the name of the doctor
- name of food
- Fine, thank you.

What really happened.

- | | |
|---------------------------------|-----------------------------|
| (i) How are you ? | (a) Death Himself |
| (ii) What food are you taking ? | (b) I have a very bad fever |
| (iii) Who is your doctor | (c) dust of the earth |

Session - 4

3 Listening

Your teacher reads aloud this paragraph, (from Pre-reading) with the missing words. You listen with attention and fill in the blanks.

"Look people _____ you took part in the _____. Do you want to say _____ against this charge ? "He said _____. When the _____ Said, 'You will be sent to _____, The man said "_____."

Session - 5

4 Speaking :

(a) Chain-drill : “How can I talk to him?”

(b) Dialogues :

A : “Good morning my dear friend, how are you?”

B : “I have a very bad fever. I cannot sleep at night.”

A : “That’s good. What food are you taking ?”

B : “The dust of the earth.”

A : “That’s good for you ?”

(Teacher vs. students, students vs. students)

5 Vocabulary :

- Fill in the blanks choosing words from the list given below.

One who cannot hear is called _____.

One who cannot see is called _____.

One whose legs are deformed is called _____.

One who cannot speak is called _____.

(lame , blind , deaf, dumb)

6 Usage :

Write the present form of the following verbs.

lived _____ live _____

decided _____

met _____

replied _____

knew _____

responded _____

thought _____

left _____

Session - 6

7 Writing :

(a) Answer the following questions.

(i) What is the story about ?

(ii) Where did the poor friend live ?

(iii) What problem did the rich friend have ?

(iv) Why did the rich friend decide to talk less ?

(b) Stated below is the conversation between sick man and his son.
Read and fill in the blanks.

Son, do you know what happened today? My friend came to see me.
He asked, "How are you?" I said, "

_____." But he said, "

_____ . I was angry." Out of anger I said, "

_____ . Do you know what he said?" He said

_____ . And then he asked the name of my

doctor. I lost my _____ and said, "

_____ ." And do you know what he said? , "

_____ ."

Tell me; is he a friend or enemy? The son said, "Father you do not know. Your friend cannot hear. He is a deaf." His father felt extremely sorry and wrote a letter to his friend.

Session - 7

- (iii) The letter the poor friend wrote to his rich friend is given below. Read the letter and fill in the blanks.

Dear Subu,

Gopalpur
14 December 2016

I am very sorry . I did not know you cannot hear. I was terribly upset with what you said. When I said I had a bad fever, you said, “_____.” I got angry and therefore when you _____ what food _____ I said, “The dust of the earth.” And you said _____?” That's why when you asked, “_____”, I said “Death Himself.”

All these happened because you could not hear what I said. I am really sorry Subu. Only after you left, my son told me that you cannot hear. Why don't you buy a hearing aid? This must be available in your town. Please come again.

Yours ever,
Lulu

8 Mental Talk :

“How can I talk to him? I cannot hear what he will say.”

9 Let Us Think :

Think of the problems that the deaf, blind, lame and dumb people face.

FOLLOW-UP LESSON

THE THREE QUESTIONS

Session - 1

I

PRE-READING

Here is a similar story for you. Read the story and do the activities. Some activities are given. The rest of the activities will be designed by your teacher. S/he will write them on the blackboard and help you do the tasks.

II

WHILE-READING

TEXT

SGP-1

- Read paragraphs 1-3 silently and answer the questions that follow.
- 1. Once there was a great king in Germany. He liked soldiers very much because he was a good soldier himself. He had a special liking for one section of tall soldiers in his army. He kept that section under his own care and loved to watch it. He wanted to make it the best section of the army and tried hard to get the best men for it.
- 2. At the first meeting, the king used to ask every new soldier the following three questions.
“How old are you ?
How long have you served me already ?
Do you like the food or the quarters here ?”



3. Once a man from another country came to join the German army. He did not know the German language, "How can I answer the king's questions?" he said, "I can't understand them."

Comprehension Questions :

1. Why did the king like soldiers ?
2. How many questions did the king ask a new soldier ?
3. What was the problem with the new soldier ?

Session - 2

SGP - 2

- Read paragraphs 4 - 6 silently and answer the questions that follow.
4. His officer told him all the three questions and the way of answering them. He said the king always asked the same questions in the same order. So the soldier decided to answer them in that order.
5. One day the king came to visit the army. He saw the new soldier and began to ask him the questions. But this time the questions were in a different order. The soldier did not know this because he did not understand the king's words at all.
6. King : How long have you been in my service ?
Soldier : Thirty years, sir.
King : How is it ? You look so young!
What's your age ?
Soldier : Three weeks, sir.
King : What do you mean ? Are you mad, or am I ?
Soldier : Both sir.



Comprehension Questions :

1. Who helped the new soldier in preparing to answer the king's questions ?
2. What did the king ask first ?
3. What did the soldier answer ?
4.
5.
6.

III

POST-READING

1 Writing :

(a) Answer the following questions.

(i) Why did the king like soldiers ?

(ii) How many questions did the king ask ?

(iii) What was the problem with the new soldier ?

The soldier did not know

(iv) Who helped him?

(v) Did the help work ?

(vi) Why ?

Because the king did

b. Match the questions under 'A' with the answers under 'B'.

A

(a) How old are you ?

(b) How long have you
served me already ?

(c) Do you like the food
or the quarters?

B

(i) Three weeks, sir.

(ii) Both Sir

(iii) Thirty years sir.

What really happened ?

- | | |
|---|------------------------|
| a. How old are you? | (i) Thirty years sir. |
| b. How long have you served me already? | (ii) Both Sir, |
| c. Do you like the food or the quarters here? | (iii) Three weeks sir. |

Now write on what really happened based on your matching.

When the king asked, “_____ old _____?”

The soldier replied, “_____”.

Next, when he “How long _____?” The soldier replied, “_____”. Finally, When _____

The soldier replied, _____.

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

anger- a strong displeasure, କ୍ରୋଧ, ରାଗ

deaf-someone who is unable to hear, କାଲି, ବଧୂର

developed- suffered from (here become deaf), ପିତାତ ହେବ

lost his temper - became angry- ରାଗିଗଲେ

satisfaction- happiness, ଖୁସିଭାବ, ସନ୍ତୋଷ ଲାଭ କରିବା

seriously ill- ଭୀଷଣ ରୋଗରେ ପୀଡ଼ିତ ଥିଲେ

special liking- like something very much, fond of ଖୁବ ଭଲ ଲାଗିବା

same order- following the same serial number, ସେହି ସମାନ କ୍ରମରେ, ଏକା କ୍ରମରେ

LESSON - 5



THE CAT AND THE DOG

Session - 1

I

PRE-READING

- Socialisation :
- There are some pairs of animals and birds who are always in fight. They never can have friendship. One is enemy to other. Can you guess one such pair ? Crow and cuckoo, for example. Look at the pictures and guess the other pairs of animals. Let's read this very very interesting poem on dog and cat, and their relationship.

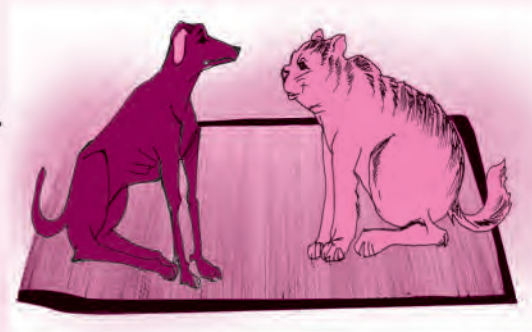


II

WHILE-READING

TEXT

- Follow three steps of teaching a poem- teacher reading aloud twice followed by silent reading by the students.
 - Read the poem silently and answer the questions that follow.
1. There was a dog and there was a cat.
One very thin and the other fat.
Neither of them was a pet.
But the cat always sat on a mat,
and claimed she was a loving pet.
As the fat cat saw one day,
the dog being chased away.



2. She said : “Chased here and chased there
No place to rest and retire
But look how I rest hither
like the owner's grandmother.”



3. The dog saw the cat,
cursed his fate
and away he left.
Another day going that way
As the dog saw someone pack



4. the cat in the sack
and away her take,
He said; “Hey,
How is today?”

5. The cat did say
from her gunny bag grey
“My wish was – 'I may
go to a religious place one day'.
'Carry me to Brindaban' I say
and they obey.”

6. “But cat 'nanny’
isn't it funny
to go to Brindaban
in a bag gunny?”

7. “I thought of going by a bus
but they are always rush.”
“What about trains Miss Cat?”

8. “Trains I hate,
They're always late.”



● **Comprehension Questions :**

1. What is the poem about ?
2. Who is thin ?
3. Who is fat ?
4. Are they pets ?
5. Who said, 'She was a pet'.
6. What did the fat cat see one day ?
7. What did she say about herself?
8. What do you mean by 'curse' ?
9. Did the dog feel good or bad about himself?
10. What did the dog see one day ?
11. What did the dog tell the cat ?
12. What did the cat reply ?
13. Is she telling the truth ?
14. Where was the man carrying the cat ?
15. What did the dog ask the cat ?
16. What did the cat reply ?
17. Was she telling the truth ?
18. What did the dog ask the cat next ?
19. What did the cat reply ?
20. Is she telling the truth ?
21. Who do you like – the cat or the dog ?

III

POST-READING

1 Visual Memory Development Technique (VMDT) :

Pictures : a cat, a dog , a person carrying a cat, a man chasing a dog.

Whole Text : Which stanza is on 'Cat Brindaban?' 'dog chased away', 'bus','train'.

2 Comprehension Activities :

(a) MCQs : Choose the correct alternatives.

1. Who was a pet ?
 - a. the dog
 - b. the cat
 - c. both of them
 - d. none of them
2. Who loves whom ?
 - a. The cat loves the dog.
 - b. The dog loves the cat.
 - c. Both of them love each other.
 - d. None of them love each other.
3. The man was taking away the cat _____.
 - (a) because the cat asked him to do so.
 - (b) to Brindaban.
 - (c) to leave her in a distant place .
 - (d) to another house where she can live happily.
4. The cat does not like to go by train because _____.
 - a. trains are late .
 - b. trains are rush
 - c. train journey is expensive.
 - d. she wants to tell a lie to the dog.

(b) Who said ?

- (i) 'I'm a loving pet.' _____
- (ii) 'Chased here, chased there.' _____
- (iii) 'Hey , how is today?' _____
- (iv) 'Why in a gunny bag?' _____
- (v) 'Trains I hate.' _____
- (vi) 'Bus always rush.' _____

Session - 3

3 Listening :

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

late, bus, train, bag, obey, pack, fate

- (b) Your teacher reads aloud the first stanza, listen and fill in the blank . Do not look at the poem when doing the task. After doing the task see the poem and correct, if there is any mistake.

There was a _____ and there was a _____ .
One very _____ and the other _____ .
Neither of _____ a _____ .
But the cat _____ sat on a _____ .
And claimed _____ was a _____ .

4 Speaking :

- (a) Chain-drill : "There was a dog and there was a cat."
- (b) Reading aloud : Your teacher reads aloud one line, you repeat after him/her. (First three stanzas)
- (c) Dialogue : Teacher vs. students, students vs. students, two students in front of the class.

Dog : What about trains, Miss Cat ?

Cat : Trains I hate.

They are always late.

Session - 4

5 Vocabulary :

Write at least two holy places. (pilgrimage)

In India : _____

In Odisha : _____

In your locality : _____

6 Usage :

See the example how two sentences are joined together to make them one.

Example : I thought. I'll go by bus.

I thought of going by bus.

Join the following pairs of sentences in this way.

(i) I thought. I'll buy a shirt.

(ii) I thought. I'll help my friend.

(iii) I thought. I'll do the job myself.

(iv) I thought . I'll not go to school today.

Session - 5

7 Writing :

(a) Answer the following questions.

(i) What is the poem about ?

(ii) Who is thin ?

(iii) Who is fat ?

(iv) Who tells lies ?

(v) Who do you like ?

Session - 6

(b) Let's write the story.

This poem is like a story. Fill in the blanks and write the story of the poem.

There was _____.

The dog was _____. But _____ was

thin. One day some people chased the _____.

The _____ saw this and said , “ Chased _____ . No place to _____ to _____ .” Another day the _____ saw the cat . The _____ was being taken by a _____ . The dog asked , “ Hey , _____ ? The _____ replied , “ I 'm going to _____ . The dog asked , “ Why not by _____ ? The _____ replied , “ Bus is _____ .” The _____ then _____ , “ Why not by _____ ?” The cat replied , “ _____ .”

8 Mental Talk :

“Chased here, chased there.”

9 Let Us Think :

You came to know from the poem that cats and dogs are traditional enemies. But see this picture from a newspaper and think.



FOLLOW-UP LESSON

THE CRAB AND THE FOX



Session - 1

I

PRE-READING

- The teacher finds an activity to introduce the topic. S/he may use the pictures in the text for the purpose.

II

WHILE-READING

- Follow the three steps- teacher's reading aloud two times followed by silent reading by the students.

TEXT

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

It was a very cool night

And there was no crab in sight.

The fox looked for one



But there was none.

“Where did they go ?”

Not even one in sight !

They must be in their holes

If I'm right.”

Thinking so he got ready

(The hunger too made him greedy)

To go in search of a crab hole

And he straightened his tail like a pole.

Inside the hole his bushy tail he pushed

The crab, he thought , it slightly missed .

He waited long for a sweet pull

But for long there was none at all.

Finally he pulled out his tail

But the crab was inside he could smell.

So he changed his plan and called “Brother Crab,

Let's some song and dance have.

The weather calls for such merrymaking

What is life without dancing and singing?”

The crab well understood

The fox's real mood.

Thought he to himself 'Am I a fool?"

And answered from his hole:

“Who is going to sing and dance

in such a weather cool?

I'll rather eat and sleep well

in my cosy little hole.”



● **Comprehension Questions :**

1. What is the story about ?
2. What did the fox look for ?
3. Did he find one ?
4. Where did he push his tail ? Why ?
5. How could he know that the crab was inside ?
6. What was his new plan ?
7. Did the new plan work ? Why ?
8. Did the crab understand the intention of the fox ?
9. Did the crab come out of her hole?
10. Who is clever ?

Session - 2

III

POST-READING

1 Writing :

(i) Answer the following questions .

(i) What is the story about ?

(ii) What did the fox look for ?

(iii) Where did the fox push his tail ?

(iv) Who is clever ?

(b) Write the story by filling in the gaps.

Once there lived a _____ and a _____.
The fox looked for _____. He _____
his tail inside the _____. But the crab did not catch his
_____. The fox _____ his plan. He sang a song
and called the crab to come out. But the _____. She said,
“Am I _____
I’ll _____ in my _____.”

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

gunny bag - bag (usually) made of jute, sack, ବସ୍ତା ବା ଅଖା

chased away - drove away, ଚଢ଼ି ଦେଲେ ବା ଘଉଡ଼ାଇ ଦେଲେ

claimed - said firmly, କହୁଥିଲା ବା ପ୍ରକାଶ କରୁଥିଲା

cosy - warm and comfortable, ଉଷ୍ମ ଓ ଆରାମ ଦାୟକ

cursed - wishing or expressing misfortune for other (here) scolded

ଅଭିଶାପ ଦେଲା ବା ଗାଳିଦେଲା

hate - dislike, ଘୃଣା କରିବା

hither - here, ଏଠାରେ

merrymaking- fun activities, ମଜା ମଜଲିସ୍ କରିବା

obey- (here) do as I wish, କଥା ମାନନ୍ତି

pet - tamed animal like dog, ପୋଷ୍ଟା ପ୍ରାଣୀ

religious place - holy place, ତୀର୍ଥସ୍ଥାନ

retire - rest, ବିଶ୍ରାମ ନେବା

streightened - made his tail straight ଲାଞ୍ଜ ସିଧା କଲା

thin- small in size, ସରୁ ବା ପତଳା

LESSON - 6



A SPECIAL SCHOOL

Session - 1

I

PRE-READING

Teacher asks students to read the title of the lesson, see the pictures of elephants in the lesson, and answer the following questions.

- Who are the students in the special school ?
- Who will be the teachers ?
- Can you guess what the baby elephants will learn in the school ?
- Will there be punishment for the students (the baby elephants) if they do not learn ?
- Where should be the school? Should there be classrooms with walls ?

II

WHILE-READING

TEXT

SGP -1

- Read paragraphs 1 - 2 silently and answer the questions that follow.
1. Tamilnadu is a beautiful state. It has beautiful mountain ranges and valleys. Inside these mountain ranges, there are many rivers. Some of these rivers flow through the valleys. This makes these places all the more beautiful.
 2. One of the mountain ranges is Mudu Malai . At the feet of this mountain range there is a plain land. This plain range is called Karagudi. All around Karagudi, there are thick forests. A river flows across Karagudi which makes the place very very beautiful.

● **Comprehension Questions :**

1. The writer talks about three places in this part of the lesson. What are they ?
2. What makes Tamilnadu beautiful ?
3. What is Mudumalai ?
4. Where is Karagudi ?
5. What makes Karagudi beautiful ?

SGP-2

- Read paragraphs 3 - 4 silently and answer the questions that follow.

3. There is a special school in Karagudi. It is special because it is not for children. Can you guess for whom it is? It is for baby elephants. Who teaches them? The elephant trainers teach them. Like our schools, they have a timetable. They learn, play and eat according to this timetable. Baby elephants are like children, sometimes good and sometimes naughty.



4. What do baby elephants learn in this special school ? Baby elephants learn some words. For example, when the trainer says 'jo-jo', they come out of water. They learn how to salute. They also learn how to perform puja in a temple. For example, they learn how to ring the bell of the temple. They also learn to offer flowers to God.

● **Comprehension Questions :**

1. What are these paragraphs about ?
2. Why is this school special ?
3. Who are the students ?
4. Who are the teachers ?
5. Do they have a timetable like us ? How do they follow it ?
6. What do they learn ?
7. What do they learn to perform puja ?

Session - 2

SGP - 3

- Read paragraphs 5 - 6 silently and answer the questions that follow.

5. How do these baby elephants learn all these? Mainly through instructions, praises and punishment. Learning starts from food. Elephants are fond of banana and sugarcane. The trainer raises a piece of sugarcane over the



- head of a baby elephant. The baby elephant raises its head to eat the sugarcane. At this time the trainer says 'salam'. He does this many a time. In this way the baby elephant learns to raise its head when the trainer says 'salam' without giving sugarcane. The baby elephants are praised and given food when they act according to instructions. If they do not, they are punished.
6. The Karagudi trained elephants are in great demand. The circus people need them. In circus shows, the trained elephants salute, ride bicycle and dance to music. The temple people need them. The cinema people also need them to act in films. One such very popular film is "*Hathi Mera Sathi*".

● Comprehension Questions :

1. What is paragraph 5 about? (what they learn or how they learn)
2. Where does every lesson start from?
3. What are elephants fond of?
4. What does the baby elephant do when the trainer raises a sugar cane?
5. Then what does the trainer say?
6. What is given to the baby elephants if they follow the instructions?
7. If they don't follow.....

8. What is paragraph 6 about ?
9. Who needs Karagudi trained elephants ?
10. What do the trained elephants do in the circus ?
11. What is the name of the film in which an elephant has played an important role ?

Session - 3

III

POST-READING

1 VMDT :

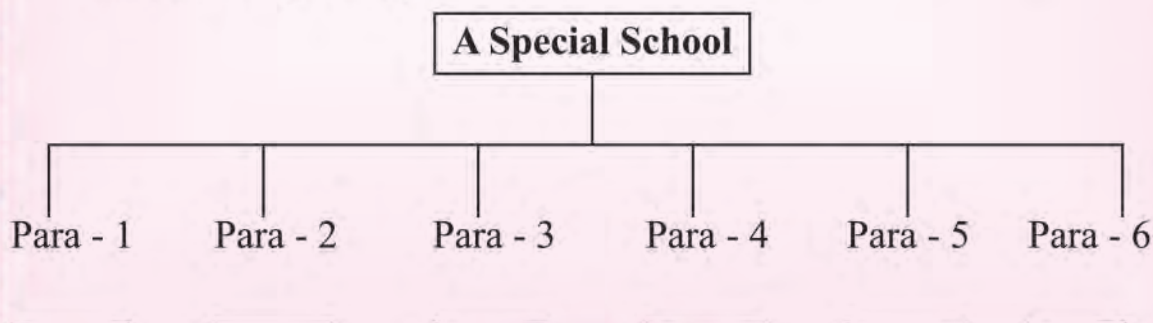
Whole Text : description of places, special school, training of baby elephants, what the trained elephants do

Part of the text : Tamilnadu, Mudumali, special school, trainers, timetable, river, banana, sugarcane, puja, circus, film.

2 Comprehension Activities :

(a) Summarizing

Teacher draws the following diagram on the blackboard and fills with information given by students.



HELP BOX

Learn how	Tamilnadu	special school	learn what
Elephants in demand	Mudu Malai	Karagudi	

(b) MCQs : Choose the correct options and fill in the blanks.

1. The special school at Karagudi is for _____.
(A) tigers
(B) elephants
(C) lions
(D) monkeys
2. Trainers teach the elephants using _____.
(A) mango
(B) orange
(C) sugarcane
(D) sweets
3. When the trainer says _____, the elephants come out of water.
(A) salam
(B) ho- ho
(C) jo-jo
(D) bho-bho
4. Trained elephants cannot _____.
(A) climb trees
(B) pull huge logs of wood
(C) work in circus
(D) act in films

3 Listening :

Teacher will read aloud the last paragraph of the text slowly. Students listen and fill in the blanks.

The Karagudi trained _____ are in great demand. The _____ people need them. In _____ shows, the trained elephants _____, ride _____ and dance to _____. The cinema _____ need them to act in _____.

4 Speaking :

(a) Practise the following dialogues.

Steps:

- Teacher reads aloud the dialogues, students listen.
- Teacher reads aloud one sentence , students repeat after him/her.
- Role-play.

(Let the students see the text and read aloud the dialogue)

- Teacher vs. students
- Students vs. students
- Student vs. student

Ramesh : I'm Rajesh . I'm from Odisha .

Vasudevan : I'm Vasudevan . I'm from Tamilnadu .

Ramesh : Where in Tamilanadu ?

Vasudevan : Karagudi .

Ramesh : O karagudi ! The name sounds popular.

Vassudevan : O yes. It's famous for the Elephant School.

Ramesh : Have you ever visited the school?

Vasudevan : Many a time!

Ramesh : What do the elephants learn ?

Vasudevan : They learn to salute , perform puja , ride bicycles and many more.

Ramesh : Do they get reward for good work?

Vasudevan : Yes, when they do something well , they are given sweets, sugarcane or bananas.

Ramesh : And if they fail to do something well?

Vasudevan : In that case, they get no reward. That's the punishment.

Ramesh : That is wonderful !

Vasudevan : Sorry . My mother is calling me . Bye .

Ramesh : Thanks! Bye!

- (b) In English there are some words with 'ee', 'ea', or 'oo','ie' in their spelling. We take long time to speak them out. Given below are some such words. Your teacher will say these words one after another. Repeat after him/her. Then add some more words to the list.

ee

green

need

feet

oo

fool

food

school

ea

teacher

eat

seat

ie

piece

belief

relief

Session - 6

5 Vocabulary :

- (a) Read paragraph -1 of the lesson and watch the following words. There is another word inside in each of them. The words are underlined.

State

Forest

Mountain

Clear

Now read paragraph - 3 and find words inside words in the list below.

teach = tea, each

because = _____

children = _____

there = _____

training = _____

understand = _____

sugarcane = _____

Session - 7

- (b) Make word chain . Use the last letter of a word as the first letter of the next word, for example:-

SUGARCANE > EAT > TIMETABLE > ELEPHANT > TRAINING
> GOOD

Add more words to complete the chain of three lines.

- (c) Some words from your lesson are described below. Figures in brackets show paragraph number in the text. Find the words and write them in the blanks.

Students go there for the study. (3) -

Teacher of elephants.(3) -

An elephant does it by raising its trunk.(5) -

A place of worship. (4) -

A big animal with a trunk (4) -

Children are sometimes good and sometimes like this.(3) -

A large area covered with trees. (1) -

Work schedule (3) -

A tall plant with sweet stem.(5) -

Session - 8

6 Usage:

Look at the underlined parts in the sentences.

- They learn how to salute.
- They learn how to perform puja in temple.

These sentences can be written as:

- They learn how they should salute.
- They also know how they should perform puja in temple.

“How to” is written as “how + the doer + should”

Rewrite the following sentences using “how to” in place of ' how.....should'. One is done for you.

- (i) Elephants are taught how they should salute.

Ans - Elephants are taught how to salute.

- (ii) A trained elephant knows how he should act in films.
-

- (iii) A pilot is trained how he should fly an aeroplane.
-

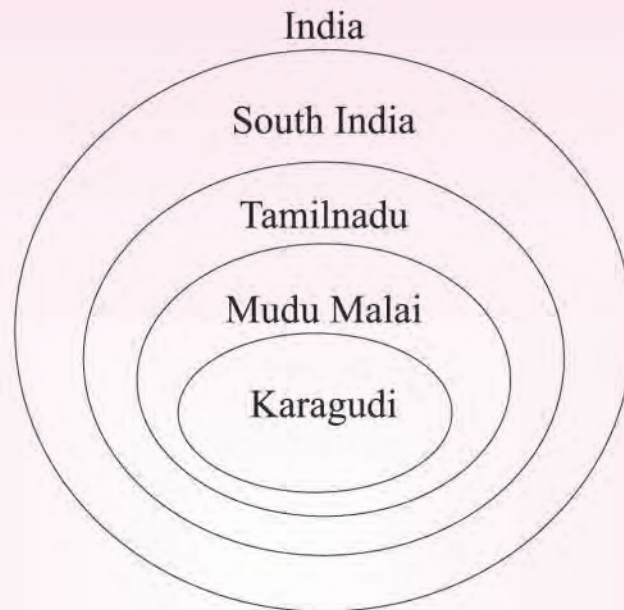
- (iv) A fisherman knows how he should fish in a deep river.
-

- (v) A doctor has learnt how he should treat serious patients.
-

- (vi) Baby elephants are taught how they should play tricks in circus.
-

7 Writing:

- (a) See the diagram and do the following activities.



- (i) Karagudi is in Mudumalai .
- (ii) Mudumalai is _____ .
- (iii) _____ .
- (iv) _____ .

Now write beginning with India.

- (i) Inside India is South India.
- (ii) _____ .
- (iii) _____ .
- (iv) _____ .
- (b) Answer the following questions in one sentence each. (Half of the answer you get from the question itself and half from the text.)

(i) Why is the school called a special school ?

(ii) Who are the students there ?

(iii) Who teaches there ?

(iv) Where is the school ?

(v) Where is Karagudi ?

(vi) How do elephants salute ?

Elephants _____ by raising _____

(vii) How do elephants perform pooja ?

(viii) What work do elephants learn to do ?

(ix) What do elephants learn to do for circus ?

Session -10

(c) Answer the following questions.

(I) Write 5 sentences about the school. (This answer can be done by putting together the answers of questions 1-5.)

(ii) What do elephants learn in special school ?

(iii) Write how the baby elephants learn at the special schol. (Part - 5)

8 Mental Talk :

Elephants do a lot of job for man. But they suffer a lot for us.

9 Let Us Think :

Animals are born free. But everywhere they are in chains. Man is cruel to them. How ?

FOLLOW-UP LESSON

MAHAGIRI- THE KIND ELEPHANT

Session - 1

I

PRE-READING

- Teacher will plan the activity.

II

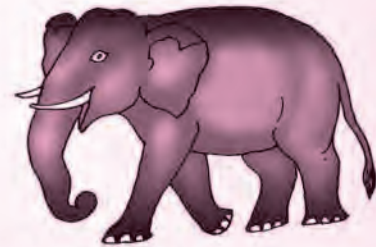
WHILE-READING

TEXT

SGP - 1

- Read paragraph - 1 silently and answer the questions that follow.

1. Mahagiri was a big elephant. He was trained at a special school. He was bought by a merchant. The merchant made a lot of money by putting Mahagiri to work. The elephant was often sent to the forest to carry heavy logs of wood. Sometimes, he carried people from one place to another. Once, he even carried a bridegroom to the bride's house! At times he was sent to a famous temple in a village nearby to lead the festival procession.



1. Who is this paragraph about ?
2. Where was Mahagiri trained ?
3. Who bought it ?
4. How did the merchant make a lot of money ?

5. Mahagiri did four kinds of work. They are ;

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

SGP-2

- Read paragraph 2 silently and answer the questions that follow.

2. Once the people of the village wanted to celebrate their temple festival. The festival could not start till the temple flag was put up. The temple had the flag, but no flag pole. So the villagers went to the forest and made a fine flagpole out of a tall tree. The flagpole was too heavy for the villagers to carry. And so Mahagiri brought it to the temple.



The villagers also wanted the elephant's help to fix the flagpole in the ground. They had already dug a hole in front of the temple.

- **Comprehension Questions**

- 1. What are these paragraphs about?
- 2. What did the villagers want to do?
- 3. What did they have but what did not.....?
- 4. Who carried the flag pole ?
- 5. What did they want Mahagiri to do next?

Session - 2

SGP - 3

- Read paragraphs 3 - 4 silently and answer the questions that follow.
- 3. Now, Mahagiri carried the flagpole up to the hole. But suddenly he stopped and turned back. The mahout, who was sitting on him, ordered him to put the flagpole in the hole, but Mahagiri would not move. The mahout shouted and screamed at him but still he did not move. The villagers were angry and they shouted at the mahout. Mahagiri could not stand the noise any longer. He threw away the flagpole. And the mahout was also thrown off. The people became so frightened that they ran away for their lives.
- 4. Mahagiri was now alone. He moved to the hole and went down on his forelegs. He put his long trunk into the hole and gently picked up a kitten! The little cat had been hiding in the hole. The people had been watching all this. They now knew why the elephant had not obeyed the mahout's orders. He did not like to kill the kitten. Mahagiri then placed the flagpole into the hole and held it straight with his trunk. Everyone at the temple gave sweets and fruits to the elephant. From that day Mahagiri became the villagers' favourite elephant and the children's best friend.

(The teacher will try to frame questions. Some are done.)

1. Did Mahagiri fix the pole?
2. Why were the villagers angry?
3. What did they do?
4. What did Mahagiri bring out?
5. What did the villagers realize?
6. What did they give to Mahagiri?

Session - 3

III

POST-READING

1 Writing :

- (a) Write answers to the following questions.
 - (i) Who is Mahagiri ?

(ii) Who carried the flagpole for the villagers ?

(iii) Why did Mahagiri not fix the pole first time ?

because there was a _____

(iv) How did Mahagiri pick up the kitten?

He went _____,

(ii) One villager narrates the incident to a man from another village. Read and fill in the gaps.

To celebrate our festival , we wanted to fix the _____. We wanted Mahagiri to do this. But he did not _____.

The mahout forced him to do. But he _____.

The villagers were angry. They shouted at _____.

Mahagiri was _____. He threw off the _____

_____ the mahout. He also _____ the

mahout. They all ran away out of fear. Do you know what

_____ did next ? He pulled out a _____ from the

_____. What a kind elephant !

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

all the more - even more, ଅଧିକତରୁ

bridegroom - man on his wedding day, ବର ବା ବରପାତ୍ର

celebrate - to mark an event with festivities, ଉତ୍ସବ ପାଳନ କରିବା

flag pole - a pole with flag, ପତାକା ଦଣ୍ଡ

frightened - afraid of, ଭୟିତ, ଭୟଭୀତ ହେବା

instructions - orders asking to do something ନିର୍ଦ୍ଦେଶ

mahout - the person who drives and trains elephants ମାହୁତ

mountain ranges - continuous chain of mountains ପର୍ବତମାଳା

naughty - behaving badly, childish naughty behaviour ଦୁଷ୍ଟ, ଚଟାଳା

obeyed - worked as per instructions, ନିର୍ଦ୍ଦେଶ ମୁତାବକ କାମ କରୁଥିଲେ

perform - do, କାର୍ଯ୍ୟ କରିବା

praises - saying good things about somebody ପ୍ରଶଂସା

shouted and screamed - loud cry (here) instructing the elephant to do - ଘାଟି କରୁଥିଲେ, ଚିଲେଇଥିଲେ

sugarcane - sugar plant, ଆଖୁ

valley - low area in between hills, ଉପତ୍ୟକା

LESSON - 7

WHEN I GROW UP

Session - 1

I

PRE-READING

1. Teacher will say, "Now you are students. What do you want to be in your future?"
2. Teacher will collect answers from a number of students and then s/he will say :

Let us read a poem to know about a child's wish, what he wants to be in his future when he grows up.

II

WHILE-READING

TEXT

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

1. When I grow up
I want to be
A detective
With a master key.
2. I could be a soldier
Perhaps a sailor too.
Or become a keeper
At Nandan Kanan Zoo.
3. I'd like to own a trumpet
And play a musical tune;
Or buy a private space-ship
To fly me to the moon.



4. I'd like to be the driver
Of an express diesel train;
Or be a light house-keeper
Where I want and when
5. For the more one lives
The more one learns.
I think I will be all these things
And go on taking turns.



- Your teacher reads the poem aloud.
 - Your teacher asks you : who is there in the poem
 - Your teacher reads the poem aloud second time.
- You listen to him/her and at the same time see the poem in your book.

● **Comprehension Questions :**

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

III

POST-READING

1 Visual Memory Development Technique (VMDT):

Whole Text : detective, wants to be all , wants three jobs , musician , driver

2 Comprehension Activities :

(a) MCQs : Complete the sentences choosing the correct options.

1. The child wants to become a _____.
 a. detective
 b. soldier
 c. doctor
 d. sailor
2. The child/poet wants to be a _____.
 a. zoo-keeper
 b. sailor
 c. driver
 d. engineer
3. The child /poet wants to become a _____.
 a. painter
 b. soldier
 c. detective
 d. light house keeper

(ii) Match items under A with items under B.

A

Stanza - 1
 Stanza - 2
 Stanza - 3
 Stanza - 4
 Stanza - 5

B

all the jobs
 driver and light-house keeper
 detective
 soldier, sailor and zoo-keeper
 musician and space man

Session - 3

3 Listening :

- (a) Stated below are some jobs / professions. Your teacher will read aloud some of them. Listen to him/ her attentively and tick those s/he reads aloud.

plumber, sweeper, police, driver, electrician, mechanic, engineer, doctor, teacher, pilot, sailor, zoo-keeper

- (b) Your teacher reads aloud the last stanza; you listen to him /her and fill in the blanks.

For the _____ one _____

The more one _____.

I _____ I'll be all _____ things.

And _____ on taking _____.

4 Speaking :

- (a) Chain-drill: "When I grow up , I want to become a detective."

- (b) Reading aloud

i. The teacher reads aloud one line, students repeat after him/her.

ii. Two groups : one group one line, the other group the next line.

Chain-drill : one student one line, the next student the next line till the whole class is covered. (looking at the book)

Session - 4

4 Vocabulary :

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

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

- tailor: One who stitches cloth is a tailor.

- driver : _____

- football player : _____

- cricketer : _____

- doctor : (treat patients) _____

- teacher : _____

- zoo-keeper : _____

- sailor: (sails ship) _____

- Player : _____

- Tennis player : _____

- Pilot : _____

Session - 5

6 Usage :

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

Using the hints given, write similar sentences. one is done for you.

1. (read , learn)

The more one reads, the more one learns.

2. (save , become rich) _____

3. (do exercises , become healthy) _____

4. (get, want) _____

5. (earn, spend) _____

7 Writing :

(a) Answer to the following questions.

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

The poet wants to _____

(ii) In which zoo does he want to be a keeper ?

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

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

Session - 6

- (b) **Take an interview and write a brief report. Students move around in the class and interview five of their class mates. Teacher to guide and help.**

Good morning !

How are you ?

What's is your name, please ? _____

What do you want to become in future ?

What's your aim in life ? _____

Thanks. Bye.

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

I interviewed five of my classmates. They are Sumit, _____

Sumit wants to become a _____

Session - 7

- (c) **Write a poem of your own. The poem will have two stanzas of four lines each. The last word of the second line rhymes with the last word of the fourth line.**

(Rhyming words : sailor, tailor / sweeper, keeper)

I want to _____

_____ tailor .

8 Mental Talk :

The more one lives ,
the more one learns.

9 Let Us Think :

Closely observe the job the poet wants to take up. Why does not he want to take up normal jobs (doctor, engineer, teacher....). This tells something about his nature/ character.

FOLLOW-UP LESSON

WHAT CAN I BE ?

Session - 1

I

PRE-READING

■ Pre-reading questions :

1. What is your father's job ? What is your mother's job ?
2. What would you like to be in future? What do you see in the picture ?

II

WHILE-READING

TEXT

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

My father is a doctor.
My sister's a doctor too.
My cousin works with animals.
He's a keeper at the zoo. 4

What can I be ?
What do I want to do ?
I don't want to be a farmer,
A builder or a nurse.
I don't want to be a pilot,
that is even worse. 10



I don't want to be a painter,
But a keeper at the zoo.
That's what I'll be.
That's what I want to do. 14

- Your teacher reads the poem aloud .You listen to him/her without opening the book.

Your teacher asks you : Who are there in this poem?

- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem.

- **Comprehension Questions:**

1. How many stanzas are there in the poem?
How many lines are there in each stanza ?
2. Who is 'I' in the poem ?
3. What is the poem about ?
4. How many questions are there in the poem ?
What are they ?
5. What are the child's father and sister ?
6. Who is a zoo keeper ?
7. Whose job is worse ?
8. Which stanza tells you that the poet wants to be a keeper at the zoo ?
9. Is the poet happy ? Why ? Why not ?
10. How many times the following words are repeated ?
 - a. my.
 - b. keeper.
 - c. doctor.
 - d. I.

III

POST-READING

1 Writing

(a) Answer the following questions.

(i) What does the child /poet want to be ?

(ii) What is his father ?

(iii) What is his sister ?

(iv) What does the child not want to be ?

(b) Write your own poem (the last word of the second and the last lines which rhyme are given. Rest you can choose) .

I don't want to be a _____ farmer

I _____ teacher .

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

cousin - son or daughter of one's uncle or aunt, ନିଜଭାଇ ଭଉଣୀ ଛଡ଼ା ଅନ୍ୟ ଭାଇ ଭଉଣୀ

detective - person who investigates crime, ଗୁରୁତ୍ବ

keeper at zoo - care taker of zoo, ଚିଡ଼ିଆଖାନା କର୍ମଚାରୀ

sailor- seaman, ନାବିକ, ଜାହାଜ କର୍ମଚାରୀ

soldier - member of an army - ସୈନିକ

spaceship - spacecraft, ମହାକାଶଯାନ

taking turn-doing things one after another, ଜଣକ ପରେ ଜଣେ କୌଣସି କାର୍ଯ୍ୟ କରିବା

trumpet-brass wind (musical) instrument- ଡୁରୀ, ବଗୁଲ

LESSON - 8

RAGHUNATH MURMU

Session - 1

I

PRE-READING

Do you know who made the Santali Ol Chiki script? Think and say what made him do it. Let us read a lesson to know more about it.

II

WHILE-READING



TEXT

SGP - 1

- Read paragraph - 1 silently and answer the questions that follow.
- 1. On Makar holidays Raghunath would come to his village Dandbose, a few kilometres away from Rairangpur town in the district of Mayurbhanj. He was then working at Baripada. In those days he was the only educated man in his area. When he came home, Santals from nearby villages would come to him with their problems. Once an old man came to him. He carefully brought out a letter which he had tightly tied to one end of his cloth and asked, “Raghu, can you read this letter for me? It must be from my cousin who lives at Midnapur of West Bengal”.

● Comprehension Questions

1. Who is this lesson about ?
2. What is the name of his village ?
3. When would he come there ?
4. How far is it from Rairangpur town ?
5. Where is Rairangpur ?
6. Where was he working then ?
7. Why was he popular in his area ?
8. Why did Santals come to him ?
9. Why did the old man come to him ?
10. How did he carry the letter ?
11. Who was the letter from ?

Session - 2

SGP - 2

- Read paragraphs 2 - 3 silently and answer the questions that follow.
2. Raghunath opened the letter and found that the letter was written in Bengali. In those days he did not know Bengali well. He could only read a few words. So he replied sadly, "Sorry Uncle, I can't read it. It is written in Bengali".
 3. "But when my cousin came here last time, I told him to write in Santali", the old man said.
"Yes Uncle, he has written in Santali," Raghu replied, "but he has written it in Bengali script".
"Why didn't he write it in Santali script?" asked the old man.
"Because we don't have a script of our own, uncle" replied Raghunath.
This surprised the old man. It also made Raghunath unhappy and sad. About ten years later he invented a script for Santali. The script is known as Ol Chiki.

● Comprehension Questions

1. Could Raghunath read the letter ? Why ?
2. Which language was used in the letter ?

3. Why did the cousin write in Bengali Script ?
4. What surprised the old man ?
5. What made Raghunnath unhappy ?
6. Who invented the Santali Script ?
7. What is the Santali Script called ?
8. Do you think that it would benefit the Santals and others? How?

SGP-3

- Read paragraph - 4 silently and answer the questions that follow.
4. Raghunath Murmu was also a great writer. He had written many plays , novels and poems in Santali. His most important play is “Kherwar Bir”. Martin Orans , a foreign scholar and writer, called this the Santal Mahabharata. Raghunath was awarded by the Odisha Sahitya Academy for his contribution to Santali language and literature. The Government of Odisha has named the Medical College at Baripada after his name. What Fakir Mohan Senapati is to Odia language and literature, Raghunath Murmu is to Santali language and literature.
- **Comprehension Questions**
 1. Raghunath Murmu was the father of Santali Script. What else made him so famous ?
 2. What did he write in Santali ?
 3. Which book is Raghunath’s most important play ?
 4. Who was Marting Orans ?
 5. Was he in high praise of Raghunath’s writings ?
 6. Which book is called the Santal Mahabharat ?
 7. What did he Odisha Sahitya Academy award him for ?
 8. What has the Government of Odisha done in his honour ?
 9. Who is Raghunath Murmu compared to ?
 10. How are they equal ?
 11. Do you like Raghunath Murmu ? Why ?

III

POST-READING

1 Visual Memory Development Technique (VMDT):

Whole Text : Raghunath - his village Dandbose – the only educated man in his area – the letter was written in Bengali- Santali script – Ol Chiki -great writer

Last Paragraph : Kherwar Bir – Odisha Sahitya Academy – Fakir Mohan Senapati

2 Comprehension Activities :

(a) MCQs :

Choose the right alternatives and complete the sentences.

1. Raghunath would come to his village Dandbose _____.
 - (a) every Sunday
 - (b) on Maker holidays
 - (c) every holiday
 - (d) everyday
2. Raghunath was the only educated man in _____.
 - (a) his area
 - (b) Odisha
 - (c) West Bengal
 - (d) Bihar
3. The _____ asked, “Why didn't he write in Santali script?”
 - (a) old man's cousin
 - (b) students in Badamatolia School
 - (c) old man
 - (d) person who couldn't read the letter

4. _____ years after meeting the old man , Raghunath invented Ol Chiki .
- (a) five
 - (b) seven
 - (c) ten
 - (d) twenty
5. Raghunath Murmu was awarded by the Odisha Sahitya Academy for his contribution to
- (a) Santali language and literature.
 - (b) Santali novels.
 - (c) Santali poems.
 - (d) Santali plays.

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

A

Kerwar Bir
Fakir Mohan
Martin Orans
Raghunath

B

Odia language and literature
a foreign scholar
Santali language and literature
a famous Santali play

Session - 4

3 Listening :

Your teacher will read the following paragraph. There are some blanks. Fill them in while listening to your teacher.

On Makar holidays _____ would come to his village Dandbose, a few kilometres away from _____ town in the district of Mayurbhanj. He was then working at Baripada. In those days he was the only _____ man in his area. When he came

Session - 5

Raghunath : With pleasure !

Session - 6

Clues :

1. A set of letters (e.g. a,b,c...) used for writing a language
2. The tribal people who mostly live in Mayurbhanj.
3. a word made from 'need'.
4. We do it with our pen on paper.
5. If someone does it, he/she is the first person to think and make it.
6. Change and make something better.
7. The person who invented the Santali script.

6 Usage :

Mark the words underlined in the following two sentences. They take '-ly' after them to say how something happens/happened. There are eight sentences given below. Find the word in each which can take '-ly' and then add '-ly' to it. Rewrite the sentences correctly. One has been done for you.

- i. The old man brought out a letter careful.

The old man brought out a letter carefully.

- ii. He had tied the letter tight to one and office cloth.

_____.

- iii. Raghunath replied sad.

_____.

- iv. Santals main live in Bihar .

_____.

- v. The old man went home happy.

_____.

- vi. The boy came inside the class silent.

_____.

- vii. Ramesh works very slow.

_____.

- viii. He quick got into the room.

_____.

Session - 7

7 Writing :

(a) Answer the following questions.

(i) Where was Raghunath Murmu from?

(ii) Why would Santals from nearby villages come to Raghunath?

(iii) What is the name of the Santali script?

(iv) What did Martin Orans call “Kherwar Bir”?

(v) Why was he awarded by Odisha Sahitya Academy?

Session - 8

(b) Fill in the gaps in the paragraph given below with information under the stone idol picture of Raghunath Murmu.



Murmu's stone idol (someone who is admired and respected) in Odisha ,Bhubaneswar

Name – Raghunath Murmu.
Born on – 5 May 1905
Born at – Dandbose in the district of Mayurbhanj
Occupation – ideologist, playwright and writer
Invented – Santal script
Died on – 1 February 1981
Age at the time of death – 81

- Now use the facts and complete the paragraph on Raghunnath Murmu.

The stone idol stands for _____. He was born on _____. He was born at _____. He was an ideologist, _____ and _____. He invented _____. He died on _____. He was _____ years old at the time of his death. He is one of the most memorable persons in India.

8 Mental Talk :

Mentally repeat the following sentence.

“What Fakir Mohan is to Odia language and literature , Raghunath is to Santali language and literature.”

9 Let Us Think :

How are scripts and language related ?

FOLLOW-UP LESSON

THE STORY OF LANGUAGE

Session - 1

I

PRE-READING

- Socialisation.
- Teacher to think of a pre-reading activity.

You can link this with the main lesson : Why did Raghunath develop a script for the Sanatali language? Read this lesson

Or you can ask the students to see different scripts in the pages that follow and ask, 'Can you say why scripts are necessary?'

II

WHILE-READING

SGP-1

- Read paragraphs 1 - 2 silently and answer the questions that follow.
1. To start with, human beings had no language. How did they talk to each other ? How did they say what they wanted to say ? They did this through action and gesture. Even today we also use action to say something. When your teacher puts his/her finger on his/her lips what does she/he say ? She/he says, "Don't make a noise. Be silent."
 2. Much later language came. Human beings used language to say what they wanted to say. But they did not know how to write. For many many years they only spoke but could not write. To start with they drew pictures to write. If someone wanted to say 'tree', s/he drew the picture of a tree. But one cannot draw pictures of all what s/he wanted

to say. Thus, there was a need to develop writing system- letters, scripts. Most of the scripts developed from pictures. Pictures slowly developed into symbols. Symbols looked different from the pictures from which it came. Take for example, the Chinese letter (symbol) which developed from the picture of a tree.

正體(繁體)	甲骨文	金文	楚簡文字	小篆	隸書	楷書	簡體楷書
	龍	龍	龍	龍	龍	龍	龍
簡體	楷书	歐體	顏體	宋(明)體	高體	草書	行書
	龍	龍	龍	龍	龍	龍	龍
簡體	楷书	隸體	宋體	黑體	瘦體	行書	
	龍	龍	龍	龍	龍	龍	

● Comprehension Questions

1. What is the lesson about?
2. Did human beings have the language from the beginning?
3. If not, how did they say what they wanted to say?
4. (Frame a question for 'gesture'/body language)
5. Did scripts come with writing or much later?
6. From what did scripts develop?

SGP- 2

- Read paragraphs 3 - 4 silently and answer the questions of your teacher.
3. At first they used the first picture for a tree. After many years this changed to picture 2. And at present they use the third one. The first picture looked like a tree. But the third one has greatly moved away from the tree. In this way most of the writing system developed.
 4. At present the world has about 7000 languages. About four thousand of them do not have writing system or scripts. Most of the tribal languages in India do not have scripts of their own.

● Comprehension Questions

The teacher will frame questions on paragraphs three and four.

III

POST-READING

5 Writing :

- (a) The given boxes are not in order. Number them in order 1, 2 ... One is done for you.

5

No Language

Script

Pictures

Gestures

Language

- Next write as suggested .

To begin with , there was _____. People said what they _____ through _____. But there was no _____. People started to write through _____. Finally script developed from _____.

WORD NOTE

(The words / phrases have been defined mostly on contextual meanings.)

awarded - was given prize and honour, ପୁରସ୍କୃତ ହୋଇଥିଲେ

contribution - giving something for a common purpose, ଦାନ ବା ଅବଦାନ

educated man - a person who studied in a school or college,

ଶିକ୍ଷିତ ବ୍ୟକ୍ତି, ଉଚ୍ଚଶିକ୍ଷା ଲାଭ କରିଥିବା ବ୍ୟକ୍ତି

gesture - expressing through body movement (body language)

ଅଙ୍ଗଭଙ୍ଗୀକରି ଭାବ ବ୍ୟକ୍ତ କରିବା, ଠାର

invented - made something new- ନୂଆକରି ସୃଷ୍ଟି କରିଥିଲେ

language and literature - words and their use, stories, poetry, novels etc.- ଭାଷା ଓ ସାହିତ୍ୟ

moved away - developed, become better, ବିକଶିତ ହେଲା

script- (here) letters of a language, ଲିପି ବା ଅକ୍ଷର

surprised - a feeling - something hard to believe, wonder, ଆଶ୍ଚର୍ଯ୍ୟ କଲା

symbol - sign or mark to express ideas, ଭାବ ବିନିମୟ ନିମନ୍ତେ ଚିହ୍ନ ବା ସଂକେତ

TEST - 2

Full Mark -100

1. Your teacher will dictate twelve words. Listen to him/her and [06]
write.

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

2. Given below are some words. Your teacher will read aloud [07]
seven of them. Tick those s/he reads aloud.

soldier, detective, village, deaf, temper, language, script, chase, curse,
hate, mountain, valley, banana, merchant

3. Your teacher will read aloud a paragraph. Listen to him/her [09]
and fill in the gaps.

“Tamilnadu is a beautiful _____. It has _____ mountain
ranges and there are _____ rivers. Some of these
_____ flow _____ the valleys. This
_____ all the places _____ beautiful.”

4. Write the following names of persons in English. [06]
(Teacher will provide names of six persons in Odia.)

_____	_____
_____	_____
_____	_____

5. Write the following names of places in English. [06]
(Teacher will provide names of six places in Odia.)

_____	_____
_____	_____
_____	_____

6. Match the words which sound alike at the end. [10]

A	B	A	B
Key	zoo	mountain	rewind
Too	marry	find	tail
Train	hand	run	mate
Carry	he	mail	fountain
Land	drain	date	fun

7. Read the poem and answer the questions in complete sentences. [12]

I'd like to be a driver
Of an express diesel train
Or be a light-house keeper
Where I want and when.

For the more one lives
The more one learns .
I think I'll be all these things
And go on taking turns.

(a) What does the poet/child want to be ?

(b) What does he want to drive ?

(c) What does a light-house keeper do ?

(d) Does the child/poet want to take up one or more jobs?

5. How can one learn more ?

6. What do you want to be ? Why ?

8. Read the paragraph and answer the questions in complete sentences. [12]

Once there lived a poor man in a village. He had a rich class mate. He lived in a town. They did not meet for a long time. In the mean time the rich friend had problems with his ear and became deaf. This was not known to his friend in the village. The rich friend came to know that his friend was seriously ill. So he decided to visit him.

(a) Where did the poor friend live ?

(b) Where did the rich friend live ?

(c) Who became deaf ?

(d) Did the poor friend know this ?

(e) What did the rich friend come to know ?

(f) What did he decide to do ?

9. Read the following poem and answer the questions in complete sentences. [12]

Run in the raindrops
Run beneath the trees.
Run little races
With each little breeze.
Run down the hillside,
Run up the lane.
Run through the meadow
Then run back again.

- (a) What is the poem about ?

- (b) How many stanzas are there in this poem ?

- (c) Where does the poet/child want to run in the first stanza ?

- (d) Where does the poet/child want to run in the second stanza ?

- (e) How many times 'run' is used in this poem ?

- (f) Who does the poet run races with ?

10. Read the paragraph below and answer the questions in complete sentences. [2 0]

Three bears lived in a house near a wood. There was Papa Bear, a great huge bear. There was Mama Bear, a middle sized bear. And there was Baby Bear, a small bear.

One day they went out for a short walk in the wood. Mama Bear had cooked porridge for breakfast. She left the porridge to cool.

(a) Where did the bears live ?

(b) Where was their house ?

(c) How many bears were there ?

(d) Who was a middle sized bear?

(e) Who was the biggest of all ?

(f) Who was the smallest of all ?

(g) Where did they go one day ?

(h) Why did they go out to the wood ?

(i) What did Mama Bear cook ?

(j) Why did she leave the porridge at home ?

APPENDICES

APPENDIX-I

INTRODUCTION TO TEACHERS, PARENTS AND GUIDES

In helping learners learn, the teacher's role is very crucial. A country's education is as good as its teachers. In order to help our learners learn English we wish you to read the introduction to class-III English Primer before you read the introduction of this book. We have revised all our English textbooks from class III to class VIII and all these books now follow a common pattern well supported by sound pedagogy. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English. In our introduction to class III English textbook we have stated, in some details, the problems of teaching English in the first year of learning English and how we have solved these problems. There was a big gap between the class III and class IV English textbooks. We have bridged the gap by carefully redesigning both the textbooks. Now the class III students, who will read the new book, will have no problem reading other book. But students who have studied the old book and now studying in class VI, they are likely to have some problems. But we have tried to solve these problems by the introduction of adoption of new approach in all the books. Stated below are some suggestions for you on how to deal with different parts of a lesson.

Socialization – Every class should start with socialization and end with leave taking as suggested in the introduction to class III textbook.

Teacher : Good Morning students.

Students : Good Morning sir/madam.

Teacher : How are you students?

Students : Fine, thank you sir/madam.

Leave Taking :

Teacher : Good bye students. See you in the next class. Have a good day.

Students : Thank you sir/madam. Goodbye.

The main purpose of adoption of new approach is to help the learners who have not learned in the previous classes. In this class, the learning may indicate includes learning to write capital and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of such achievers, we have placed different tasks in between interesting activities. Learners will make fun with English, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is hard work. We will work hard and enjoy with a song. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-III (A) Notes on Techniques.

After a session of writing, you are to see what the learners have written, correct their errors and provide support. If the class is large and you cannot see everyone's script, it is better to see some scripts, find common mistakes and provide academic support using the blackboard. Students who lag behind, who fail to do the task, you have to help them personally or ask your good students to help them (as most of the good students complete their tasks early). If we do not help them at this stage, they will be a problem for us in the future.

MAIN LESSONS

Each main lesson, as stated before, has three sessions- pre-reading, while-reading and post-reading.

PRE-READING

At this stage, your role is to motivate your learners to read the text and we have suggested ways to help you. All the instructions for you and your learners are to be spoken by you to the learners. You also help your learners to read and comprehend the instructions. This will help them learn English and learn to do these tasks on their own. You just see them, read aloud what is written as if you are speaking to your students- occasionally translating the instruction in Odia. But slowly reduce the amount of Odia and increase the amount of English. When you find a pre-reading activity is difficult and you have no better alternative, better stick to one that is provided or the picture provided.

WHILE-READING

This is as stated before is the most important part of a lesson. Take extra care not to read aloud and explain. Allow students to read on their own and comprehend as much as they can. When you ask them to read silently, you do two things – see that all are engaged in reading and get yourself ready for the question answer part. Even if some of your students are incapable of reading, let them see the text. Even seeing the text and getting a picture of it will be of some help for learning, better than your explanation of the text. While asking questions, follow the following suggestions provided in the Appendix III B.

Do not ask your students to write at this stage. This phase is purely for verbal transaction. Students will keep open their textbooks and locate the answers in their texts. Students who cannot read and comprehend will also gain if they just look at the text again and again. And if they do this for long, they will somehow learn to read. All our previous experiences are stored in our brain as pictures- the places and sights we have seen whether we have understood them fully or not. Let them store the picture of the page/paragraph in their mind in this way.

POST-READING

As stated before, this phase has a series of mind engaging interesting activities for the students. Your job is to make the learners do these activities. While doing these activities, learners will most of the time, keep open their books and will be allowed to consult the text at the time of need. Remember, at this stage the learners will read and reread the text many a time on their own without being aware of the fact that they have read the text so many times. What they have not understood during while-reading phase, they understand now. The self-learning that you have initiated during while-reading now bears fruit. To do the activities, they read the text on their own again and again.

For easy transaction of post-reading activities of all the main lessons, follow a common pattern. There are nine kinds of activities, each activity for all lessons bearing the same number. For example, the VMDT activity bears the number -1 and comes first in all the main lessons. Let's describe what you have to do for each of the activities from activity 1 to 9.

1 VMDT :

Please read about this method in the Appendix. The objective of this method is to develop the visual memory of the learners. Once visual memory is developed, learning becomes easy. Usually under this two kind of activities are provided – the whole text and the part of a text. First VMDT is done for the whole text and then for a smaller part of it. Learners take photograph of the part with their eye cameras and then locate the answer to your question. Then open their eyes and verify. For each item this procedure is followed. Students are found to enjoy this activity very much. And the advantage of this activity is that the teacher need not verify whether the learners have done the activity correctly or not. The teacher can see only some answers. The learners take the responsibility of identifying and correcting their own errors.

2 Comprehension Activities :

The purpose of these activities is helping learners in overall comprehension of the text.

3 Listening :

Listening is a foundation skill. It lays the foundation for other language skills. Therefore, we have included listening activities – you are to read aloud either some words or a chunk (a small paragraph or a stanza), your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After you students do the task, you can provide class feedback, if the students are more in number. You write the correct answers on the blackboard. The learners self-correct their scripts. If you are reading aloud a paragraph from the text , tell them in advance. Let them read the paragraph and get ready. In this case, the learners will read the paragraph mindfully to get ready.

4 Speaking :

Usually three kinds of activities are included under speaking—reading aloud, chain-drill and dialogue. For reading aloud, follow the suggestions provided in Appendix II; Rules for Reading Aloud.

For chain-drill, read about the method stated in the Appendix II-4. The lines to be drilled are provided. If students are low – proficient and shy, you can first have a rehearsal – you read aloud the line, students repeat after you. Do this two times. You can also write the line on the blackboard in good handwriting.

For dialogue, follow the following steps.

- Write the dialogue in good handwriting on the blackboard.
- Have a rehearsal – you read aloud, students repeat.
- 2 rounds: Teacher- vs. - students, students –vs. – students

5 Vocabulary : (as suggested)

6 Usage : (as suggested)

Very simple activities are provided under these two heads (5 and 6) .

7 Writing :

Writing is a very important activity. More time should, therefore, be given for the purpose. The writing activity is placed towards the end as all the previous activities prepare ground for writing which is a very difficult task. Activities provided under this head are of two kinds: one sentence answer type questions from the text and other interesting/ creative activities. The first kind of activities lays the foundation for the second type of activities.

For one sentence answer type questions

- Help students to locate the answer in the text
- Get half the answer from the question itself (the form structure of the answer sentence) and half from the text
- The tense for question and answer should be the same.

If the question is in the past tense, the answer should be in the past tense.

* It will be better if you yourself do these writing tasks before asking students to do.

8 Mental Talk (MT) :

Read about the method in the introduction. You yourself practise mental talk first before asking your students to do mental talk.

9 Let Us Think :

As the name suggests, the objective of this task is to activate the mind of the students – to think.

FOLLOW-UP LESSONS :

These lessons, as stated before, are sub-lessons based on the main lessons, but comparatively simpler and shorter. Though based on the main lesson, these lessons take learners bit away from the main lesson, open up for them a broader world. Both your learners and you need to learn on your own. While the main lesson is more strictly structured and everything is done for you, in case of these lessons you have freedom to frame your own activities, and both your learners and you can learn on your own. This will test whether as a teacher you have grown professionally or not, whether you can frame activities on your own or not. Similarly, whether your students have developed the language skills or not is also to be tested. You have to prepare yourself and make tasks for your learners from these sub-lessons under the heads as in the Post-reading activities of the main lessons.

It is seen that our teachers do not develop professional skills because the textbooks provide everything for them in cut and dried ready made form and everything centres round

the textbook. In contrast, in educationally developed countries, teachers prepare their own materials as often there are no fixed textbooks. Having fixed textbooks in cut and dried form have some advantages but many disadvantages, one of them being teachers not developing professional skills. These follow-up lessons will help you develop your teaching skills as you have to prepare the activities yourself. Not only you have to prepare the tasks, you have to often write these tasks on the blackboard in good handwriting using them as blackboard texts. During inspections, the inspecting officials have been advised to see whether you have designed activities for the follow-up lessons. They have also been instructed to see whether you have got the post-reading tasks done by the students with your correction and feedback.

You have been provided with time schedule for each lesson – about 6 classes for a remedial lesson and about 10 classes for a main lesson and 5-6 classes for follow ups. But this is not fixed. You have freedom to readjust.

Finally, a line about your professional growth - how to improve your English and professional skills. Please see the Appendix for this purpose.

NOTES TO PARENTS

In educationally developed countries parents, tutors and teaching shops do not help learners to learn. But, unfortunately, here they have to help the learners mainly because the schools do not do their jobs properly. If you are helping your child in his/her learning, kindly see that your child mostly learns on his/her own and develops the skills and not just mugs up and scores good marks. In our current education, there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also has skill matching the marks she/he scores or else she/he will be unemployable. The employers these days do not believe in certificates and marks and conduct their own test to measure their future employees' skills to see whether they are employable.

This book is based on learner-centred approach. Learners are to learn on their own with little outside help. Kindly, therefore, see that they are not helped more than what is necessary or else these helps will become interferences, intervening more than helping in your wards learning. We will request you to go through the introduction to this book before helping your child learn English through this book.

NOTES TO GUIDES

The role of the guide is very important in our current education.. In case you are helping class VI students of Odia medium schools learning English, kindly go through the introduction to the book and the lesson before you teach English to them. This will help both you and your learners. We promise, if you teach English through this book as we wish you to teach, both your learners and you yourself will gain.

FOR INSPECTING OFFICIALS

It is comparatively easy to be an administrator and an educationist. But it is difficult to combine both to become an educational administrator. You must have understood how difficult your job is.

If you are to inspect an English class of class VI, kindly go through the introduction to the class VI textbook and see how the lessons are designed. When you inspect a class, please first know in which phase of teaching a lesson the teacher is. Is s/he in the pre-reading, while-reading or post-reading phase? The learners' role is different in these three phases of a lesson. Please identify the phase and evaluate the class accordingly. Following a learner-centred approach we have done away with teacher's reading aloud and then explaining a text. Please see that teachers do not do this rather give learners to read the text and do the activities on their own, the teacher playing the facilitator's role.

During inspection kindly see the learners' textbooks – the workbook part of it. See whether the learners have done the activities and the teacher has corrected the scripts with feedback. In the follow-up (sub-lessons) teachers are asked to frame comprehension questions and language activities. Please see whether they have done this. We provide at the end of the book, the indicators of learning, which will help you judge the quality of teaching.

N.B.- Currently the greatest danger to education is cheap helps , particularly through cheap bazaar notes (meaning books) which , by spoon feeding , cripple the learners. The bazaar note writers will provide answers to all the questions and solve all the tasks in the textbook often wrongly. The students will mug up these without understanding and vomit in the examination. We, therefore, request all to avoid the use of bazaar notes by all means.

* For any query contact to ELTI (9861955904/9861454167/9437463273) or Directorate of TE & SCERT, Odisha, Bhubaneswar (0674-2502928).

APPENDIX-II

NOTES ON TECHNIQUES

1 Brainstorming :

Brain is the centre of learning. No learning can take place without brain. We use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our present teaching.

2 Visual Memory Development Technique :

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT.

Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. This they can keep on doing till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners remember things better. Please try and see.

3 Mental Talk :

This is a very good method for learning language, particularly a second language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex. But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of

English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have read or a dialogue they have practiced to start with.

4 Chain-drill :

Chain-drill is an utterance a word, a phrase or a sentence, a line from a text or the title of a story - which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, "I'm _____. I am from _____. What about you ? Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality, it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn language.

APPENDIX - III

SOME USEFULL TIPS

A. Instructions for Good Handwriting :

1. Put your writing paper on a hard plain surface, not on heaps of books, your lap or a pillow.
2. Use ink / pencil (well sharpened) / dot pen; bad dot pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write in straight line. Rolled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.
C,K,O,P,S,U,V,W,X,Y,Z
c,k,o,p,s,u,v,w,x,y,z
11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

B. Suggestions for Asking Questions during While-reading stage:

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions to yourself-provide clues to help your students to answer your questions.
5. Encourage your students to ask you question.
6. Encourage your students' to ask question to other students to answer.
7. If you fail to answer your question from your student, bounce back the question to the whole class (who can answer his/her question?)
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentences.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.

10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer some questions in English.

C. Rules of Reading Aloud :

1. Make yourself familiar with the text before you read it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of students in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.

APPENDIX-IV

LEARNING INDICATORS FOR CLASS-VI (ENGLISH)

(Based on NCERT Learning Outcomes adapted to our context in Odisha)

Skills / Sub-skills	Learning Indicators	Suggested Pedagogical Processes
1. Listening and Speaking	Learners : ● Listen to short, simple instructions in classroom and outside and respond. ● Listen to a stanza/ para and fill in gaps or forms. ● Participate in group discussion. ● Take part in prepared conversation practice ● Respond to simple queries seeking direction. ● Read aloud paras/stanzas with right pause and moderate intonation ● Take dictation of words/phrases/simple sentences. ● Tick true/false statements listening to para/paras. ● Listen to and respond to announcements at airport/ railway station with 70% comprehension. ● Describe briefly simple events ● Can predict roughly the pronunciation of words from spelling.	● Listening to instructions in classroom, school and outside. ● Taking part in dialogues, chain-drill and role play based on lessons. ● Reading aloud poems and paras of lessons in classroom. ● Doing dictation activities in class. ● Conducting mock interviews in class ● Responding to brain storming activities. ● Practice through mental talk.
2. Reading	Learners : ● Read and comprehend poems/paras prescribed with 70-90% comprehension. ● Read and comprehend instructions in public places with 90% comprehension. ● Can guess meanings of unfamiliar words from context with 70% comprehension. ● Read and predict what comes next in a prose text with 70% comprehension. ● Read and comprehend English in wrappers of different items with 75% comprehension. ● Read railway time table and different forms and brochures with 75% comprehension. ● Read and comprehend sub-titles on T.v title of books, simple headlines of news papers with 60% comprehension. ● Read and comprehend simple poems and stories not prescribed with 50-60% comprehension. ● Take brief notes in words/phrases from larger chunks of simple writing. ● Read and locate information with 70-80% comprehension.	● Doing activities at both while-reading and post-reading sessions ● Doing VMDT activities. ● Reading authentic materials ● Reading the instructions in the text books. ● Getting exposed to written English outside the classroom. ● Participating in exposure classes.

3. Writing	Learners : ● Write 30-50 word answer type questions with 60-70% accuracy. ● Make notes in words and phrases. ● Can take dictation of small paras. ● Can convert notes to writing with 50-60% accuracy. ● Can read a para on a subject and write another para in another subject based on the para read. ● Can write names of persons and places with minimum problem. ● Can write simple letters and applications with tips. ● Can write for class notice board. ● Can write simple poem based on a poem read in the class.	● Mostly through doing post-reading writing activities. ● Use of authentic materials in classroom. ● Doing simple controlled composition. ● Copying blackboard texts. ● Writing posture/notice exercises
4. Vocabulary	Learners : ● Have a stock of 4000-5000 English words both passive and active. ● Stock of about 1000-1500 active words. ● Solve cross-word puzzles with 70% accuracy. ● Correctly spell about 75-805 words they know. ● Can infer meaning of unfamiliar words from context with 50-60% accuracy. ● Can build word chain.	● Mostly through doing vocabulary activities provided in the post reading stage of the lesson. ● VMDT activities as visual recognition helps one learn vocabulary, especially the spelling.
5. Grammar and Usage	Learners : ● Identify word category with 70% recognition. ● Can use simple present and past forms of verbs in context with 70% of comprehension. ● Use punctuation marks appropriately in writing such as question mark, comma, full-stop and capital letters.	● Mainly through post-reading activities or grammar or usage. ● By getting exposed to texts, sub-texts, tail-pieces and texts in exposure classes.
6. Reference Skills	Learners : ● Use dictionary to find out meaning and spelling of words ● Quickly locate the word/ reading words in alphabetical order. ● Can read the symbols for verbs, nouns.....etc.	● Mainly through use of mini-dictionaries provided at the end of every lesson. ● In dictionary classes - classes especially devoted to use of dictionary.

National Anthem

Jana-gana-mana-adhinayaka, jaya he

Bharata-bhagya-vidhata.

Punjab-Sindhu-Gujarat-Maratha

Dravida-Utakala-Banga

Vindhya-Himachala-Yamuna-Ganga

Uchchala-Jaladhi-taranga.

Tava shubha name jage,

Tava shubha asisa mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya, jaya, jaya, jaya he !

