

# BEGINNERS' ENGLISH-V

A Textbook for Class - V



EDUCATION ( ELEMENTARY ) DEPARTMENT  
GOVERNMENT OF ASSAM



# BEGINNERS' ENGLISH - V

For Class - V



Prepared by:  
**State Council of Educational Research and Training, Assam**  
Guwahati - 781019

Name : .....

Class : ..... Section : ..... Roll No. : .....

School : ..... Session : .....

Published by:  
**The Assam State Textbook Production and Publication Corporation Limited**  
Guwahati - 781001



**BEGINNERS' ENGLISH - V** : A textbook–cum–workbook for Class V, developed by SCERT, Assam, approved by the Government of Assam and published by the Assam State Textbook Production and Publication Corporation Limited, Guwahati, on behalf of Govt. of Assam. **Free textbook**

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Guwahati - 781019

First Publication : 2018  
Second Publication : 2019  
Third Publication : 2020  
Fourth Publication : 2021

Printed on : 70 GSM Paper

Published by : The Assam State Textbook Production and Publication Corporation Limited, Guwahati on behalf of Govt. of Assam for free distribution.

Printed by : **Bobby Printing and Binding House**  
Guwahati



**Dr. Ranoj Pegu, MBBS.**  
Minister, Assam



Education, Welfare of Plain  
Tribe & Backward classes



## MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme -"Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

**(Dr. Ranoj Pegu)**  
Education Minister, Assam

## Preface

Beginners' English-V is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of textbooks prepared for the Elementary level of Education in Assam for implementation from the academic year 2018. The book is written in a child centred activity based approach to learning, hence the exercises have been designed accordingly.

This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for the learners of class V joyful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning. No stone has been left unturned in making the book a child and teacher friendly one.

At the end of each lesson, a note for the teacher is appended in order to provide useful hints to make learning of English an enjoyable experience. As a support for teachers and learners, Quick Response Code (QR Code) has been introduced in this textbook.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook a child and teacher friendly one, SCERT along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in the preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the resource support of SSA in bringing out this textbook.

We invite suggestions from students, parents, guardians and general public for improvement of the textbook.



**(Dr. Nirada Devi)**  
**Director, SCERT, Assam**

## Class-V

### Learning outcomes

#### The learner -

1. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
2. recites and shares English songs, poems, games, riddles, stories, tongue twisters, etc., recites and shares with peers and family members
3. acts according to instructions given in English, in games/sports, such as “Hit the ball”, “Throw the ring”, “Run to the finish line”, etc.
4. reads independently English storybooks, news items/headlines, advertisements, etc., talks about it, and composes short paragraphs
5. conducts short interviews of people around him/her i.e. interviewing grandparents, teachers, school librarian, gardener, etc.
6. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
7. uses synonyms such as ‘big/large’, ‘shut/close’ and antonyms like inside/outside, light/dark from clues in context
8. reads text with comprehension, locates details and sequence of events
9. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
10. takes dictation for different purposes, such as lists, paragraphs, dialogues, etc.
11. uses the dictionary for reference
12. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs
13. writes paragraphs in English from verbal, visual clues with appropriate punctuation marks and linkers
14. writes a ‘mini biography’ and ‘mini autobiography’
15. writes informal letters, messages and e-mails
16. reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries
17. attempts to write creatively (stories, poems, posters, etc.)
18. writes and speaks on peace, equality, etc. suggesting personal views
19. appreciates either verbally/in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/heard in narratives/seen in videos, films, etc.

\*\*\*\*

### INSTRUCTIONS FOR USING QR CODE

#### How to access e-resources using DIKSHA?

- Type [diksha.gov.in/app](https://diksha.gov.in/app) in your mobile browser and tap on install button.  
or
- Search for DIKSHA in Google Play Store and tap on install button to download the app.

#### How to access e-resources using QR Code on MOBILE?

1. Select preferred language.
2. Choose your role: Teacher, Student or Other.
3. Tap to scan the QR code.
4. Grant access and allow app permissions.
5. Focus camera on the QR code in the textbook.
6. Click to play QR code specific e-resource(s).

#### How to access e-resources using QR Code on DESKTOP?

1. Under the QR code you will find the alphanumeric code.
2. Type <https://diksha.gov.in/as/get> in your browser.
3. Type the alphanumeric code in the search bar.
4. View list of e-resources available and click on any e-resource of your choice.



## A Note to the Teacher

The process of acquisition of the four basic language skills continues through Beginners' English-V which aims at taking the learners to the next level of learning English. The texts are presented through short stories and poems especially created to capture the learners' attention and to make the learning process more interesting.

Appreciation and love for nature and living creatures; respect for fellow beings and helping others; pride in one's own culture and community; awareness towards ill effects of drug abuse; conservation of water and introduction to e-mail as a contemporary trend of communication are embedded as themes of the lessons. The examples used are ones which children can identify themselves with. In the interest of widening the learners' horizons and expanding their vocabulary, some new words outside their experience have been added. Though functional grammar forms a part of the lessons, yet for the interest of expanding grammatical awareness in learners, this textbook provides a readiness for formal grammar. While execution of the grammatical categories, it is imperative for the teacher to refer to their specified names.

Learning Outcomes like –

- ❖ answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem
- ❖ text with comprehension, locates details and sequence of events
- ❖ connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
- ❖ conducts short interviews of people around him i.e. interviewing grandparents, teachers, school librarian, gardener, etc.
- ✧ reads print in the surroundings with comprehension will make a smooth shift to the next stage of learning.

Activities/exercises related to the themes of the lessons have been developed to ignite the interest of the students and to lead them to added practice and application of knowledge acquired in the classroom. It is suggested that teachers encourage the students to read the text aloud and perform oral exercises for comprehension activities. Learners will be encouraged to work in pairs or group and construct their own experiences. The themes, topics and issues based on the learning outcomes makes the textbook relevant to the learner.

Warm-up activities at the beginning of the lessons will help to trigger interest and curiosity in the learner. The comprehension section that follows the reading text aims at addressing various skills of language and facilitates Higher Order Thinking Skills.

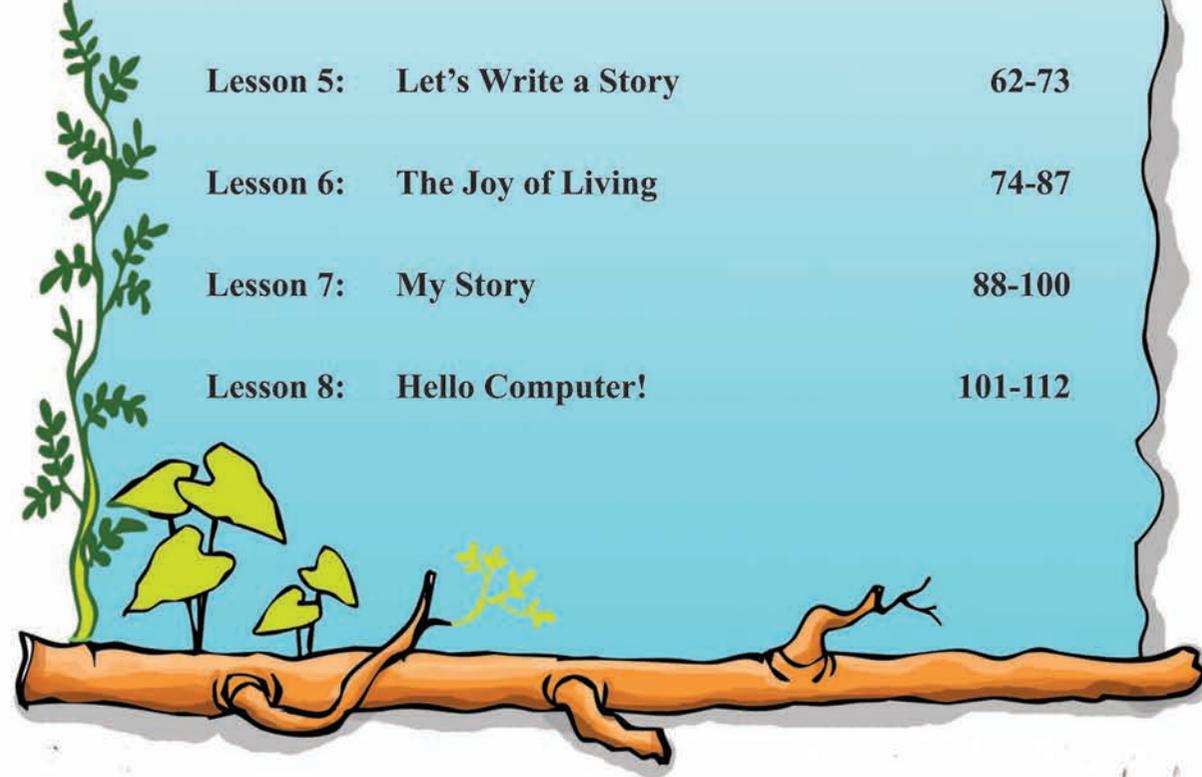
Writing sections in each lesson aim to develop the creative skill of the child ensuring that all the necessary formats and genres of writing are introduced as per the requirements of the learning outcomes.





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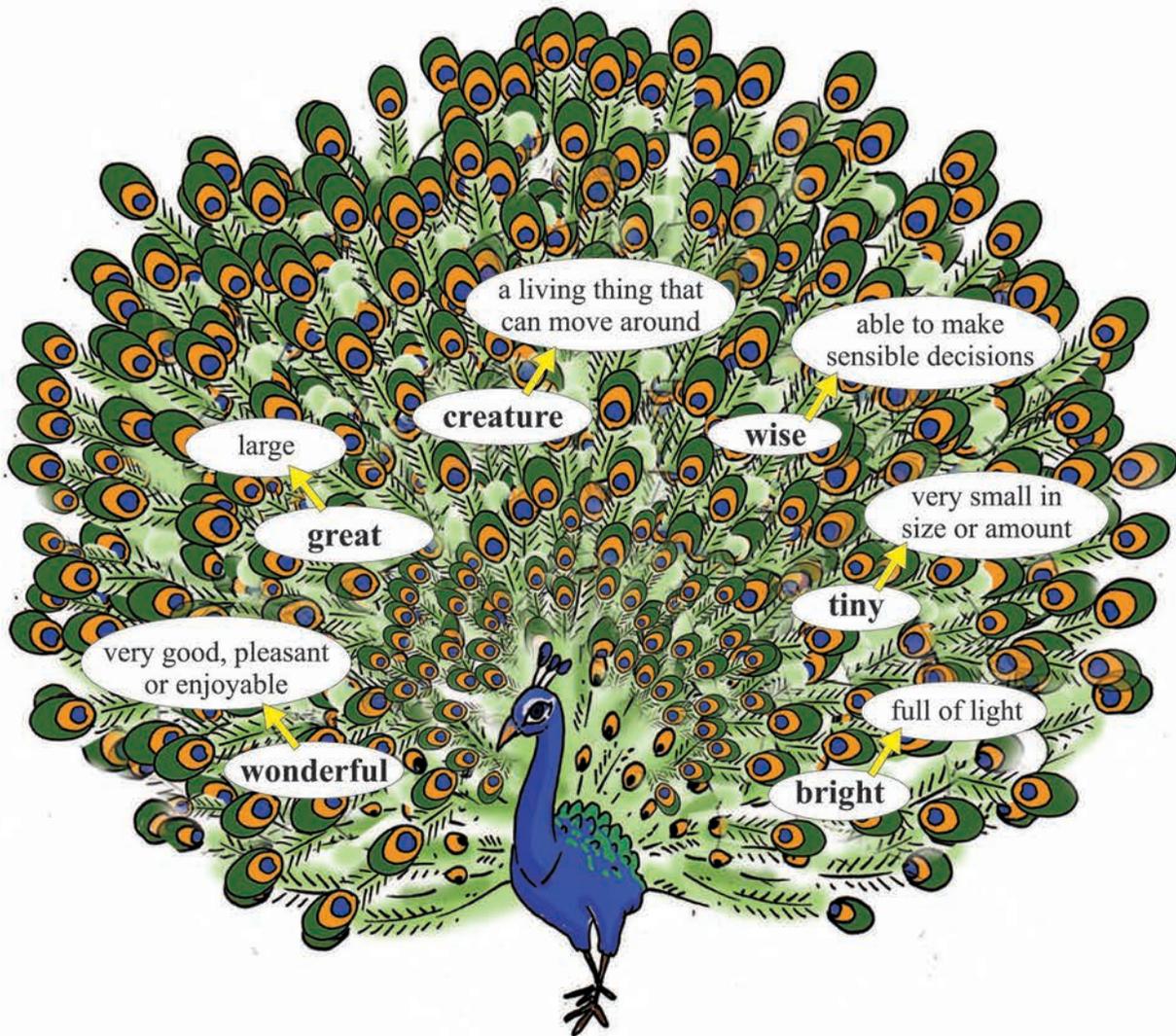


## Lesson 1



# All Things Bright and Beautiful

Let's learn some new words and their meanings:

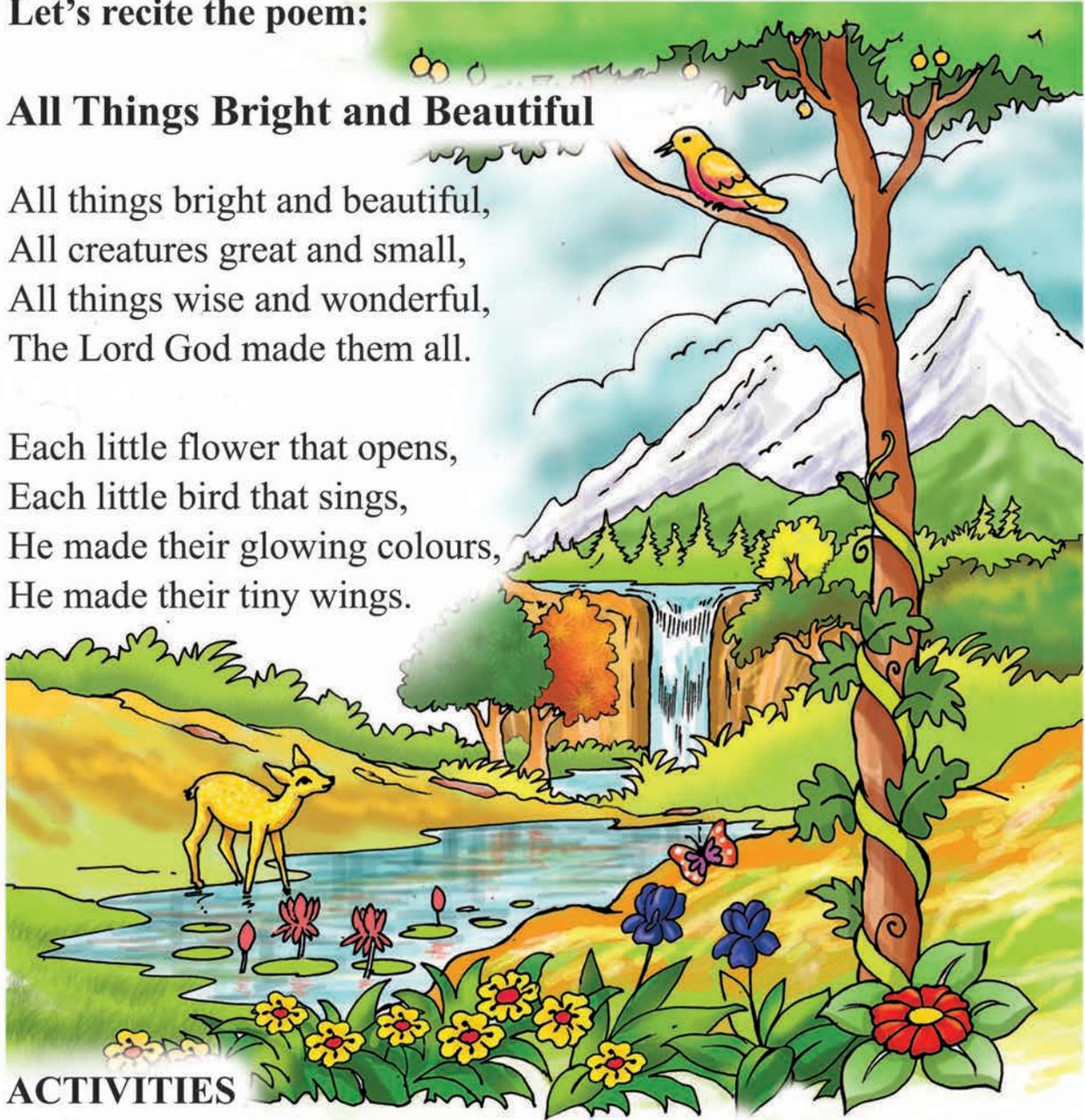


Let's recite the poem:

## All Things Bright and Beautiful

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.

Each little flower that opens,  
Each little bird that sings,  
He made their glowing colours,  
He made their tiny wings.



### ACTIVITIES

1. Find out in the poem the words you don't understand. Look up their meanings in the dictionary. One is done for you:

**Word**

great

.....

.....

**Meaning**

large/big/very good, etc.

.....

.....

**2. Fill in the blanks with the correct word from the poem:**

- a) All things \_\_\_\_\_ and beautiful. (light/bright/great)
- b) Each little flower that \_\_\_\_\_. (runs/sings/opens)
- c) God made their tiny \_\_\_\_\_. (Rings/stings/wings)

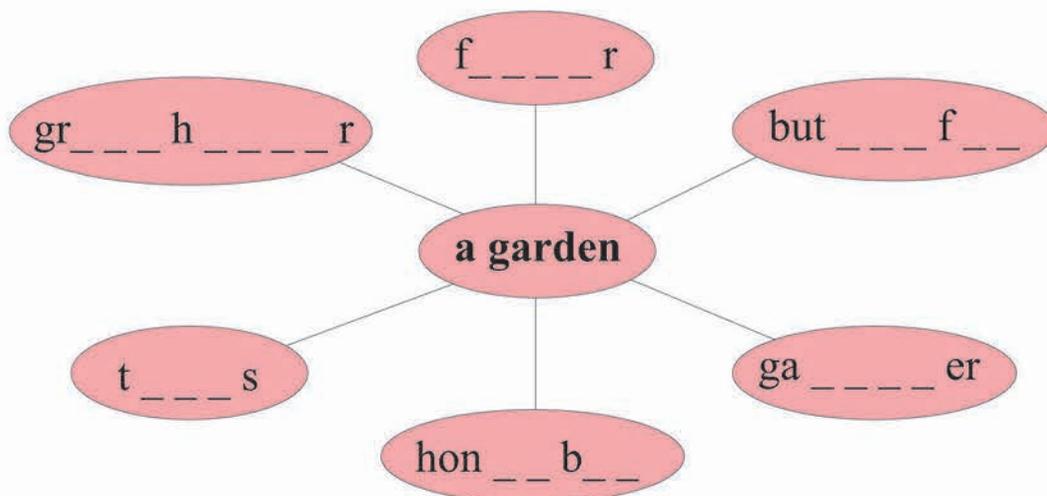
**3. Let's see how much you have understood the poem:**

- a) Write the names of two small creatures.
- b) "He made their glowing colours" – who is 'he' in this line?
- c) "He made their tiny wings" – who is 'their' in this line?
- d) What are the things that God has made?
- e) Why does the poet praise God in this poem?

**4. Circle the rhyming words in each group:**

- a) small, beautiful, all
- b) wonderful, small, beautiful
- c) might, colour, bright
- d) wings, opens, sings

**5. Complete the word-web with things you find in a garden:**



*The teacher will tell learners to complete the word web with words related to a 'garden'.*

6. Write a word that rhymes with the first two:

sweet	feet	<input type="text"/>
thing	sing	<input type="text"/>
mood	food	<input type="text"/>
old	cold	<input type="text"/>

7. Read the following:

little drops of water

tiny drops of water

small drops of water



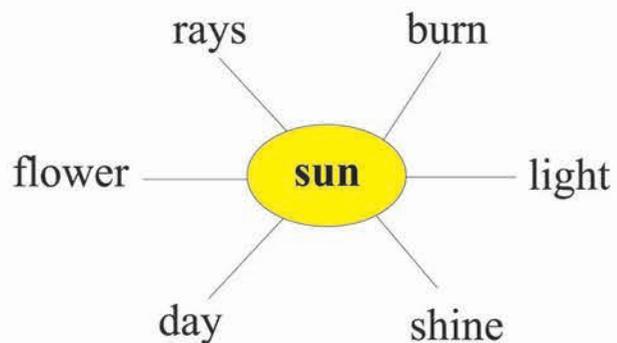
The word little, tiny, small have the same meaning in these sentences.

Let's learn some more words that have the same or nearly the same meaning:

Beautiful	_____	pretty	nice
Great	_____	large	big
Wise	_____	clever	intelligent
Wonderful	_____	lovely	delightful

8. We can also think of many new words from a given word, such as 'sun'. One is done for you:

- a) sunburn
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_



9. **Word chain:** Use the last letter to begin the next word. Each new word should be something you find in nature. The first one is done for you.

**START**

flower → rabbit → [ ] → [ ]

**FINISH**

[ ]

↑

[ ]

↑

[ ]

plant  
rat  
elephant  
Thunder  
Tadpole  
Sheep

river  
eagle  
grass  
tree  
egg

↓

[ ]

↓

[ ]

↓

[ ]

←

[ ]

←

[ ]

←

[ ]

10. **Practise saying these sentences aloud:**



I scream, you scream we all scream for ice cream.



If a dog chews shoes, whose shoes does he choose?

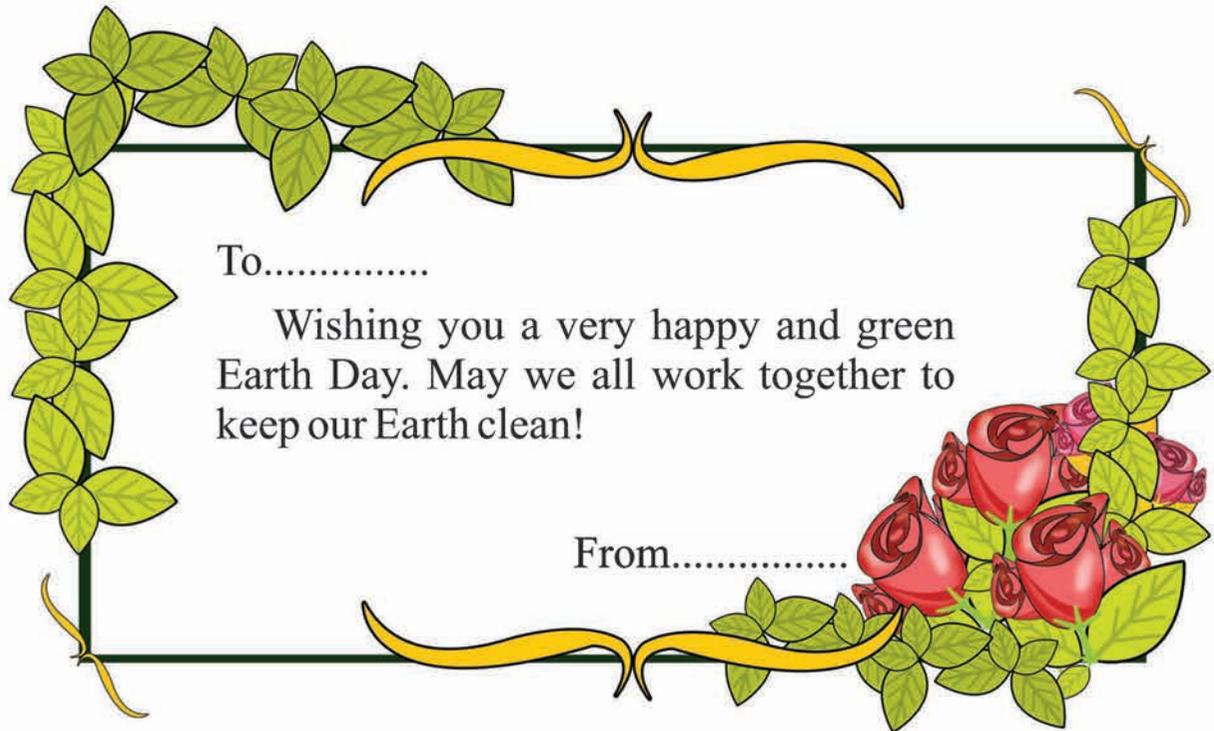


I thought, I thought of thinking of thanking you.

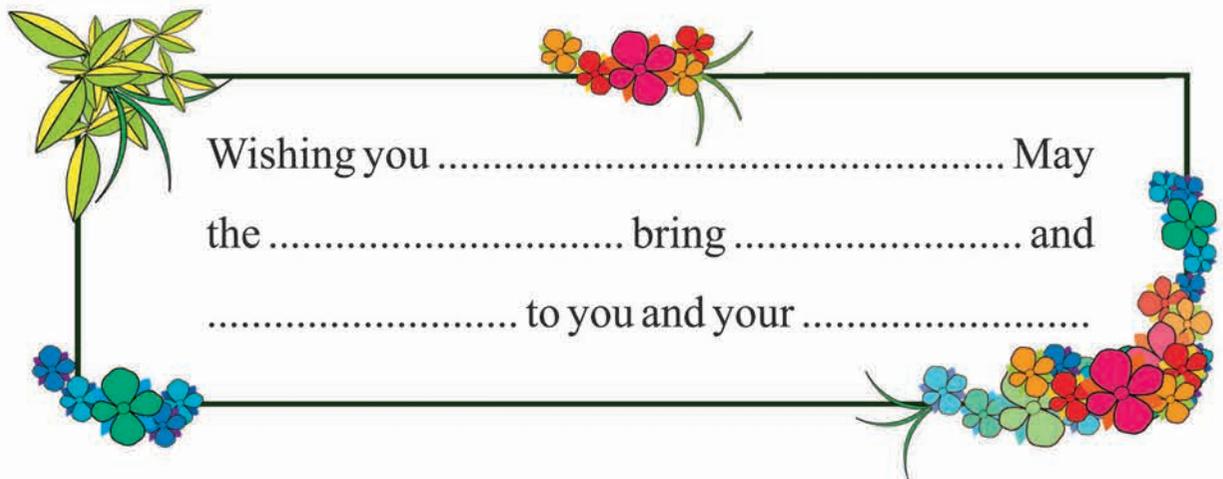


The big bug bit the black beetle.

11. This year, on Earth Day, you wish to send a greeting card to your friend. Here is a greeting card for you.



We send greeting cards on occasions such as the New Year's day and birthday. Complete the greeting card given below to wish someone a happy New Year. You may choose words given in the box. You may also use a word more than once.



new happiness family very a happy prosperity year

**12. Your school celebrated World Environment Day on 5 June this year by holding a quiz. Your team won the quiz. Write a letter to your friend telling him/her about the quiz. You may use the points given in the box:**

Your address

.....

.....

Date

Dear

.....

.....

.....

Your loving friend  
(Your name)

- date of the quiz
- place/name of the venue
- name of the teams
- number of members
- name of the judge
- scores of each team
- points you scored
- prize distribution
- how you celebrated

**13. Read the following conversation. Rewrite the conversation changing the underlined words into their short forms.**

**Runjun:** Hello, how are you? **Riaz:** I am fine.

**Runjun:** Can you hold the bag for me? **Riaz:** Sorry. I cannot. It is heavy.

**14. Complete the following. You may choose words given in the box. Rewrite the complete sentence:**

a) Food is to eat as water is to \_\_\_\_\_.

b) Bird is to sing as dog is to \_\_\_\_\_.

c) Earth is to God as machine is to \_\_\_\_\_.

d) Sight is to eyes as smell is to \_\_\_\_\_.

e) Prayer is to pray as games is to \_\_\_\_\_.

bark  
nose  
play  
drink  
man

**15. Write two words ending with 'mb':**

thumb

dumb

\_\_\_\_\_

 The teacher will help learners understand the meanings of words like 'venue' and 'score'.



**16. Say as fast as you can:**

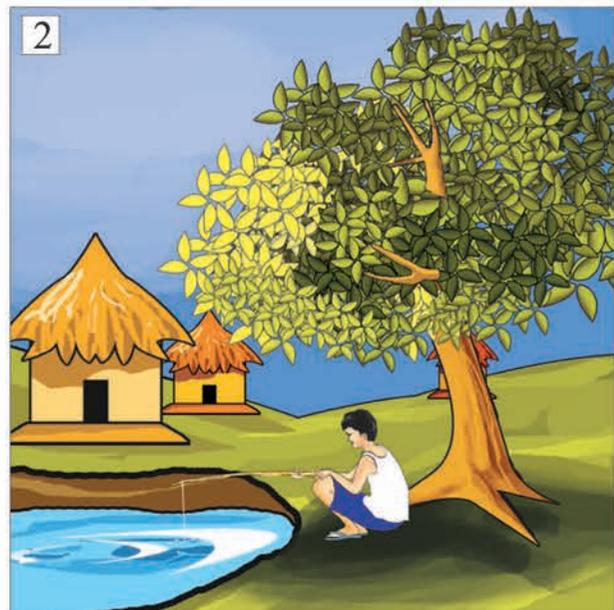
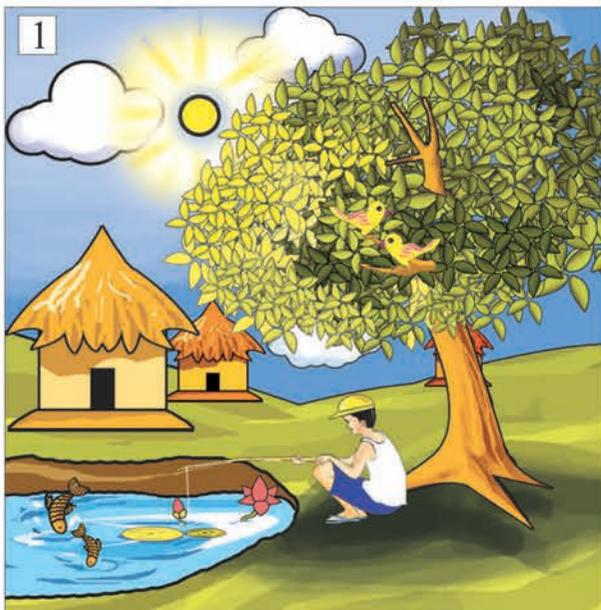
bees      peas      seas      keys

Now, write the names of four things ending with 's' to mean more than one.

**17. Complete the following by using 'and', 'but', 'so' or 'therefore':**

- a) Hop, the grasshopper \_\_\_\_\_ Annie, the ant are friends. Hop spends all his time singing \_\_\_\_\_ dancing. \_\_\_\_\_ Annie loves to work all the time.
- b) Annie was busy in summer, \_\_\_\_\_ Hop did not meet her.
- c) Both big \_\_\_\_\_ small creatures are made by God, \_\_\_\_\_ buildings are not.
- d) Plastic is bad for the environment. \_\_\_\_\_, plastic bags should not be used.

**18. Look carefully at the pictures below. Find out six differences in picture 2 and write them down:**



19. Read these sentences about a rhinoceros. Write down the questions you want to ask her. Don't forget to put the question mark:

a) Who.....

I am a rhino.

b) Where.....

I live in Kaziranga.

c) What .....

I eat plants and grass.

d) How .....

I am ten years old.

e) Why .....

I am crying because I am endangered.



Please save me.  
I am endangered.

20. Read this paragraph about your state written by a class V student:

The name of my state is Assam. Assam is a beautiful state. Dispur is the capital of Assam. Assam is full of beautiful trees and flowers. The river Brahmaputra flows through my state. Animals like tigers, elephants, wild boar, buffaloes and deer live in the forests of Assam. Several birds visit my state during the winter. I love my state.

Now write five sentences about your town/village:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

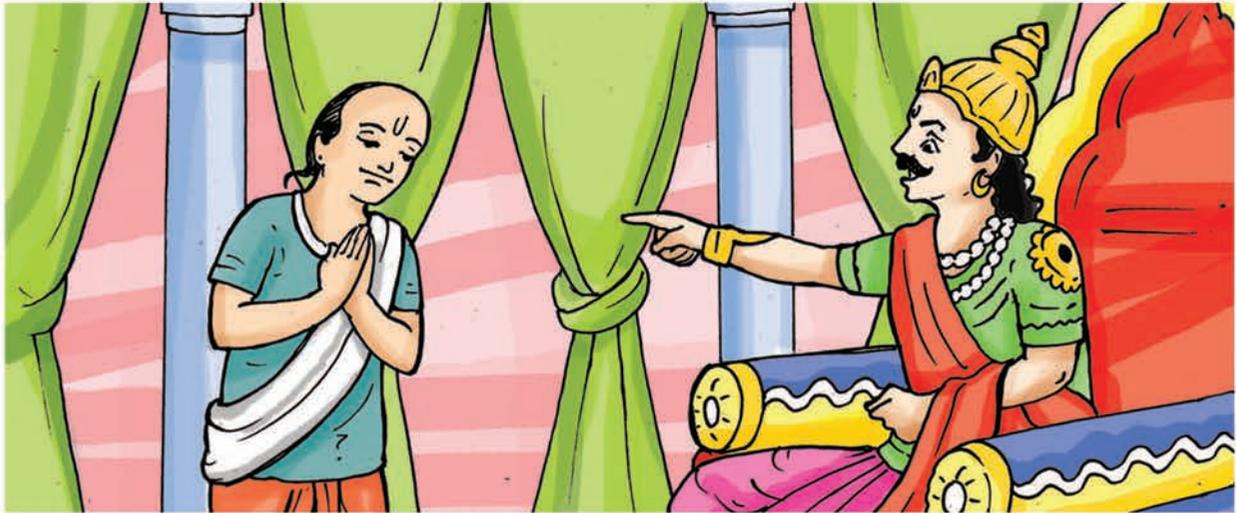


From the visual clue in Activity 19, the teacher may help learners to frame the question that elicits the correct response.

## 21. Read the story:

### Tenali Raman

Tenali Raman was a courtier in a king's court. One day the king got angry with Tenali Raman. The King said, "I don't want to see your face. Don't come to my courtroom".



The next day Tenali Raman came with his face covered with a pot. He made three holes in the pot. There were two holes for his eyes and one hole for his nose and mouth. On seeing Tenali Raman, the King said, "Why have you come again, and why are you covering your face with the pot?"

Tenali Raman replied, "Your majesty, you said you didn't want to see my face."



The King laughed and said, “You are very intelligent, Tenali.” Tenali Raman smiled and said, “Thank you, your Majesty”.

**22. Rearrange the following sentences to complete the story:**

- a) Tenali Raman came to the king’s court with his face covered.
- b) The King asked Tenali Raman not to come to his court.
- c) The King was impressed by Tenali Raman’s intelligence.
- d) The King recognised Tenali Raman though his face was covered.

**23. Role play:**

**Try to enact the story in your classroom. Play the roles of the king and Tenali Raman. Add your own dialogues.**

1 Why have you come to the court? Why are you covering your face with the pot?

2 Your Majesty, you said you didn't want to see my face.

3 You are very intelligent.

4 Thank you, your Majesty.

## Lesson 1

# For the Teacher

The theme of this lesson is appreciation and love for God’s wonderful creations.

### Reading and Writing

The teacher will help learners to read aloud the poem “All Things Bright and Beautiful”. He/she will ensure that learners understand the meanings of difficult words so that they comprehend the poem better. Activities 2 and 3 will test their comprehension.

The teacher will help learners to write greetings on the New Year and on their friends’ birthdays in Activity 11. The teacher will help learners to understand the importance of celebrating Earth Day. In Activity 20, the teacher will monitor the learners while they write about their town/village after they have read aloud the short text about Assam.

The teacher will help learners to do a role play after they have read the short story of Tenali Raman.

### Revision

Exercises in Activities 14, 15, 16, 17 and 19 revise certain grammatical elements that were introduced in *Beginners’ English-IV*.

### Speaking

Activity 10 is a task for developing oral and aural skills of the learners. The teacher will help learners with the sound of consonant clusters and also help them differentiate between the ‘sh’ and ‘ch’ sounds. He/she will ensure that learners say these sentences with correct pronunciation.

### Vocabulary

In order to enrich the learners’ vocabulary, the teacher will help learners to understand and use these words in their speech and writing. (Activities 4,5,6,7,8 and 9)

Teachers will develop in students the habit of using a dictionary in order to look up the meanings of difficult words.

### Learning Outcomes:

#### The learner –

1. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar stories, poems heard or read
2. uses synonyms such as ‘big/large’, ‘shut/close’ and antonyms like inside/outside, light/dark from clues in the context

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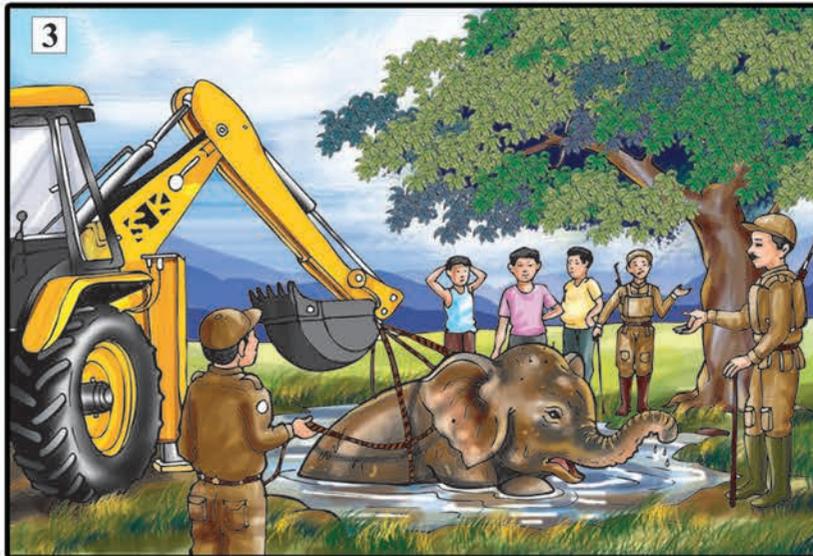
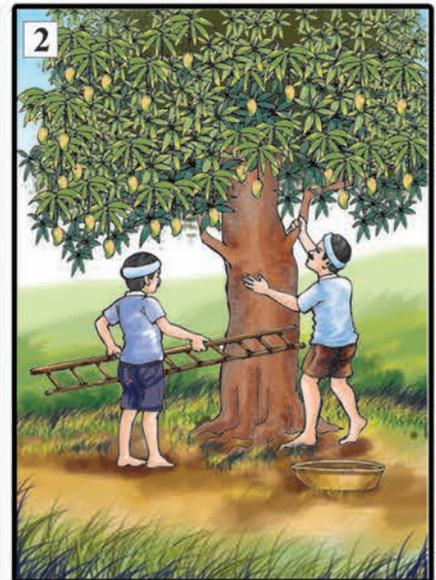
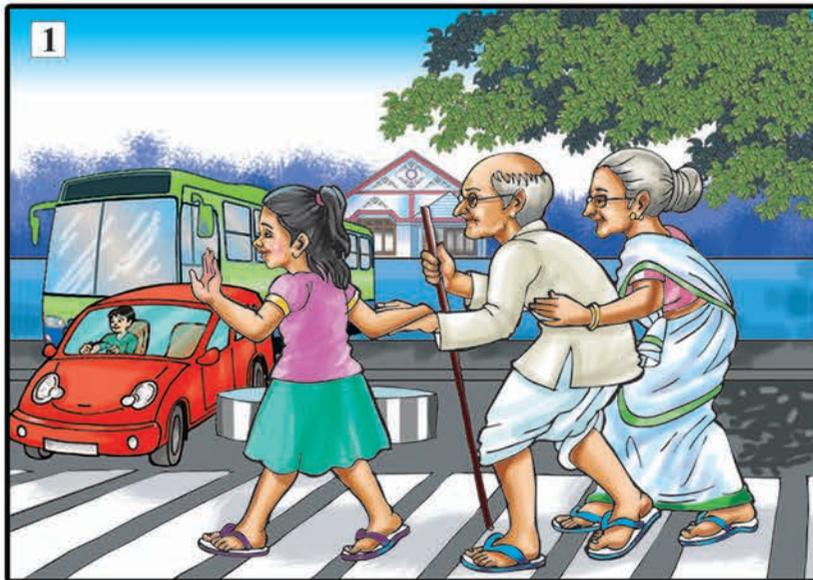


## Lesson 2



# The Joy of Helping

Look at the pictures below and say what is happening:



 The teacher will talk to the learners about the importance of helping others.

**Read:**

## The Joy of Helping



The school bell rang. Raju, Nita and Gita rushed to school as they were getting late. The morning assembly was about to begin. Somehow they managed to join the assembly.

At the end of the assembly, the headmaster announced: “I have something very important to tell you. We all know about the earthquake that occurred yesterday. It destroyed many areas in our neighbouring districts. People have lost their homes and belongings. Many people have died and many have got injured. So, we must help these people. Please contribute whatever is possible for you. You can give food items – fresh or dry, water bottles, clothes, money, etc. Tomorrow, after morning assembly, we will collect your contributions and a team of teachers and students representing our school will go to the affected area and distribute these items among the earthquake victims.”

During the lunch break Nita, Gita and Raju discussed what they would contribute:

**Raju:** I’d like to give food items like bread, biscuits and fruits.

**Gita:** That’s great. I will contribute some money and a carton of drinking water.

**Nita:** Please suggest what I should contribute.

**Raju:** Why don't you bring some clothes? You can collect some from your neighbours' homes too. You can also collect some containers to store food. That will be of great help to the affected people.

**Nita:** Thanks a lot, Raju, for your suggestions. I will try to collect what you suggested.

**Gita:** Can any one help me bring the bottles of water? Or shall I ask the shop to deliver them to the school?

**Raju:** I think you can talk to the headmaster.

Next day at school, all the children and teachers assembled in the school playground with their contributions. The headmaster thanked all of them for their support. The goods van and a team of teachers and students then left for their destination.

In an hour they reached the earthquake affected place. They were very sad at the plight and misery of the people there. They distributed the things among the people. Every one was very grateful to the volunteers for their help. The team members felt very happy to have helped the people in distress.

Raju said to himself, "Helping people in need is a really wonderful feeling. The next time I see anyone in such a plight, I must try to help!"

## ACTIVITIES

**1. Let's check how much we have understood. Choose the correct alternative from the following options:**

**a) The headmaster was talking about -**

- i) flood damage
- ii) soil erosion
- iii) earthquake disasters
- iv) deforestation



**b) The headmaster sought contributions from teachers and students-**

- i) to help the flood affected people
- ii) to organize a function at school
- iii) to help earthquake hit people
- iv) to go for a picnic

**c) Raju thought of contributing-**

- i) bread, butter and fruits
- ii) bread, biscuits and fruits
- iii) clothes, water and money
- iv) water, biscuit and bread

**d) The contributions were carried to the earthquake affected area in-**

- i) a cart
- ii) a goods van
- iii) a mini truck
- iv) a tractor



**e) The team members of the school felt very-**

- i) happy to help the people in misery
- ii) funny at helping the people in misery
- iii) sad to help the people in misery
- iv) worried about helping the people in misery

**f) When we help someone we always feel-**

- i) miserable
- ii) happy
- iii) sad
- iv) funny

**2. Arrange the following sentences as it happened in the lesson:**

- i) Tomorrow, after morning assembly we will collect your contributions.
- ii) The team members felt very happy to have helped the people in distress.
- iii) People have lost their homes and belongings.
- iv) During the lunch break, Nita, Gita and Raju were discussing their contribution.
- v) The goods van and a team of volunteers including Raju and Rita then left for their destination.

**3. Let's read, think and write:**

- a) While going to school, you find a puppy in a muddy ditch. The puppy has fallen into the ditch and is struggling to come out. What will you do in this situation? Write three sentences on the action you would take.



- b) One of your friends gets injured in a friendly football match at your school. Write three sentences on how you will help him.

4. Choose the appropriate meaning of the underlined words from the given options:

a) The earthquake destroyed many areas of our neighbouring district.

- i) broke
- ii) moved
- iii) built
- iv) damaged

b) The teachers and students then left for their destination.  
Destination here refers to:

- i) the playground
- ii) their school
- iii) distant village
- iv) earthquake affected place

c) They were very sad to see the plight and misery of the people.

- i) playful environment
- ii) difficult and sad situation
- iii) happy situation
- iv) faces

d) Everyone was very grateful to the volunteers for their help.

- i) satisfied
- ii) happy
- iii) thankful
- iv) joyful

**5. Read the following sentences:**

- a) They were very sad to see the plight and misery of the people there.
- b) The team members felt very happy to have helped the people in distress.

**The first sentence expresses sadness and the second sentence expresses happiness. Now, choose appropriate words from the butterfly and write in the boxes to make meaningful sentences:**

- i) A kind man shows
- ii) A happy man shows
- iii) A sincere person shows
- iv) A brave soldier shows
- v) An honest man shows

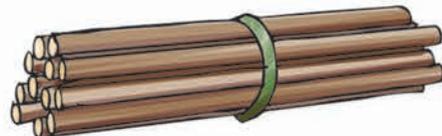


**6. Read the following line:**

“A team of volunteers.....”

**The underlined word stands for a collection or a group of people. Now read the following sentences. They all contain words that show a collection.**

- a) A flock of sheep was grazing in the field.
- b) I have a bunch of keys.
- c) Can you see the herd of cattle?
- d) He gave me a bundle of sticks.
- e) A delegation of teachers visited the Chief Minister.



**7. Fill in the blanks by choosing the correct word:**

Players      birds      books      elephants      flowers

- a) A team of \_\_\_\_\_
- b) A flock of \_\_\_\_\_
- c) A bunch of \_\_\_\_\_
- d) A bundle of \_\_\_\_\_
- e) A herd of \_\_\_\_\_

**8. Look up the meanings of these words in a dictionary:**

ring                  occur                  belongings  
injure                victim                contribution

**9. Look at the picture and read:**



It was 8:30 in the morning. Rohit, Nikhil and Anjuma were walking to school. Abhi was in his wheelchair. His father was taking him to school.



The children noticed Abhi. Rohit came forward and asked Abhi's father, "Uncle, can we take Abhi to school?" "Oh, yes," said Abhi's father, "He will enjoy your company." Rohit, Nikhil and Anjuma took Abhi with them to school.

**10. a) Read what Rohit told his teacher after he reached school:**

We were walking to school today at 8:30 in the morning. We met Abhi and his father on the way. Abhi was in his wheelchair. His father was taking him to school. I asked him if Abhi could come with us. He agreed, and Abhi came with us.

**Now, complete the following passage with the words given in the help box:**

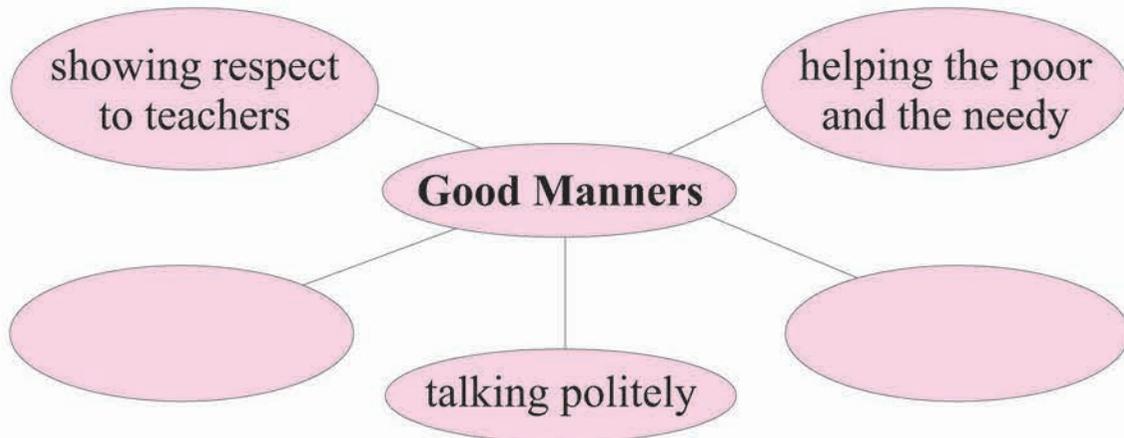
Rohit, Nikhil and Anjuma \_\_\_\_\_ to school. Abhi \_\_\_\_\_ in his wheelchair. His father \_\_\_\_\_ behind him. He \_\_\_\_\_ Abhi to school.

was taking,      was walking,      were walking,      was sitting

**10. b) Write what you were doing at the following time yesterday.**

- i) At 8 o'clock in the morning yesterday, .....
- ii) At 4 o'clock in the evening yesterday,.....

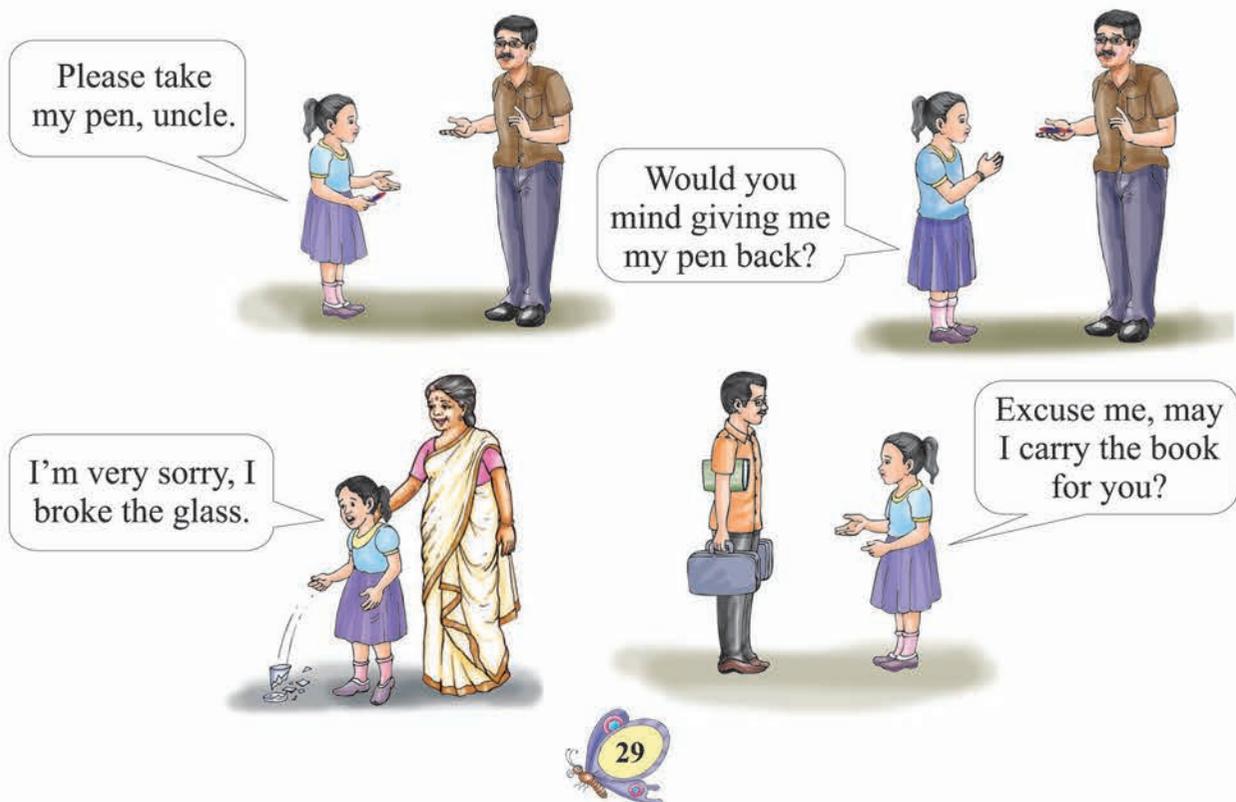
**11. The teacher was very happy with Rohit and his friends. They showed good manners. Read the words in the bubbles and add some more in the empty bubbles:**



**12. Read this passage to know about Abhi's manners:**

Abhi is a loving boy. He speaks politely. He is honest and obedient. He shares his food with his friends. He is neat and tidy. He respects his teachers and elders. He is intelligent too. Everyone loves him.

**13. a) Anjuma speaks very politely. Listen to what Anjuma says:**



**13. b) Complete these sentences with the polite forms given below:**

- i) ..... I broke your pencil.
- ii) ..... can I borrow your pen?
- iii) ..... write a letter for me.
- iv) ..... bringing a glass of water for me?

Would you mind, I'm very sorry, Excuse me, Please

**14. Let us learn to make words by adding 'ing':**

- love – loving
- care – caring
- share – sharing
- make – making

**We can also make words by doubling the last letter and adding 'ing' to them. Read these words:**

- run – running clip – clipping
- swim – swimming cut – cutting

**Now, make words by doubling the last letter and adding 'ing' to them:**

- clap ..... sit .....
- hop ..... tap .....

**15. Add 'ly' to make new words. Write the words. One is done for you:**

- obedient ————— ly 1. obediently
- neat ————— ly 2. ....
- honest ————— ly 3. ....
- kind ————— ly 4. ....
- intelligent ————— ly 5. ....



**16. Imagine you are in a school summer camp. Write three things you should do and three things you should not do. Use the words given in the box:**

**I should**

**I should not**

- (i) ..... (i) .....
- (ii) ..... (ii) .....
- (iii) ..... (iii) .....

obey my teachers,    tell lies,    quarrel, share my things,  
talk softly,            make a noise

**17. a) Read the sentences on the chart:**

- Work hard.
- Help the poor and the sick.
- Respect your elders.
- Use a handkerchief while coughing.
- Use a handkerchief while sneezing.
- Comb your hair neatly.

**Talk to your friends and add three more sentences to the list.**

**17. b) Write four sentences in cursive using ‘I must.....’.**

- i) .....
- ii) .....
- iii) .....
- iv) .....

## Lesson 2

### For the Teacher

The theme of this lesson is helping others. The lesson begins with a few pictures and the teacher will talk to learners about the importance of helping others.

#### Reading and Writing

After having read aloud the text “The Joy of Helping” in groups, then in pairs, the learners will finally be able to read aloud individually. The teacher is required to help them through the process. In order to test the comprehension of learners, the teacher will guide learners to complete the exercises in Activities 1, 2 and 4.

Activities 3, 9 and 10(a) are short texts, to be read aloud with comprehension while the teacher will guide the learners to complete the writing exercises that follow.

After having read the polite forms of expressions which Anjuma says in Activity 13(a) teacher will help learners to write some polite expressions in Activity 13(b).

In Activity 16, the teacher will try to trigger their imagination about what happens in a summer camp before helping them to complete the exercise. In Activity 17 (b), learners will copy the sentences given in 17 (a) and write them in cursive.

#### Vocabulary

New words have been introduced in Activities 4,5,6 and 7. The teacher will help learners to look up the meanings of words given in Activity 8.

In Activity 14, the teacher will explain to learners that while adding ‘ing’ the last letter of the main word ending with ‘e’ is omitted, and when the word ends with a consonant, the last letter is doubled.

The teacher will tell that when we add ‘ly’ the describing word becomes an adverb.

#### Learning Outcomes:

##### The learner –

1. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
2. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs
3. reads print in the surroundings (advertisements, directions, names of places, etc.), Understands and answers queries

\*\*\*\*



## Lesson 3

# Bird Talk



Name the following common birds:



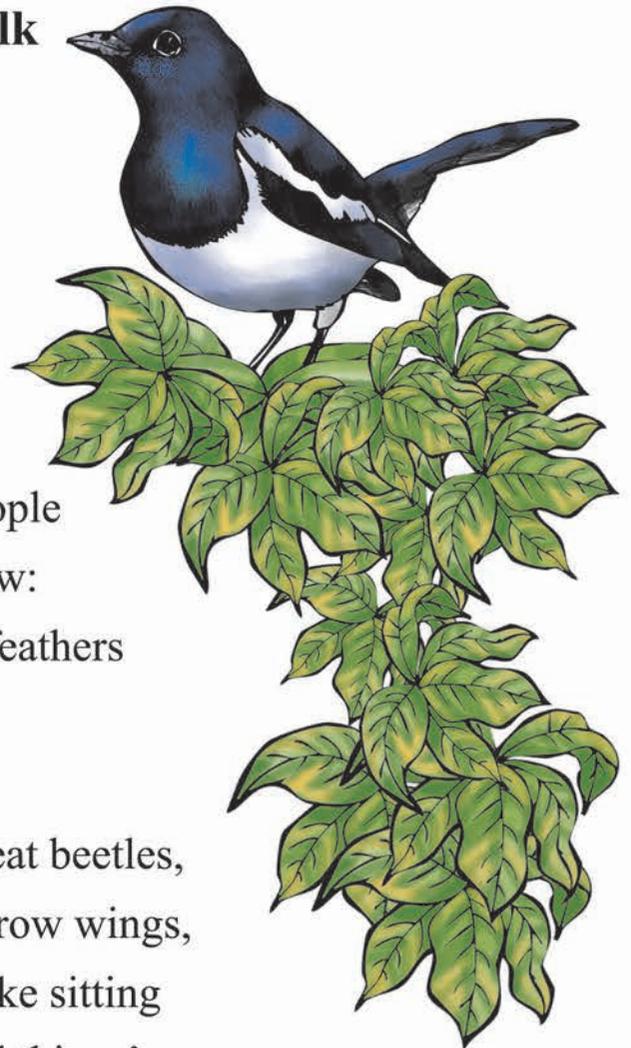
**Let's talk:**

- i) Do you think birds have families?
- ii) Do you think birds can talk?
- iii) Have you seen people flying in the sky like birds?
- iv) Do you think trees have a very special place in the lives of birds? Why and how?

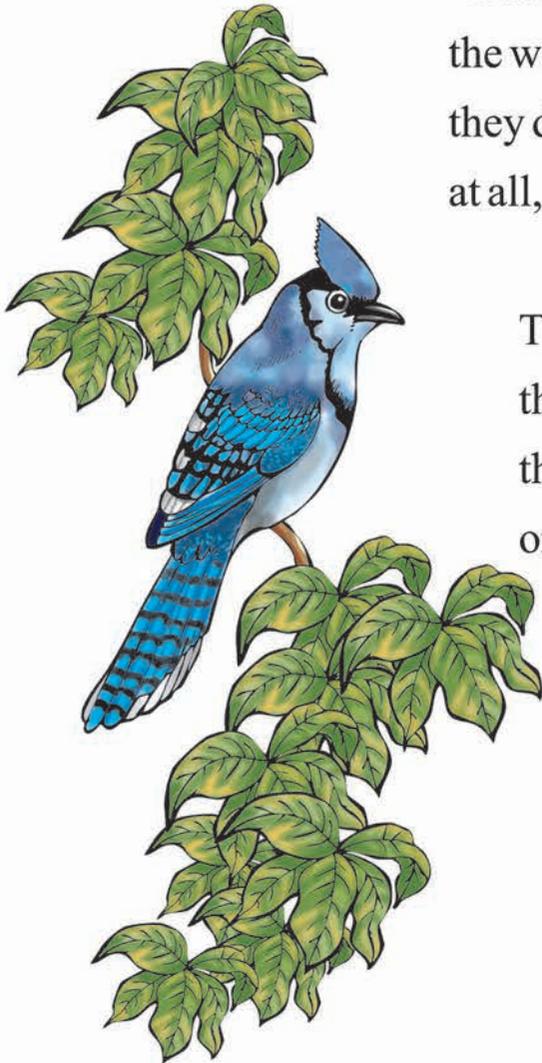
Let's find out what the two birds Robin and Jay are talking about.

## Bird Talk

'Think.....' said the robin,  
'Think.....' said the jay,  
sitting in the garden  
talking one day.



'Think about people  
the way they grow:  
they don't have feathers  
at all, you know.



They don't eat beetles,  
they don't grow wings,  
they don't like sitting  
on wires and things'.

'Think !' said the robin,  
'Think!' said the jay,  
'Aren't people funny  
to be that way?'

**Aileen Fisher**

## ACTIVITIES

### 1. Let's see how much we have understood:

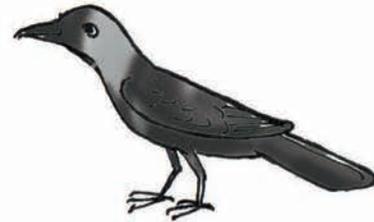
Write the rhyming words from the poem for the ones given below:

sink .....

crow .....

swings .....

honey .....



### 2. Write the answer of the following questions:

- a) Which birds are talking in the poem?
- b) Who are they talking about?
- c) "They do not have feathers at all" - who are 'they' here?
- d) "Birds eat beetles  
They grow wings  
They like sitting  
on wires and things" – Who are 'they' here?
- e) Why, according to Robin and Jay, are people funny?

### 3. Read the statements and arrange them in sequence to make the summary of the poem:

- a) People don't eat beetles. They don't have wings either.
- b) The robin and the jay thought people were funny to be like that.
- c) One day the robin and the jay were sitting and talking in the garden.
- d) They were talking about people, and that they don't have feathers.

#### 4. Let's read the discussion:

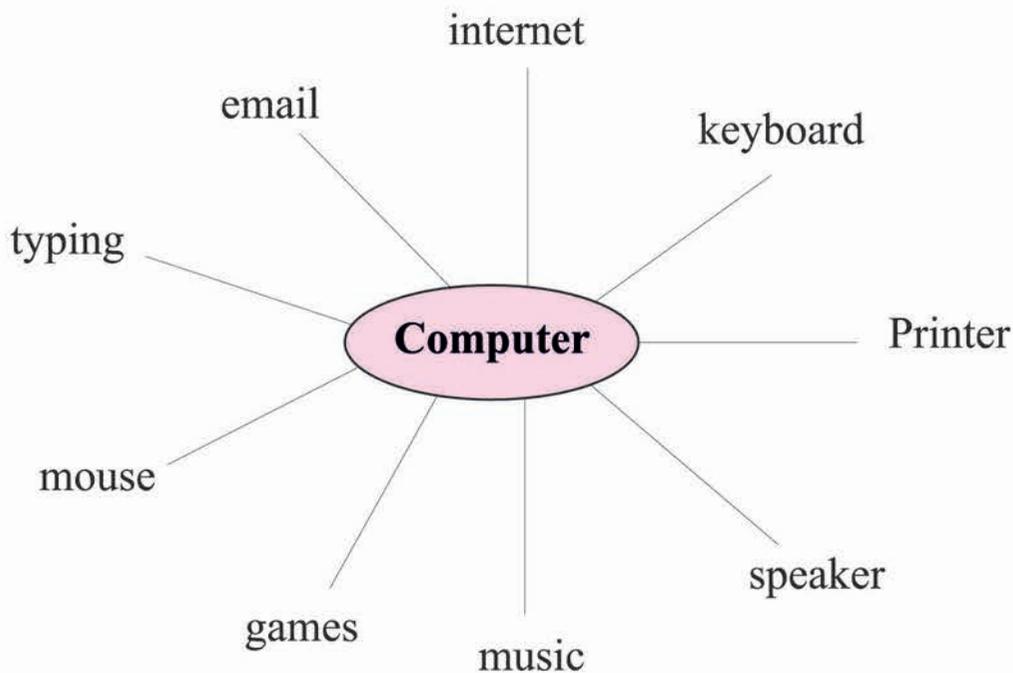
**Arun:** Do you know Bina, in ancient times, birds used to carry letters? Then the postman came. He used to go from door to door to deliver letters.

**Bina:** Yes, they used to take so much pain to give us our letters. But see! How the days have changed!

**Arun:** Yes, it's true. Now we have so many modes of communication.

**Bina:** Yes, the computer is the most wonderful discovery of modern times.

#### 5. Let's read a few words related to computers:



#### 6. Let's read:

A keyboard is to type, a printer is to print.

A speaker is to sound, a mouse is to click.

 The teacher will discuss with learners how we can receive and send messages through computers.

7. Pinky and her mother are leaving for New Delhi tomorrow. Pinky sends an email to her sister Pihu who lives in New Delhi, asking her to receive them at the railway station.



Pinky clicks 'Send' at the bottom of the page.

**8. Let's read:**



Pihu's email address is [pihusarma@mail.com](mailto:pihusarma@mail.com)

Pinky clicked the 'Send' button to send the email.

**9. Create an imaginary email address by writing your name on the space below:**

\_\_\_\_\_ @mail.com

**Create a few more email addresses for your friends.**

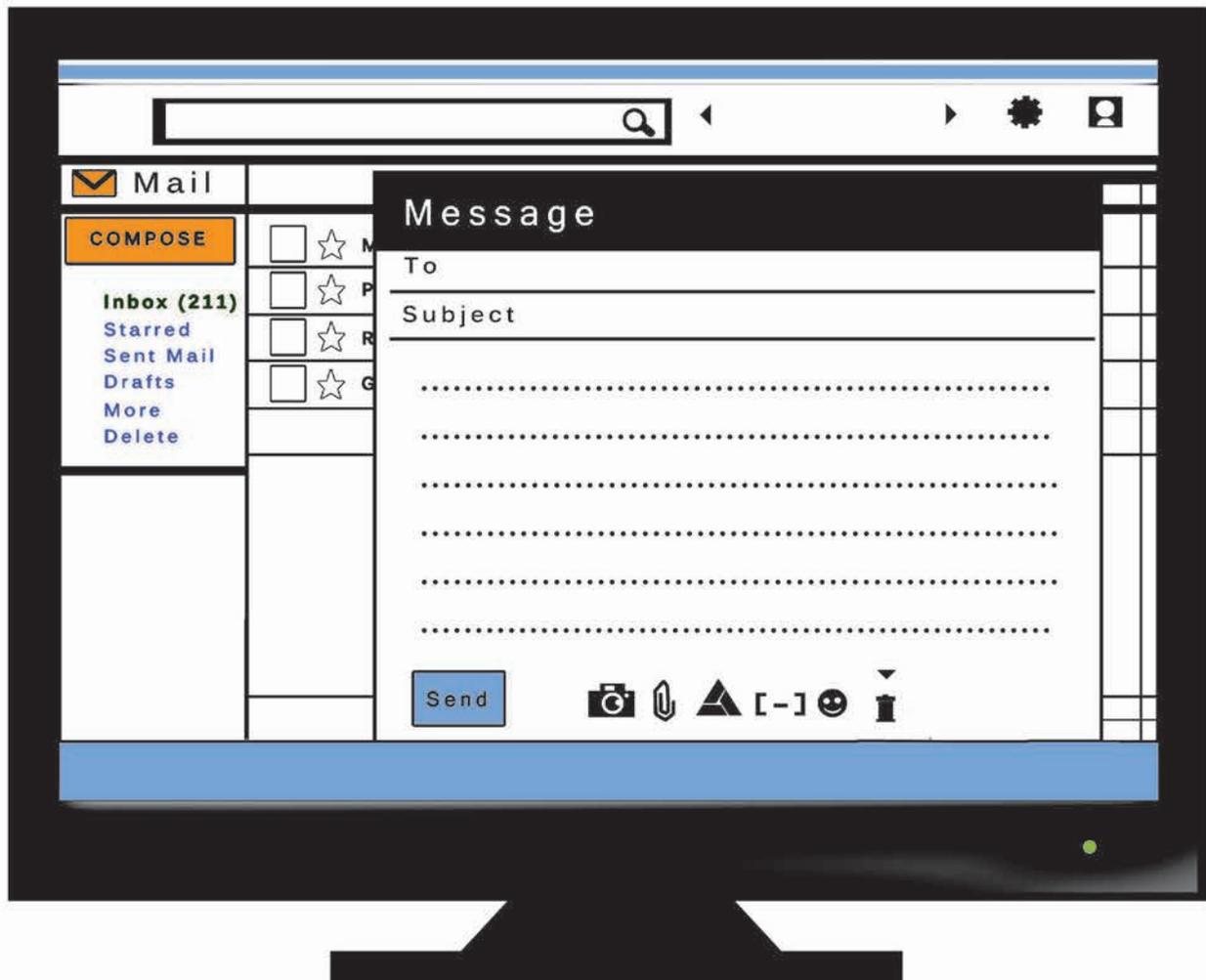
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**You can create real email addresses by using Gmail, Yahoo, Hotmail and other email providers.**

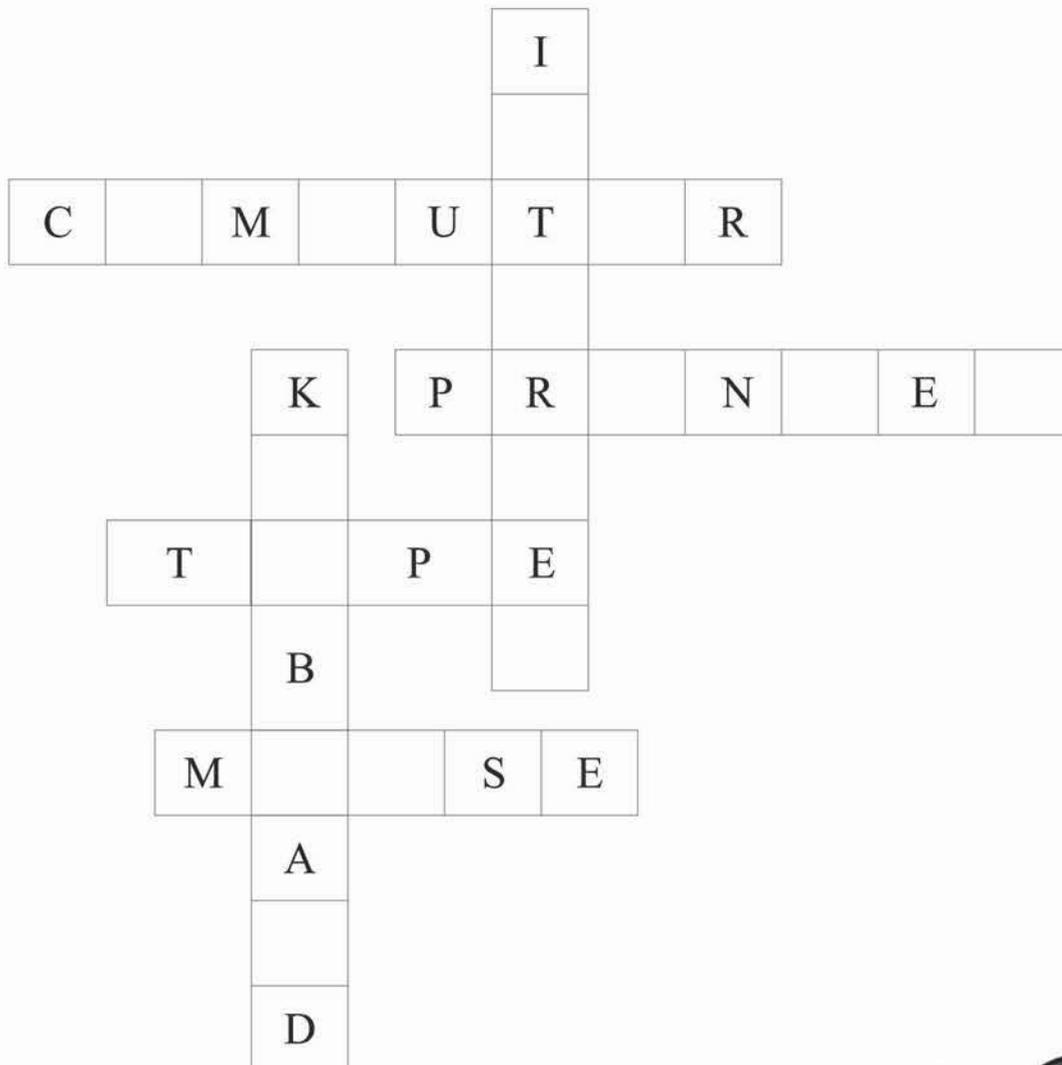
**10. The Annual Prize Distribution Ceremony of your school will be held next Monday. Write an email to your friend requesting him/her to visit your school on that occasion:**



**Let's read. These are the steps to write an email to your friend:**

- a) Click 'COMPOSE'.
- b) Enter the email address of your friend who should receive your message in the space beside 'To'.
- c) Enter the subject of your message in the space beside 'Subject'.
- d) Write your message in the space provided.
- e) Now click 'Send'.

11. Make words related to a computer, e-mails etc. to complete the grid:



12. Tongue twisters.

Say these as fast as you can:

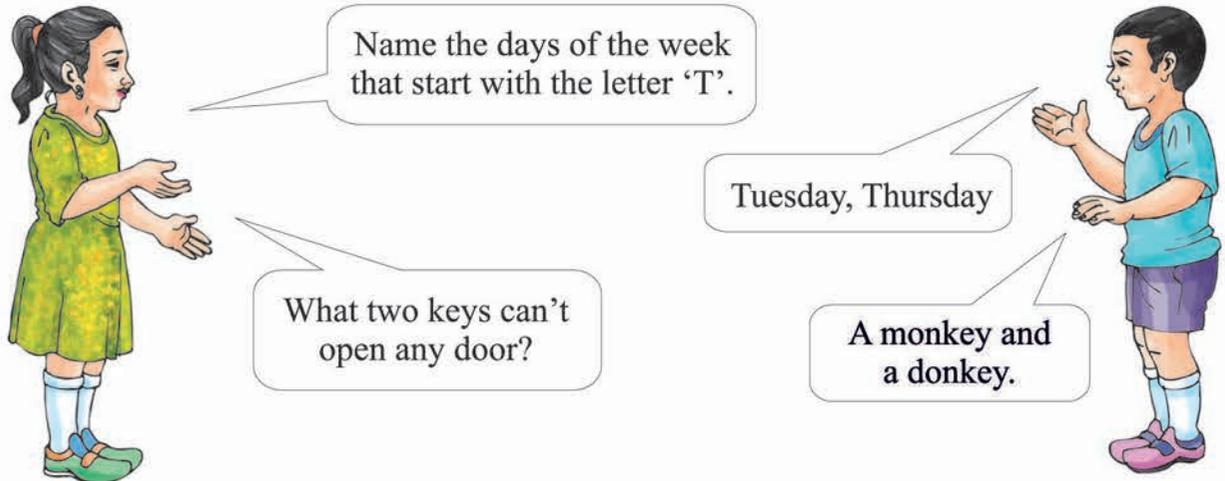
Blue birds below the bridge.

Six silly sheep still asleep.

Bipul blows big blue bubbles.



### 13. It's riddle time:



### 14. Reading for pleasure:

It's a hot summer day. The sun is shining bright. Everyone is feeling the heat. People are drinking coconut water, having ice cream and taking rest under the shade of a tree.



Two birds are sitting on the branch of a tree. They are very thirsty. They are unable to find water anywhere.



A little girl is standing under the tree and listening to their discussion. She is feeling sorry for them and is rushing back home to bring them a bowl of water. She brings a bowl of water and places it under the tree. The birds see the bowl of water and come down and refresh themselves with that water. They are very happy and fresh now. They thank the little girl for her kindness. She goes back happily and tells her mother about the incident. Mother is very happy to hear that and appreciates her for her good deed. She tells her that people should always help others in need.

**15. Match the words which have the same meaning:**

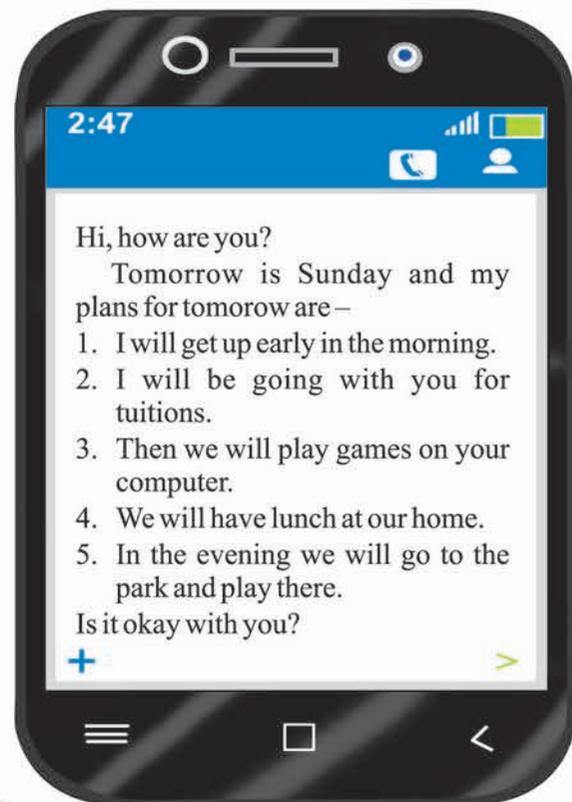
little	assistance
happy	small
need	joyful, delighted
help	want

16. Let's read the following words aloud. In column B, when 'h' combines with 's' it makes a new sound:

A	B
<p>s</p> <p>sea                  sign</p> <p>s</p> <p>sip                  soot</p>	<p>sh</p> <p>she                  shine</p> <p>sh</p> <p>ship                  shoot</p>

17. Here is a message Rimpi has written to Riki on her mobile:

Rimpi is telling Riki about her plans for tomorrow. She is writing about what they will be doing during their holiday. Let's read a few more sentences which talk about an action that is likely to take place later on or in the future. We use will/shall to describe such actions.



- a) I will go to school tomorrow.
- b) I shall visit the zoo next Sunday.
- c) Rina will come to our home next week.
- d) We will sing a chorus on our school Annual Day.

**18. Tomorrow is weekly market at Beharbari. Robin and his father will go there to sell vegetables. Let's read what Robin is planning for tomorrow:**



I am so happy that tomorrow I will be going to the weekly market with my father. I will wear the new shirt that I bought last month. I am very excited because we will carry our vegetables to the market in our new van. It will take an hour to reach the market, so we will start very early in the morning. I will help my father in selling the vegetables. My friends from the nearby villages will also come. I will buy toys for my sister. She will be very happy. While coming back I shall buy some sweets for my mother.

**19. Rewrite the following sentences using “will” or “shall”:**

- a) We sell our vegetables at the weekly market.
- b) We take our vegetables in our van.
- c) It takes an hour to reach the market.
- d) My friends also come to the weekly market.
- e) I buy toys for my sister.

*☞ The teacher will take care that students change 'takes' to 'take' while rewriting sentence 19(c).*

**20. Let's talk:**

**Look at the pictures below and imagine what is going on. Sit in pairs and ask your friend a question and he/she will say the answer by looking at the picture. One is done for you as an example:**



**Student A:** Why is the girl happy?

**Student B:** She is happy because she is wearing a beautiful frock.



**Question:**

**Answer:**



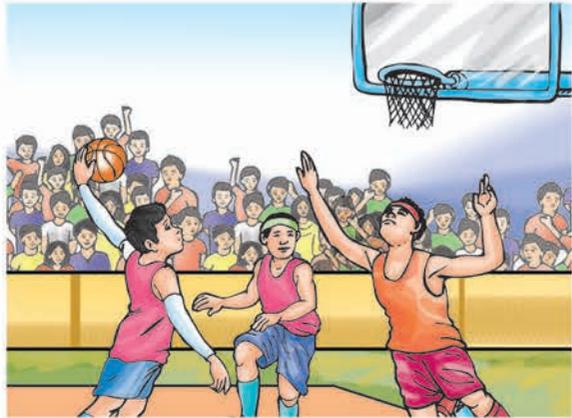
**Question:**

**Answer:**



**Question:**

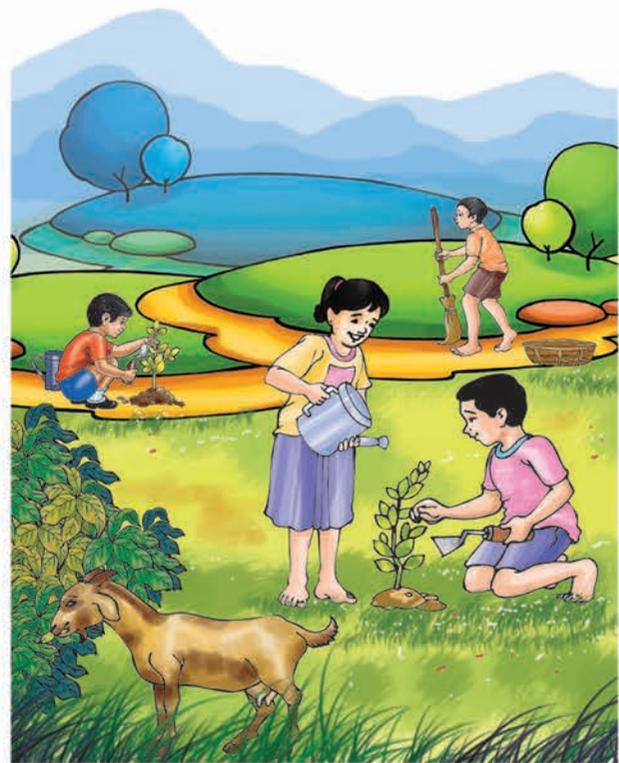
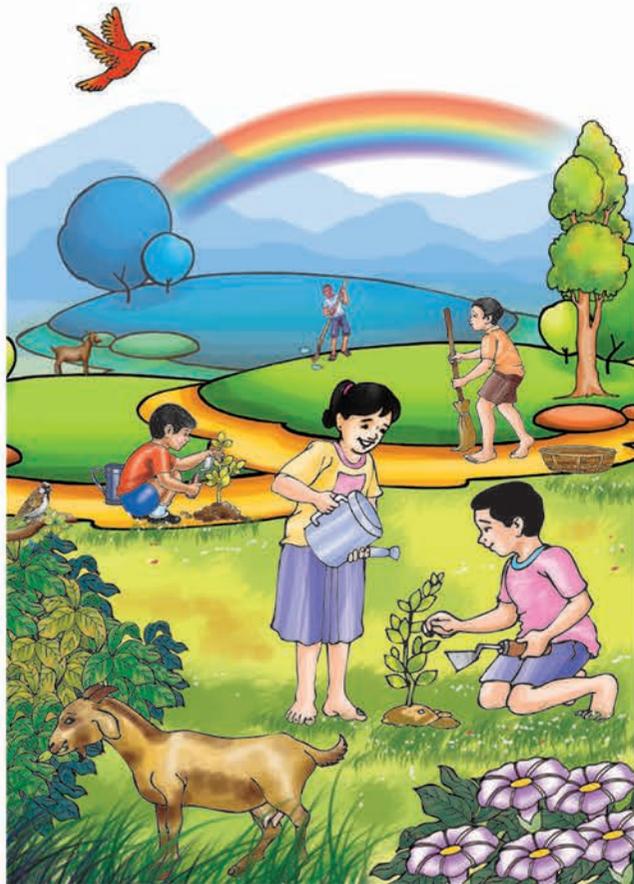
**Answer:**



**Question:**

**Answer:**

**21. Let's talk. Discuss in pairs the differences between the pictures and make a list of the differences:**



**Now, tell a story to your friend based on the pictures. You may use the following words and phrases while telling the story.**

one day, my friends, bought a sapling, digging a hole, planting, watering, flowers, goat, leaf, beautiful, rainbow, tall trees, cleaning, eating

## Lesson 3

# For the Teacher

The theme of this lesson is e-mail and messages.

### Reading and Writing

The lesson begins with a pre-reading activity followed by the poem “Bird Talk”. The teacher will read aloud the poem and learners will listen, follow and read it aloud themselves. The teacher will guide and monitor the learners when they complete the comprehension activities.

Activity 4 is a conversation between Arun and Bina. Learners will read it with the help of the teacher. In Activity 7, the teacher will introduce learners to an e-mail format. The teacher will help the learners understand how to write an e-mail and help them to complete the exercise in Activity 9. Activity 10 is a similar writing exercise for practising how to write an e-mail.

Activity 14 is a short text to be read for pleasure. In Activity 17, learners will read the text message on a mobile and the teacher will ensure that learners understand the use of ‘will’ and ‘shall’ for future time. Activity 18 is also a short text which shows actions which will be done the next day. The teacher will enable learners to use ‘will’ and ‘shall’ in Activity 19.

### Vocabulary

Activities 5 and 11 will enrich learners with words related to computers and e-mails.

### Speaking

For the tongue twisters in Activity 12, teachers will tell learners to say these as fast as they can. In Activity 16, the teacher will ensure that learners differentiate the ‘s’ and ‘sh’ sound and pronounce the words correctly.

The teacher will help learners to tell a story based on pictures in Activity 21 with the help of the words and phrases provided.

### Learning Outcomes:

#### The learner –

1. recites and shares English songs, poems, games, riddles, stories, tongue twisters, etc. With peers and family members
2. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
3. writes informal letters, messages and e-mails

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## Lesson 4



# The Stork and the Fox

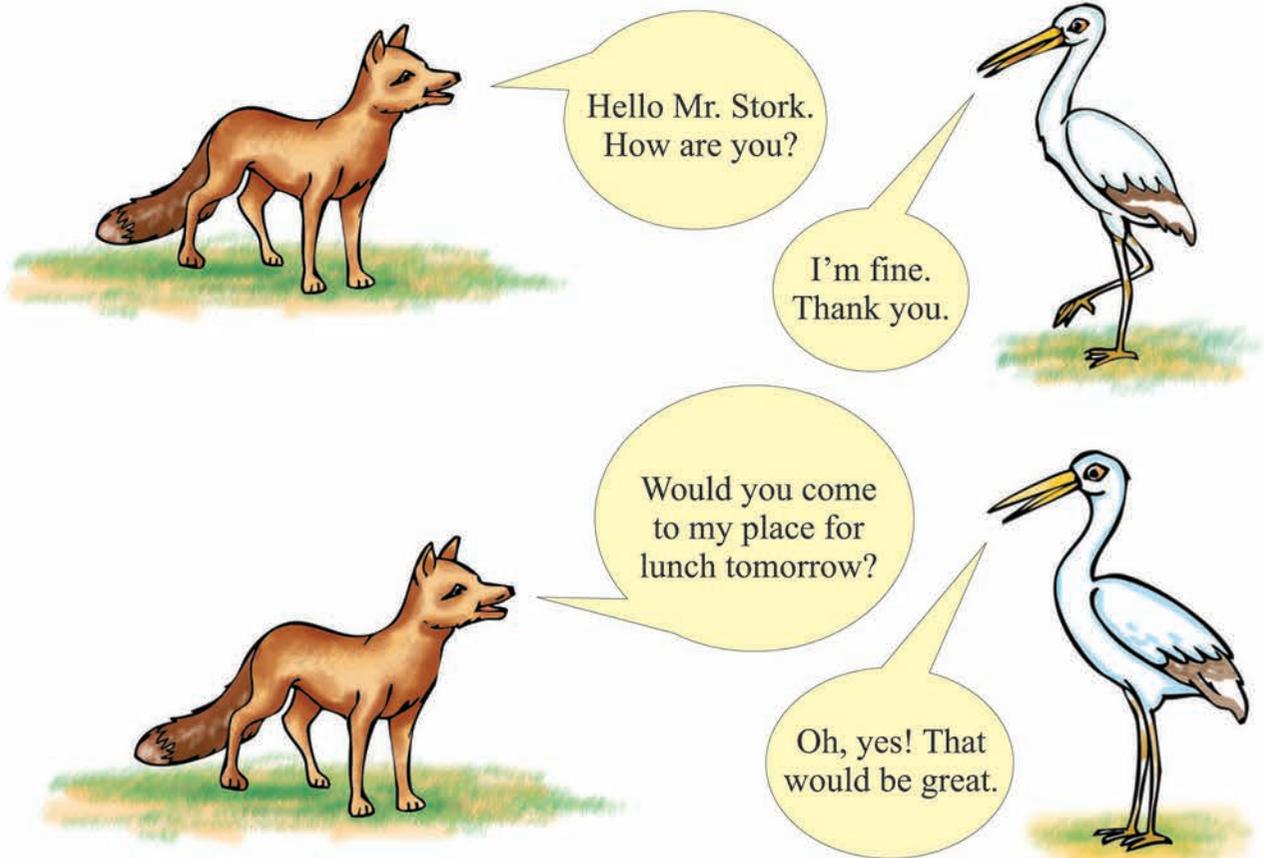
Look at the pictures below:



**Work in pairs and talk about what you see in the pictures above:**

- ☞ *The teacher will encourage learners to talk about ways in which food is served. He/she will tell learners that food may be served in brass/ bone china/ steel plates or plantain leaves.*
- ☞ *The teacher will elicit answers from the learners about the customs that prevail in their homes for serving food.*

## Read the story 'The Stork and the Fox':



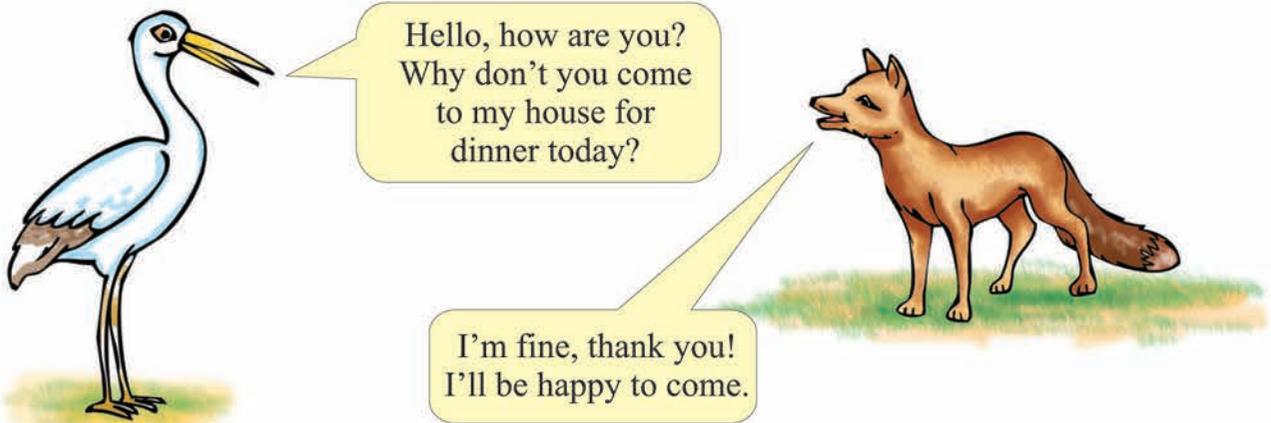
The next day, the fox prepared a tasty meal and announced to the stork, "The meal is ready". He served the meal on a beautiful plate and said, "Let's start."



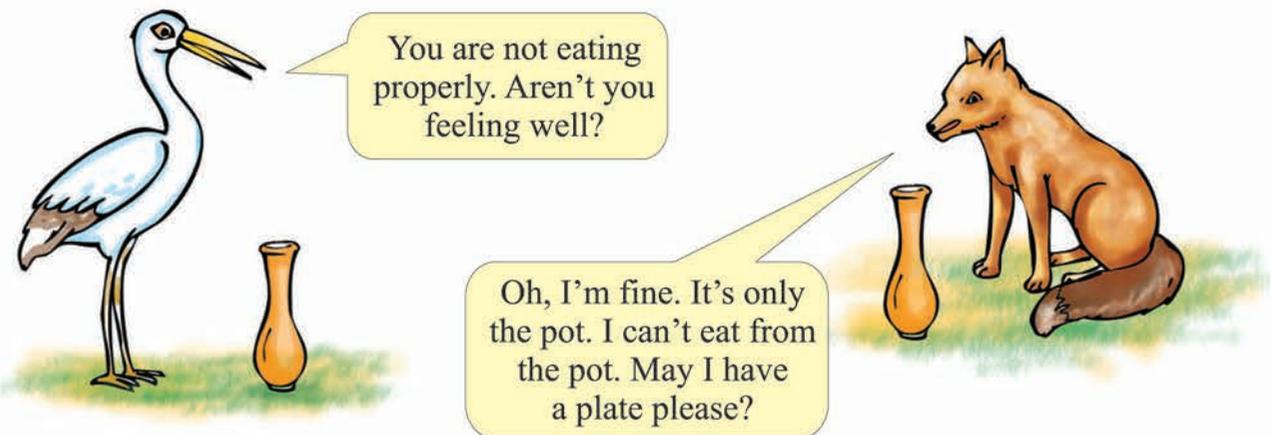
The stork looked at the meal and said, "My friend, I have a long beak. Will you please give me the food in a pot?"

The fox did not respond to the stork's request and kept on eating his food. The stork looked at his plate hungrily. He could not eat anything. He left the house of the fox, hungry and sad.

A few days later.....



That evening the stork prepared a tasty meal. He served it in a pot with a long and thin neck. He then invited the fox to have the food.



The stork did not respond. He kept on eating his food.



Now the fox remembered how he had treated the stork at his home. He realized that others treat you the way you treat them. He left the house of the stork sadly, having learnt his lesson.

## ACTIVITIES

1. Let's see how much we have understood. Choose the correct answer:

a) The fox invited the stork for

- i) lunch
- ii) breakfast
- iii) dinner
- iv) tea

b) The stork requested the fox to serve his food in

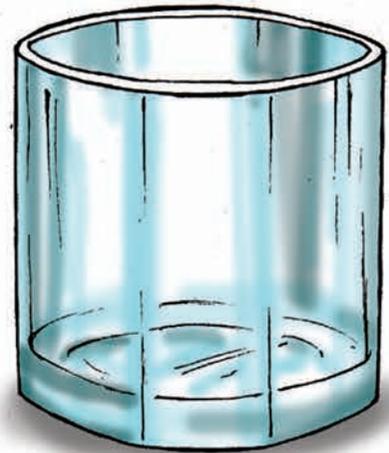
- i) a plate
- ii) a cup
- iii) a pot
- iv) a bowl

c) The stork served the food in

- i) a pot
- ii) a bowl
- iii) a plate
- iv) a glass tumbler

d) The fox could not eat the meal served by the stork because

- i) the meal was not tasty
- ii) he was not feeling well
- iii) the food was hot
- iv) the pot in which the food was served had a long and thin neck



**2. Write the answers:**

a) Who invited the stork for lunch?

.....

b) What was the utensil in which the fox served the meal?

.....

.....

c) Why didn't the stork respond to the fox's request?

.....

.....

**3. Read the meal timetable of the stork:**

Meal	Time
Breakfast	8:30 a.m.
Lunch	1:00 p.m.
Dinner	9:00 p.m.



a) At what time does the stork have his lunch?

b) What does the stork have at 8:30 a.m.?

**4. Work in pairs:**

**Ask each other the following questions about your favourite dish.**

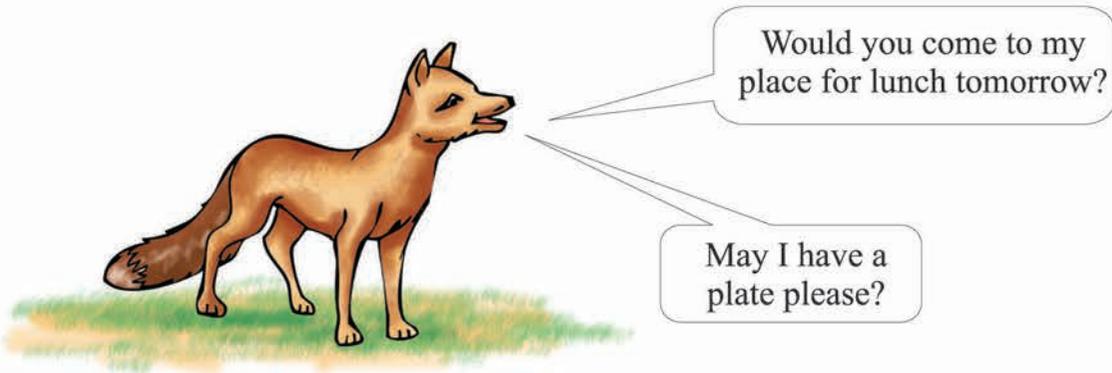
a) What is your favourite dish?

b) Who cooks it for you?

c) What ingredients are used to make it?

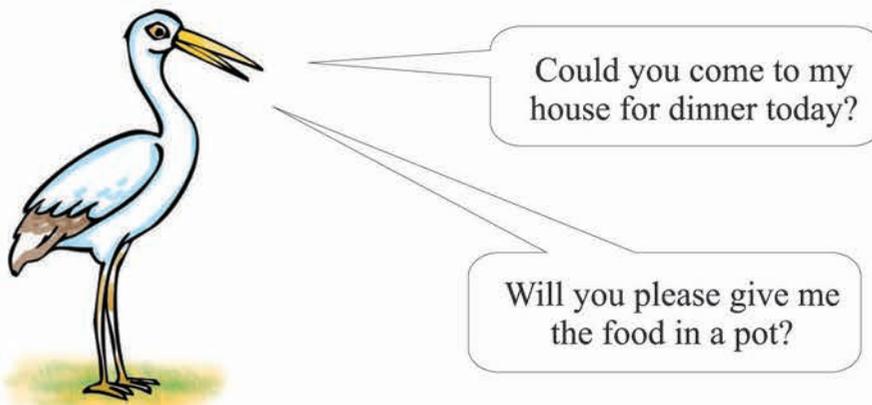
d) Why do you like it?

**5. Read the following sentences:**



**The first sentence is used to make an invitation. The second is used to make a request.**

**Now, read the sentences below and say which one is used to make an invitation and which one is used to make a request.**

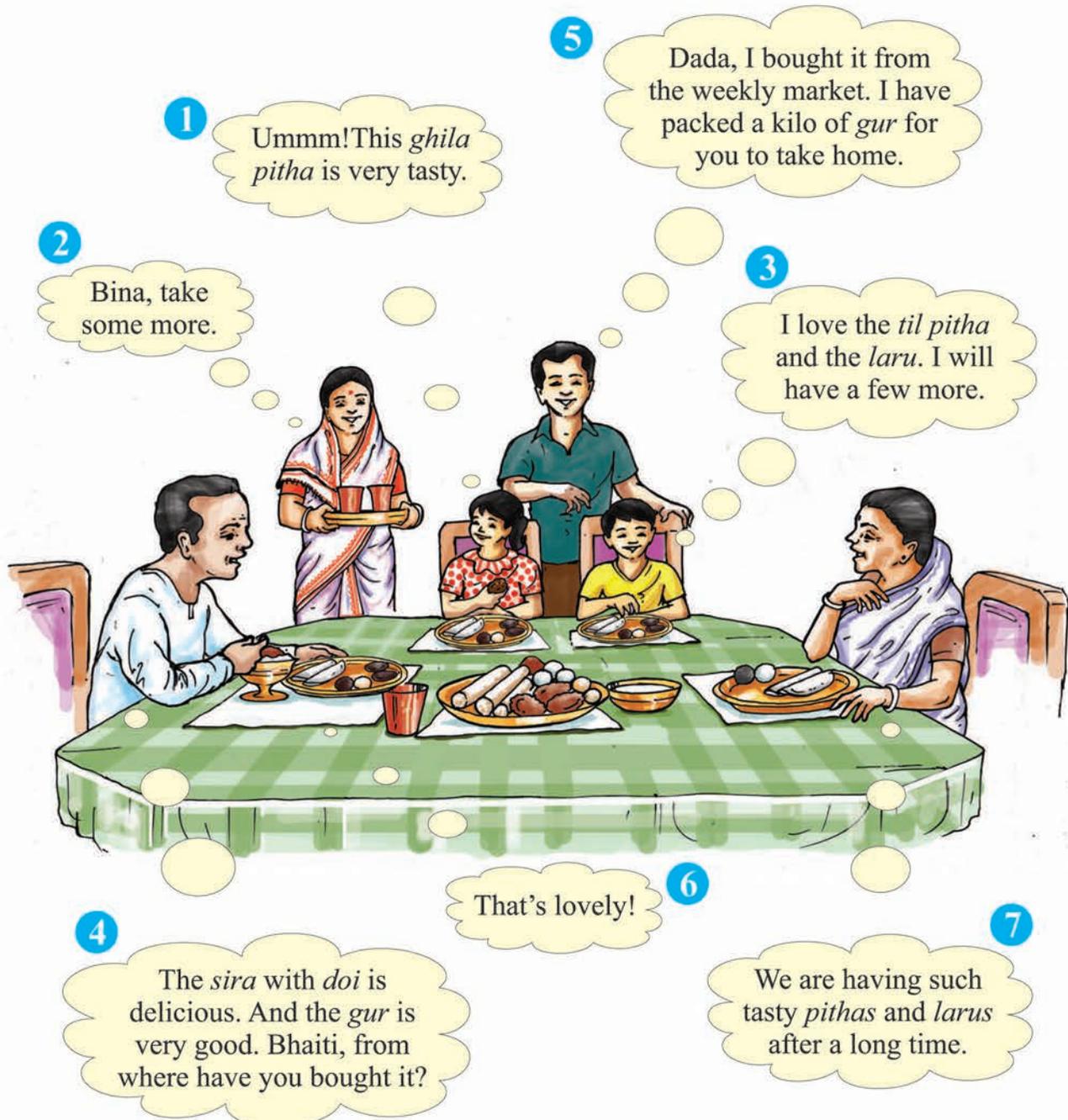


**6. Work in pairs and make invitations and requests using the clues in the brackets:**

- a) Will you ..... (give, pen)?
- b) Would you ..... (like, some chocolate)?
- c) Could you ..... (come, my house)?
- d) May I ..... (play, you)?

 The teacher will tell learners that this sentence structure is used not only to make questions but also to make invitations and requests.

7. Bina is Rohit's sister. They, along with their parents are at their uncle's place in Tezpur for Magh Bihu. Now they are having tea. Let's read their conversation:



☞ The teacher will explain to the learners that the English word for 'sira' is 'flattened rice', 'doi' is curd and 'jaggery' is the English word for 'gur'.

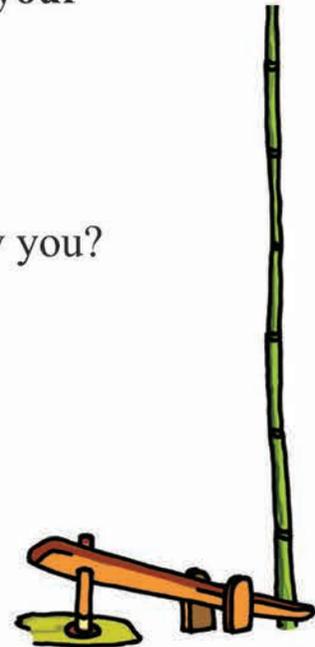
☞ The teacher will help the learners to understand the kinship terms like 'dada', 'bou', etc. and local food items of Assamese community like 'ghila pitha', 'til pitha', etc.

**8. Let's see how much we have understood:**

- a) Who visited whom and on what occasion?
- b) What are the people in the picture doing?
- c) What did Bina's aunt say to Bina?
- d) What did Bina's uncle offer to his brother?

**9. Answer the following questions in a serial order to complete the narration of a recent visit you made to your friend's/relative's place:**

- a) Where did you go and when?
- b) Who did you visit and with whom?
- c) How did the host behave when he/she saw you?
- d) What did you do there?
- e) What did you talk about?
- f) What did you eat?
- g) Did you like the food and why?
- h) How did you feel?



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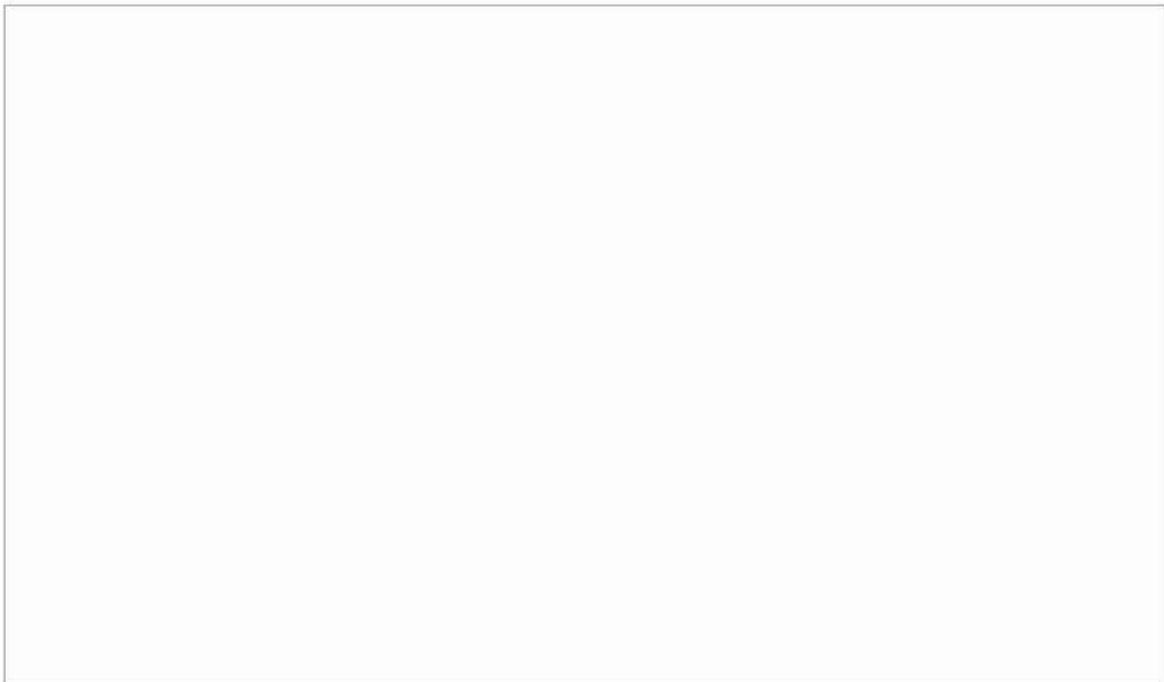
 The teacher will help the learners understand the meaning of words like 'offer', 'host', etc.

10. While going back home, Bina, Rohit and their parents stopped at a tea stall to have tea and snacks. This is the menu that they were given. Read it aloud:

MENU		MENU	
Cutlet	Rs. 30	Ghila Pitha	Rs. 5
Paratha	Rs. 20	Tel pitha	Rs. 5
Puri	Rs. 20	Narikal laru	Rs. 5
Chop	Rs. 10	Til pitha	Rs. 5
Samosa	Rs. 10	Sira Doi	Rs. 20
Sweets	Rs. 10	Tea with milk	Rs. 10
Porridge (Kheer)	Rs.30	Black tea	Rs. 5

Imagine that you are at this tea stall. Which of the above food items will you have? Count and say how much money you will have to pay.

11. Draw your favourite food and colour it:



12. Bina shows this advertisement to her father:

**JALPAN**

Have you tried our fresh *ghila pitha*, *laru*, *til pitha*?

Today's offer: Get 50% off when you spend Rs. 100 or more.

Free home delivery

Order now: Call - 9803114532

The advertisement features a background of large, stylized stars in shades of blue and orange. In the bottom right corner, there is an illustration of a golden bowl filled with various snacks, including white cylindrical rolls (ghila pitha) and round brown items (laru and til pitha), with a small plate of similar items next to it.

Bina tells her father, “This is an advertisement for snacks sold by Jalpan. I like the *ghila pithas*. Let’s order some. If we buy *pithas* for Rs. 100 or more we will get 50% off.”

13. a) **Collect and paste an advertisement here. Write two sentences about it:**

.....

.....

13. b) **Now tell your friend a few sentences about it.**

14. Find words ending with 'ly' from the word grid below:

A	V	U	R	P	M	S	H	S
Q	U	I	E	T	L	Y	A	O
B	L	O	U	D	L	Y	P	F
C	T	L	M	N	U	U	P	T
S	L	O	W	L	Y	V	I	L
H	A	P	P	I	L	Y	Q	Y

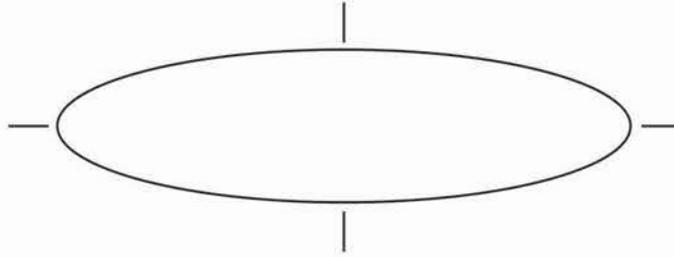
15. Bina has drawn the following picture in a drawing competition.



Bina has to write a paragraph of five sentences about the picture. Work in pairs and help her in writing the paragraph. You may use the words from the box below.

on the eve of Magh Bihu    celebrate    community feast  
merry making    gather    people    Uruka    food items

16. a) Write in the oval below the name of a festival that you celebrate:



Pick up any four points related to the festival from the box below and complete the word web with appropriate words.

special dress    gifts    time of celebration    special    food  
rituals    places of celebration    reason of celebration

16. b) Among the four points which one will you choose first and then next? Write them below accordingly:

i) \_\_\_\_\_ ii) \_\_\_\_\_

iii) \_\_\_\_\_ iv) \_\_\_\_\_

16. c) Now, make sentences using the above points to form a paragraph and write in your notebook.

17. Pick up any one card from below and say two or three sentences about it:

Your favourite food

Your school

Your favourite festival

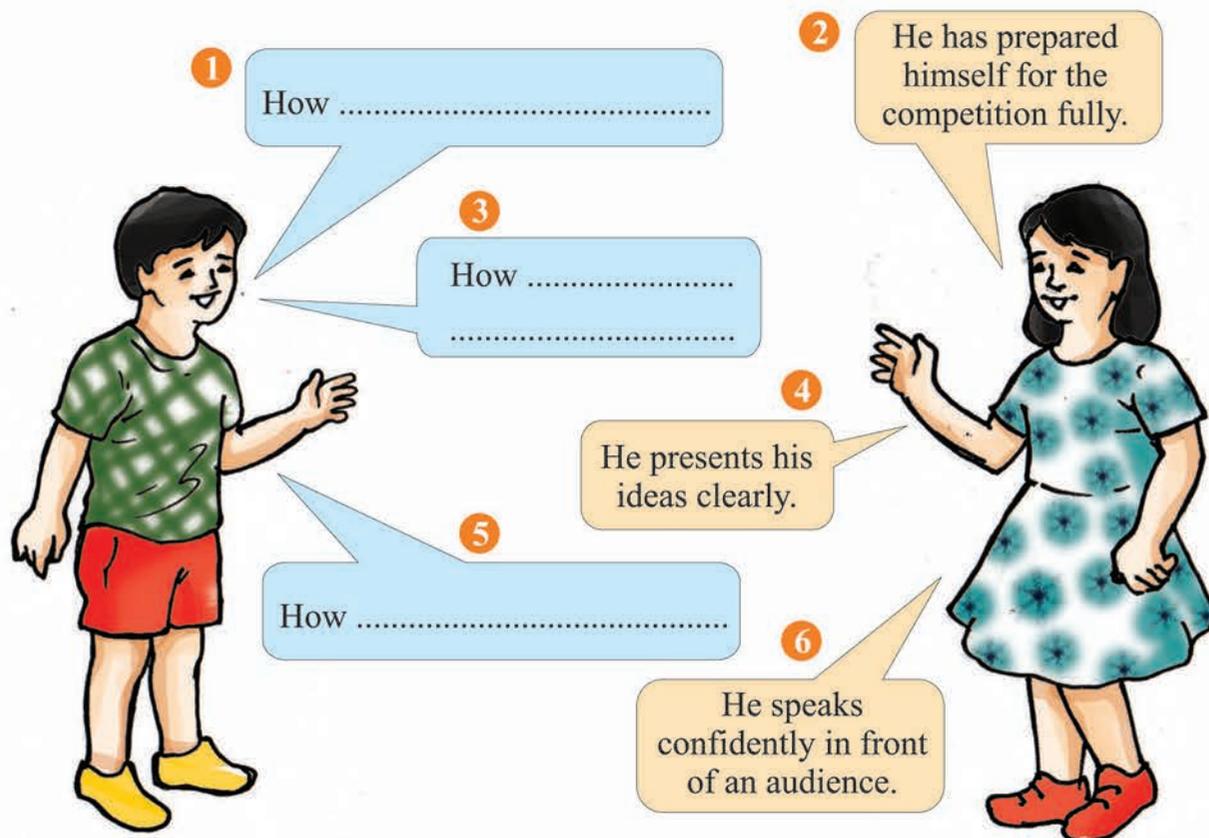
Your best friend

Bihu

Summer vacation

18. Rohit is in Guwahati to participate in a debating competition. Rohit's friends Jabin and Hardip are talking about Rohit's chance of winning the competition.

Now, read the answers that Jabin gives and make the question that Rohit asks.



19. Some of us are good at painting, singing, dancing, etc. Work in pairs and ask each other what you are good at. Also say how well you do it.

20. Read what happened to the stork in the house of the fox:

a) He looked at his plate hungrily.

Now, read how the fox left the house of the stork.

b) He left the place sadly.

The underlined words in sentences a) and b) say how something is done.

## Lesson 4

### For the Teacher

The theme of this lesson is based on our culture and our customs.

#### Reading and Writing

After a pre-reading activity, the teacher will help learners to read aloud the story of “The Stork and the Fox”. The teacher will be able to test their comprehension in the activities that follow.

Another reading exercise in Activity 5 will help the teacher to introduce the polite forms of expressions for making invitations and requests.

A short text along with conversations is included in Activity 7 to familiarize learners with some delicacies of the Magh Bihu.

The teacher will guide learners to complete the writing exercises in Activities 13, 15 and 16.

#### Grammar focus

In Activity 14, the teacher will show learners that we add ‘ly’ to words like sad, hungry, happy, etc. to show how something is done.

Learners will find the words slow, loud, happy, quiet and soft formed by adding ‘ly’ in the grid in Activity 14.

The teacher will tell learners that such words ending with ‘ly’ are also called adverbs.

#### Learning Outcomes:

##### The learner –

1. reads independently in English storybooks, news items/headlines, advertisements, etc. talks about it, and composes short paragraphs
2. uses synonyms such as ‘big/large’, ‘shut/close’ and antonyms like inside/outside, light/dark from clues in the context
3. appreciates either verbally/in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/heard in narratives/seen in videos, films etc.

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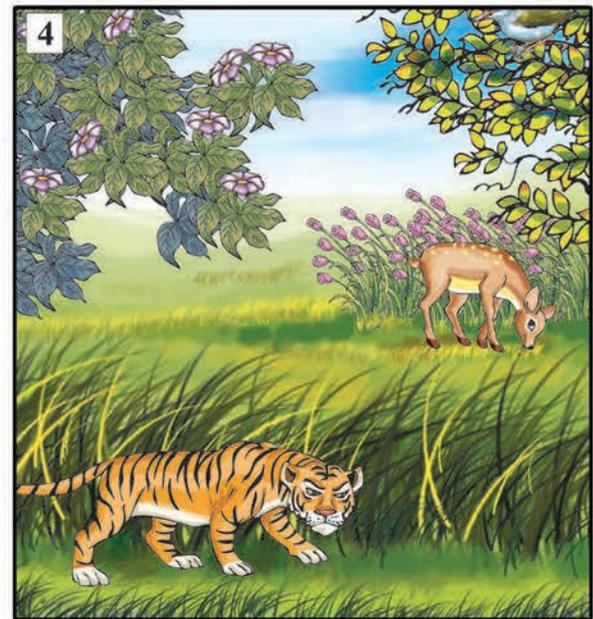
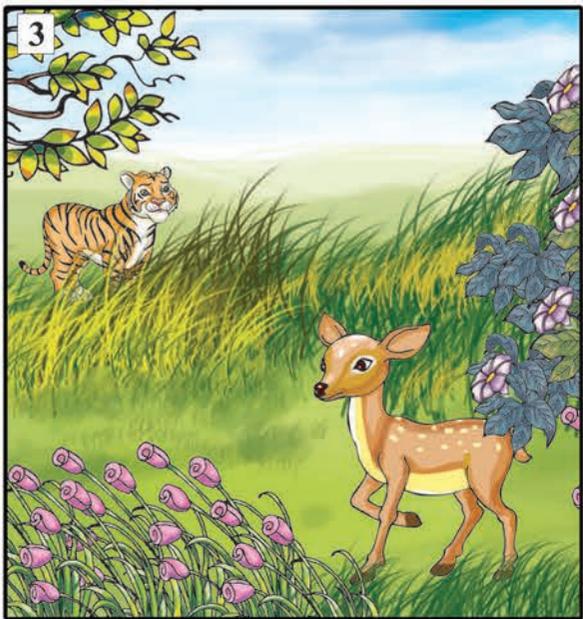
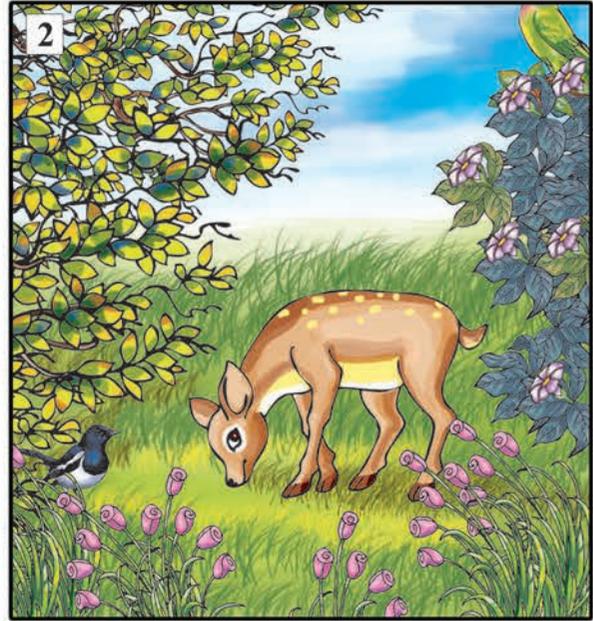
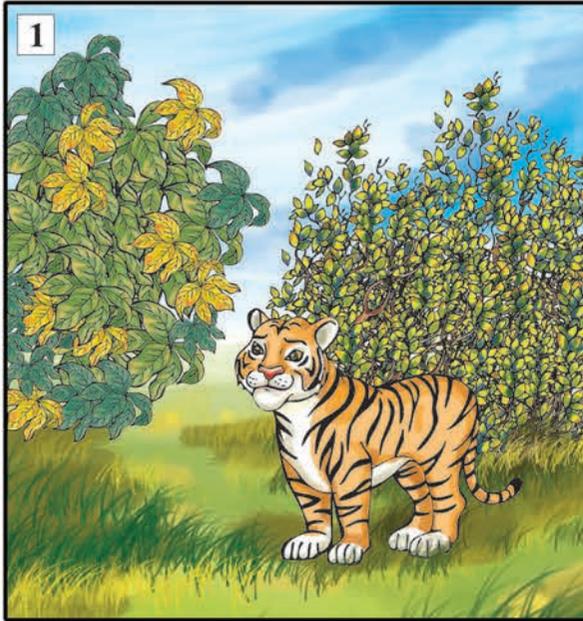


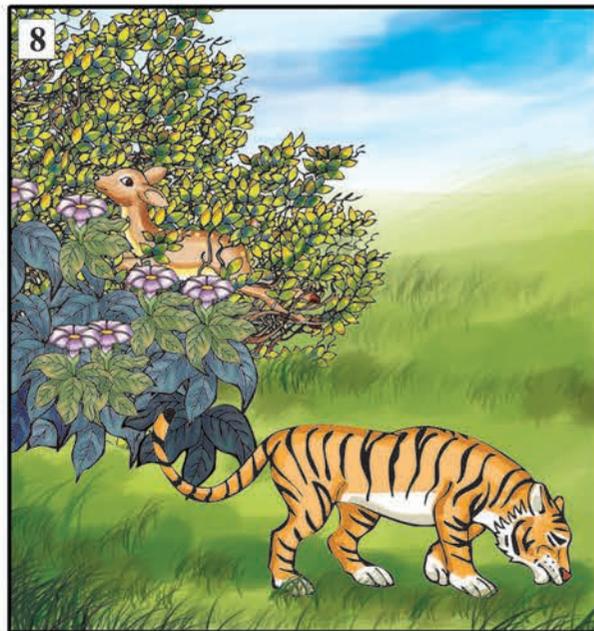
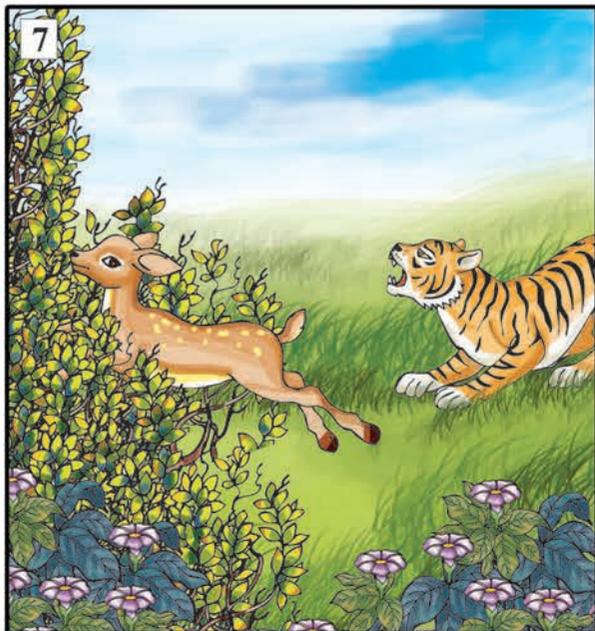
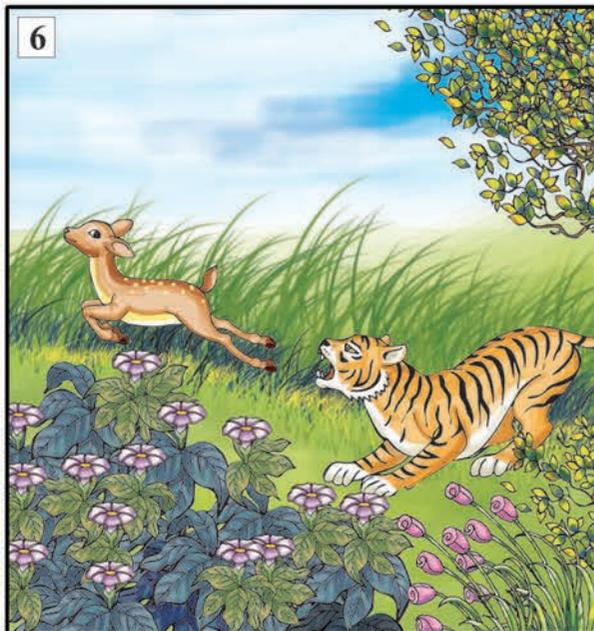
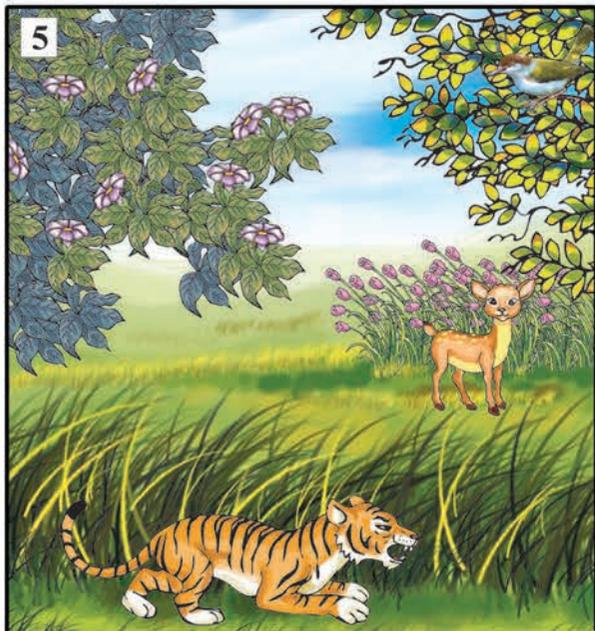
Lesson 5



Let's write a story

Look at the pictures:





Now, answer the following questions. Pick words from the box below to complete the answers. You may choose a word more than once:

grazing    roaming    presence    runs    away  
save    bush    sadly    tiger    alert    deer

a) What is there in the first picture?

There is a .....in the forest.

b) What do you see in the second picture?

There is a deer ..... in the forest.



c) What happens in the third picture?

The tiger sees a deer .....

d) What does the tiger do in the fourth picture?

The ..... crawls quietly towards the .....

e) What does the deer do in the fifth picture?

The deer becomes ..... He looks here and there and feels the ..... the tiger.

f) What does the deer do after that?

The deer ..... very fast, to ..... his life.

g) Where does the deer hide?

The ..... hides himself in a .....

h) What happens in the end?

The ..... goes away.

**Now, write all your answers together in a sequence in your notebooks.**

**Your story is ready.**



**Give a suitable title to the story.**

.....

**Talk to your friends and write the titles which your friends have given to their stories.**

.....

.....

.....

.....

 *The teacher will monitor and guide the learners to help them write the answers correctly.*

 *The teacher will ask learners to sit in groups and help each group to come up with titles for their story.*

Let's recite the poem:

## Someone



Someone came knocking  
At my wee, small door;  
Someone came knocking,  
I'm sure - sure - sure;  
I listened, I opened,  
I looked to left and right,  
But nought there was a -stirring  
In the still, dark night;  
Only the busy beetle  
Tap-tapping in the wall,  
Only from the forest  
The screech-owl's call,  
Only the cricket whistling  
While the dewdrops fall,  
So I know not who can be knocking,  
At all, at all, at all.



— Walter de la Mare

Let's see what the words below mean:

- wee : very small in size
- nought : nothing
- stirring : moving
- beetle : an insect
- screech : a loud unpleasant sound
- cricket : a small jumping insect that makes a loud sound
- whistling : making a musical tune with lips
- dew : a very small drop of water that falls on the ground.

## ACTIVITIES

### 1. Choose the correct answer and complete the sentences:

- a) Someone came knocking at a \_\_\_\_\_ (small/big) door.
- b) The poet looked out in the still \_\_\_\_\_ (dark/bright) night.
- c) Only the \_\_\_\_\_ (lazy/busy) beetle was tap-tapping in the wall.
- d) The poet listened and \_\_\_\_\_ (opened/closed) the door.

### 2. Work in pairs. Read the poem "Someone" once again.

Now, find the words which tell us about sounds. Tell your partner and write them down. One is done for you: tapping

### 3. Match the words which are similar in meaning:

wee	hear
listen	watch
look	tiny
forest	cry
call	jungle

### 4. Work in groups. Fill in the gaps and complete the poem. Some words are given below:

Two little eyes Ten one mouth night bright

..... little fingers, ten ..... toes,  
..... little ears and ..... little nose,  
Two little ..... that shine so .....  
And one little .....  
To kiss mother good .....



**5. Let's read:**

My name is Nitin. I am ten years old. I live in Nagaon with my parents, my sister Rosy and my brother Arun. One night, some one knocked at our door. I opened the door but there was no one. Then I saw a little dog scratching the door with its paws. I felt very happy to see it, and brought it inside.

**Read the following statements and ask questions to get these as answers. One is done for you:**

a) My name is Nitin.  
What is your name?

b) I am ten years old.

How .....

c) One night someone knocked at the door.

Who .....

d) I opened the door.

Who .....

e) I felt very happy to see the dog.

How .....



**6. Make the following sentences into questions to get yes/no as an answer. One is done for you:**

a) Yes, Nitin is opening the door.

Is Nitin opening the door?

b) No, a dog can't knock at a door.

Can .....

c) Yes, a little dog was scratching the door with its paws.

Was .....

d) Yes, I brought it inside.

Did .....

7. Put the words below in the correct order to make questions. Begin each sentence with a capital letter:

a) he/happy/was?

.....

b) your book/where/is?

.....

c) going/you/are/when?

.....

d) are/old/you/how?

.....

e) school/which/you/go/to/do?

.....

f) why/you/crying/are?

.....

8. Let's complete the poem with rhyming words. Choose from the options:

Eight little fingers standing up tall,

Two little ears to hear mummy \_\_\_\_\_ (roll/call)

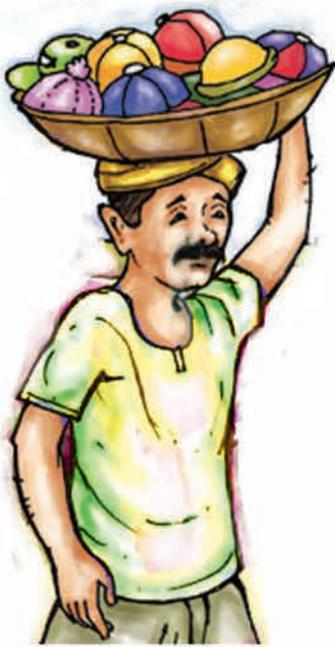
One little nose that I can blow,

Ten little toes, all in a \_\_\_\_\_ (raw/row)



9. You may have heard the story “The Cap Seller and the Monkeys”. Sit in groups and write the story. Some clues are given below. Use them and complete the story:

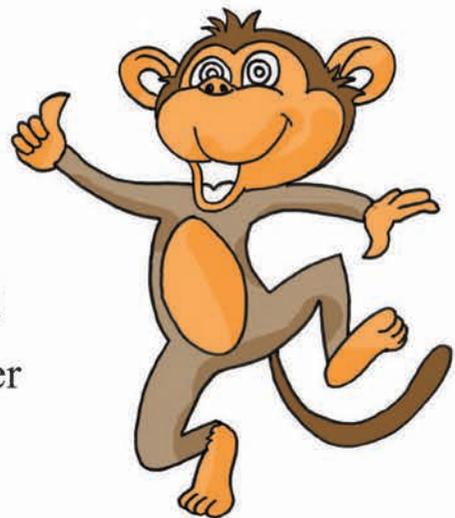
place he there was a took monkeys to caps  
 came off went away threw person saw



Once upon a time ..... cap seller. He moved from ..... to place. One day,..... went..... the market to sell his caps. After some time he was tired. So he sat under a tree and fell asleep.

A troop of monkeys ..... to the place. They..... away the caps. When the cap seller woke up, he ..... that his caps were gone. He looked here and there and saw a few ..... with the caps on the tree. The

cap seller was a clever .....  
 An idea came to his mind as quick as lightning. The cap seller took ..... his cap and threw it on the ground. At once, the monkeys also took their ..... and ..... them on the ground. The cap seller collected his caps and .....



*The teacher will tell them the story 'The Cap Seller and the Monkeys' if the students don't know it and help the learners to do the activity.*

**10. Look at this sentence.**

*The cap seller was as clever as the monkeys.*

**It compares the cap seller and the monkeys. Now, read and practise the following comparisons. They are called similes:**

as black as coal



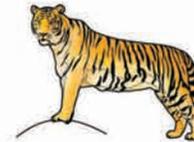
as white as snow



as proud as a peacock



as brave as a tiger



as cunning as a fox



as sweet as honey



as quick as lightning



as green as grass



11. Choose the suitable similes and complete the sentences. The first one is done for you.

as proud as

as brave as

as sweet as

as white as

- a) The mango was as sweet as honey.  
 b) Rita wore a new frock which was \_\_\_\_\_ snow.  
 c) Ami is a beautiful girl but she is \_\_\_\_\_ a peacock.  
 d) Deepak has many friends because he is \_\_\_\_\_ a tiger.

12. In the grid below there are at least fifteen describing words. Find and circle them. Then make sentences with any five of them:

T	A	L	L	O	B	O	L	D	I	S
Q	P	R	J	H	R	M	R	S	F	H
G	R	E	E	N	A	R	G	O	C	O
Y	O	D	M	B	V	K	T	F	U	R
E	U	P	S	W	E	E	T	T	N	T
T	D	B	D	H	N	W	H	I	N	P
K	F	Q	U	I	C	K	I	B	I	G
V	C	F	O	T	J	D	N	I	N	L
S	T	U	B	E	L	N	I	G	G	P
B	L	A	C	K	U	A	W	I	S	E

## Lesson 5

### For the Teacher

This lesson aims to help learners write creatively. As the lesson progresses, learners will be able to write stories and poems freely.

The lesson begins with a picture story. Based on these pictures, the teacher will ask several questions to make learners imagine and elicit correct responses from them. The teacher will guide the learners to complete the answers to the questions with the help of the words given in the box on page 64. The learners will come up with different titles for the story with the teacher's help.

#### Reading and Writing

The teacher will read aloud the poem, "Someone" and help learners to do the same. Meanings of difficult words will enable learners to comprehend the poem. The teacher will explain these words.

In Activity 4, the teacher will help learners to complete a poem and make them recite it.

After reading a short text in Activity 5, the teacher will guide and monitor learners while they write questions to the answers provided. Activities 6 and 7 are other exercises for asking questions. In Activity 8, the teacher will help learners to choose appropriate rhyming words to complete the given poem.

The teacher will tell learners the story, "The Cap Seller and the Monkeys" and help them to complete the exercise in Activity 9.

#### Use of Simile

The teacher will tell learners that when we compare two things or ideas, the comparison is called a simile (Activity 10). In Activity 11, the teacher will help learners to fill in the blanks with given similes.

#### Learning Outcomes:

##### The learner –

1. attempts to write creatively (stories, poems, posters, etc.)
2. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences

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## Lesson 6



# The Joy of Living

### Read the following:

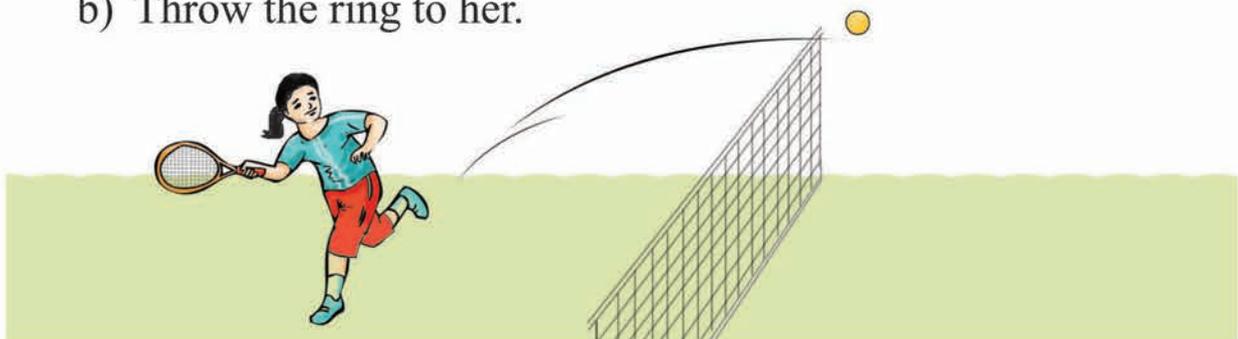
We all love games and sports. We watch them in the field, in the tracks and in the television sports programmes. These are some of the expressions that you may have heard.



a) With the last bit of strength, Smita ran to the finish line.



b) Throw the ring to her.



c) She hit the ball over the net.

**Read the following story about a boy named Tarun:**

Tarun slowly took his football boots off. He was thinking of the next day's match. The inter-school matches were going on. Tarun's team had practised well. He was going to make sure he played well. He would be playing for Team A against Team B of the neighbouring school. He thought, "Tomorrow's match will be the most important one for Team A."

On the following day at 3 pm, Tarun and his team went to the football ground. Team B was already there. Their players looked confident. The players of the two teams shook hands. The referee tossed a one-rupee coin and Team B won the toss.



With the kick off by Team B, the match started. It was tougher than what Tarun had imagined. Team B knew that Tarun was the best player of Team A. The players of Team B targeted him from the beginning. They were always around him and stopped him from kicking the ball by force. He was pushed to the ground several times.



The game was getting rough. In the second half, the referee had a tough time controlling Team B. Tarun thought, “I must act fast to score a goal. Time is running out. If this continues we shall lose the match”.

He ran very fast and reached the ball. The field was clear now. It was going to be a sure shot. But suddenly Tarun stopped. He did not kick the ball. Both the teams were surprised.

Tarun saw that the referee had not noticed the goalkeeper of Team B lying injured near the goal-post. Tarun signalled to the referee. The referee blew the whistle and stopped the game. Tarun’s team members were angry. Why didn’t Tarun kick the ball? It was going to be a sure goal. But the referee told the boys, “What Tarun did was quite right.”

Tarun’s action seemed to touch the hearts of Team B. In the remaining matches, the players of Team B were very polite to him. Everyone realized that football is not only about scoring goals. There is much more to it that provides the joy of living.

## ACTIVITIES

**1. a) Comprehension. Give brief answers to the following questions:**

- i) For which team did Tarun play?
- ii) How did Team B behave with Tarun at the beginning?
- iii) Did Tarun score a goal in the match?
- iv) Why didn't Tarun kick the ball?
- v) What did the referee say about Tarun's action?



**1. b) Say whether the statements are true or false:**

- a) Tarun was the best player of Team B. T/F
- b) The match was played in the morning. T/F
- c) Tarun did not kick the ball because he felt sick. T/F
- d) The goalkeeper of Team B was injured. T/F
- e) Tarun's opposite team (Team B) is from a different town. T/F

**2. Complete the sentences by choosing the correct word from the choices given:**

- a) I \_\_\_\_\_ tomorrow morning. (shall come/have come/came)
- b) Tarun is a good player. He \_\_\_\_\_ at least one goal. (had scored/will score/scored)
- c) We must hurry. Time \_\_\_\_\_ out. (was running/is running/will be running)
- d) We \_\_\_\_\_ the match tomorrow. (saw/will see/have seen)
- e) Tarun \_\_\_\_\_ the goal keeper lying injured. (saw/ seen)

**3. Read the following sentences:**

- a) It was 'going to' be a sure goal.
- b) I am going to see you tomorrow.

**We use 'going to' to express future time.**

**We can also rewrite these sentences using 'shall' / 'will' to express future time.**

- a) It will be a sure goal.
- b) I shall see you tomorrow.



**Now, rewrite the sentences below using 'going to':**

- a) If this continues, we shall lose the match.
- b) Tomorrow's match will be the most important.
- c) Tarun and his team will win the match.
- d) The referee will control the players of the match.

**4. Make sentences using the following sentences as examples:**

- a) take off : He took off his shoes before entering the room.
- b) going on : Our exams are going on.
- c) run out : We ran out of money.
- d) act fast : We must act fast to avoid the danger.
- e) touch the hearts : Her words touched the hearts of the audience.

**5. Read the following two speeches:**

**a) *The Principal's speech:***

Good morning , staff and students.

We have with us today Dr. Adity Goswami. We have invited her to talk to you students on drug abuse. Give her a round of applause (everyone claps). Now, I request Dr. Goswami to deliver her speech.



**5. b) *Dr. Adity Goswami's speech:***

Respected Principal, staff and students.

I must thank the Principal of the school for inviting me to speak to you on such an important topic. Students! Do you know what a drug is? You must have seen shop signs with the word 'Drug Store'. A drug store is another word for a pharmacy. So 'drug' means 'medicine'. Doctors prescribe drugs for us to buy from a drug store. They also advise us on the quantity of medicine we have to use. Many people use pain killers, high blood pressure pills, sleeping tablets and so on. If they use more than what doctors prescribe, they are using the drug wrongly. Abuse means the wrong use of something. Improper use of drugs is called 'drug abuse'.



There are some types of drugs that doctors don't prescribe. These are sold illegally at very high prices. They cause great harm to us. We must not use them. Let me tell you what happens when someone uses illegal drugs.

- i) They become a problem to the family.
- ii) If they are students, they lose interest in studies, games and sports and spoil their health.

Therefore, students, remember to keep yourself away from illegal drugs.

**6. Read the statements below and state whether each one is true or false. If it is true circle the 'T' and if it is false circle 'F':**

- a) People who use drugs spoil their health. T/F
- b) Drug abuse results in good health. T/F
- c) Drug abuse is a wrong habit that we must always avoid. T/F
- d) Students who take drugs lose interest in their studies. T/F

**7. Answer the following questions:**

- a) What is the topic of Dr. Adity Goswami's speech?
- b) Name two medicines that can be bought at a drug store.
- c) Give another word for the word 'drug'.
- d) Give the meaning of abuse in the expression 'drug abuse'.

**8. Work in groups. Make a chart showing at least three bad effects of drug abuse. You can draw or paste pictures to make your chart look attractive.**

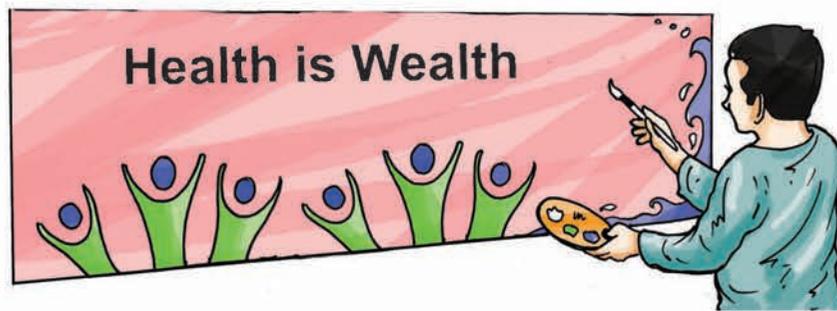
**9. Role play.**

**Imagine Dr. Adity Goswami has given a speech on cleanliness in your school during World Health Day.**

**Two students will play the roles of the Principal and Dr. Adity Goswami. Others will ask questions about cleanliness to the Principal and Dr. Goswami.**



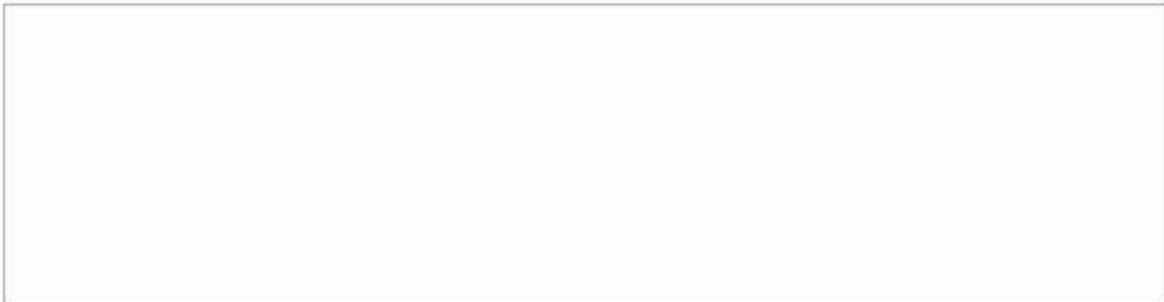
10. a) On the way to school Arun saw an artist drawing a poster on drug abuse. Let's read the slogan on the poster:



10. b) Work in groups. Rearrange the words and write a slogan:

drugs of improper use result may in death

Now, draw the poster:



11. Sometimes two words of the same spelling may have different meanings. One is done for you:

store } a large shop that sells different types of foods.  
to put something somewhere and keep it there to use later.

Now, write a word whose meaning is given below. Choose from the options given.

..... } a sports event where people or team compete against each other.  
when two things are similar we say this word.

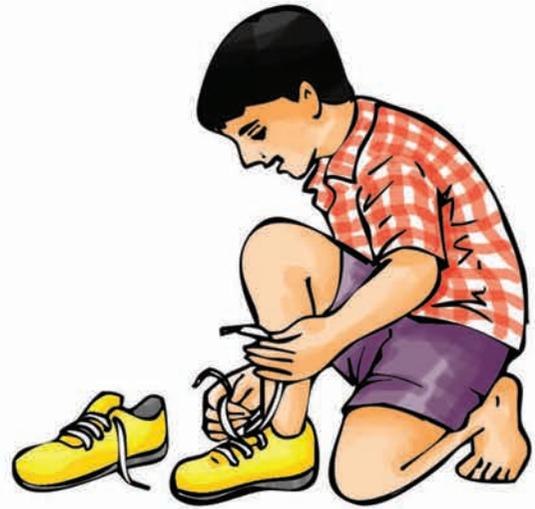
game

match

play

**12. Let's learn to talk. While someone is getting ready for school, we may say:**

- Wear your uniform.
- Button your shirt.
- Wear your shorts.
- Wear your skirt.
- Now tuck your shirt in.
- Wear your socks.
- Now wear your shoes.
- Tie your shoelaces



**After someone comes back from school, we may say:**

- Take off your uniform.
- Undo the buttons of your shirt.
- Take off your shirt.
- Take off your shoes.
- Now take off your socks.



**Now, make sentences using the following:**

- wear.....
- tuck .....
- undo .....
- take off .....
- tie .....
- button .....

**13. Arun is walking home from school. He hears a small girl crying. He looks here and there and finds her lying near a big tree. Her arm is bleeding. Arun puts his fingers on her wrist. It is beating fast.**

What should Arun do? Should he:

- take the girl home?
- call an adult and ask him or her to help out?
- leave the girl alone and walk away?
- nurse the girl and take her home?
- give her first aid?



Work with your friend and share your ideas.

- Are you always ready to help others?
- How do you feel after helping someone?

**14. Put your thumb on your wrist. Can you feel your pulse?**



**Feel your partner's pulse and find out how many times it beats in one minute.**

**15. Pair work.**

**Ask your partner to show actions:**

- wear your socks.
- button your shirt.
- wear your shoes.
- throw the ball.
- catch the ball.
- tuck your shirt in.
- wear your shorts.



 *The teacher will demonstrate how to take someone's pulse by using the thumb.*

**16. These are some health tips to keep us fit. Read them:**

– Exercise regularly



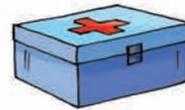
– Drink plenty of water.



– Beware of animal bites.



– Always keep a first aid box ready.



– Avoid having roadside food.



– Wash your hands before eating.



– Use a handkerchief when you sneeze and cough.



– Keep your food covered.



## Lesson 6

### For the Teacher

The theme of this lesson is drug abuse and activities based on games and sports, etc.

#### Reading and Writing

The lesson begins with the story “ The Joy of Living”. Learners will read the story aloud and answer comprehension questions that follow. The teacher will constantly guide and monitor learners while they read and write.

Activities 5(a) and (b) are reading inputs to create among students an awareness of the ill effects of drugs abuse. The teacher will guide learners in the comprehension exercises in Activities 6 and 7.

In Activity 16, learners will read the health tips for keeping fit, while the teacher will explain to them each of these tips.

#### Grammar Focus

In Activity 2, the teacher will tell learners about the proper use of verbs in sentences indicating future time.

#### Vocabulary

In Activity 4, the teacher will ensure that learners use the given phrases in sentences of their own with the help of the example provided. In Activity 11, the teacher will show the learners that two words with the same spelling may have different meanings.

#### Speaking

Activity 15 will help learners practice their speaking skills by words like wear, tuck, undo, take off, tie, button, etc.

#### Learning Outcomes:

##### The learner –

1. acts according to instructions given in English, in games/sports, such as “Hit the ball”, “Throw the ring”, “Run to the finish line”, etc.
2. conducts short interviews of people around him / her i.e. interviewing grandparents, teachers, school librarian, gardener, etc.
3. writes and speaks on peace, equality, etc. suggesting personal views

\*\*\*\*



## Lesson 7



# My Story

Look at the two pictures:



**Talk to your friend and say how picture (A) is different from picture (B). Tell your friend which of these two environments you would like to live in and why.**

# My Story



## Water tells its own story:

I am water. You see me all around you. I have neither shape nor colour. I take my colours from the place I live in.

You have seen me in seas and lakes. There I have a light blue colour. You have seen me dancing along a rapid stream. There I have a silver colour. You have seen me sailing in the sky as clouds. There I draw my colours from the sun. I am white, I am grey and orange and gold at sunset.

But you love me when I am in the water bottle that you carry to school. You love me when I help you to remain clean, fresh and beautiful. I help you to grow your plants and trees. I bring life to the world for you.

So, my dear friends! I need your help. I need your love. I don't like to be polluted with dirty things. I don't like to be wasted. You must help me to remain clean and healthy. I promise to do the same for you.

☞ *The teacher will explain the difference in meaning between autobiography and biography, illustrating from real life works, eg. Gandhi's autobiography, Mother Teresa's biography. He/she will explain that a story written about oneself like the water story, is called an autobiography.*

## ACTIVITIES

1. Read the autobiography written by water and complete the sentences in the bubbles:

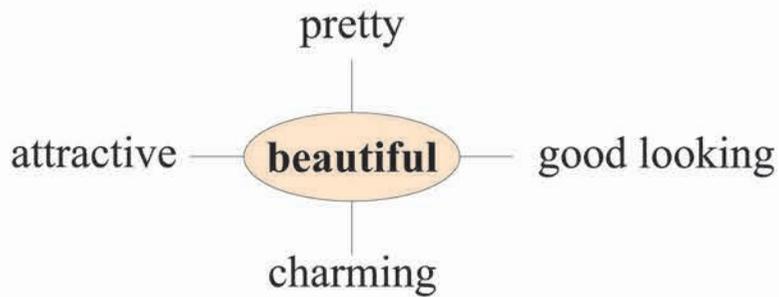


I help to.....  
i).....  
ii) .....

You see me..  
i).....  
ii) .....

I don't like...  
i) .....

2. Let's learn a few words. Read the words which have the same meaning as 'beautiful':



Now, make sentences using the words in the book:

good looking	charming	beautiful
attractive	pretty	handsome

.....

.....

.....

.....

.....

.....

3. Look at the pictures. Read the sentences:



1. Arun Das is a bus driver. He drives a bus. Now he is asleep.

2. Miss Amiya Dutta is a teacher. She teaches English in a school. Now she is in the market.

3. Raghu Bora is a farmer. He ploughs the land. Now he is resting under a tree.

What happens today and every day	What happened in the past	What is likely to happen in the future
Arun Das drives a bus.	Arun Das drove a bus.	Arun Das will drive the bus.
Miss Amiya Dutta teaches English.	Miss Amiya Dutta taught English.	Miss Amiya Dutta will teach English.
Raghu Bora ploughs the field.	Raghu Bora ploughed the field.	Raghu Bora will plough the field.

4. Read the autobiography of water again and underline the following words *living, dancing, flying, help, polluted, wasted*. They all describe actions.

Now, complete the table with action words:

What happens today and every day	What happened in the past	What is likely to happen in the future
lives		will live
flies	danced	will dance
	flew	
pollutes	helped	will pollute
writes		

5. Look at the picture of the bottle of cough syrup. Some information has been given on the label of the bottle of medicine. Write them down:

The name of the medicine is

.....

The date of manufacture is

.....

The date of expiry is

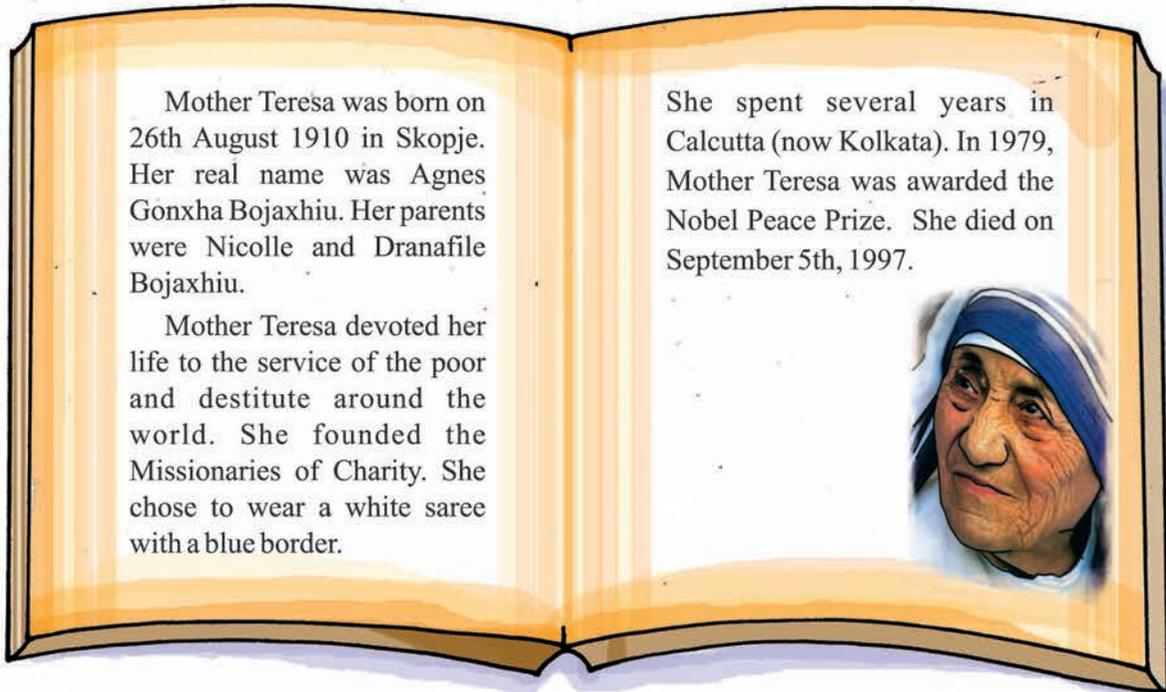
.....

The price is

.....



**6. Read the biography of Mother Teresa:**



**Now, write questions on Mother Teresa.**

- What .....
- Who .....
- Where .....
- When .....
- Why .....

**7. Find out words which have similar meanings with the word 'destitute'. You can look it up in the dictionary:**

destitute

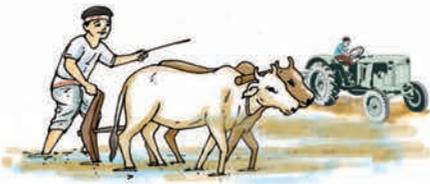
**8. Read sentences on harvesting of rain water in school.**



- It is raining.
- Rain is falling on the rooftop of the school building.
- The water is flowing through the channel.
- It is filling up the water tank.
- The school uses the water for watering the plants, washing dishes, cleaning toilets, etc.

Rain water harvesting is a method/technique for collecting, storing and using water for various purposes.

9. Look at the pictures given below. The pictures are steps of rice cultivation:



Read the following sentences. Choose a sentence to match each picture. Write the sentences below each picture:

- Seeds are sown in fields.
- Rice seedlings are grown in fields.
- The land is ploughed.
- Seedlings are collected from fields.
- Seedlings are planted in rows.
- Plenty of water is required for the rice plant to grow.
- When paddy ripens the crop is harvested.
- The paddy stalks are threshed to separate the grains of rice from the stalks.
- The grains of rice are collected in gunny bags.

**10. Read the sentence:**

Abhi is opening the tap.

**Now, look at the two parts.**

Abhi is opening the tap.

The word in the box Abhi tells us who is doing the action.

The words in the bubble is opening the tap tell us what Abhi is doing.

**Sentences have two parts. Read these sentences. Note the two parts.**

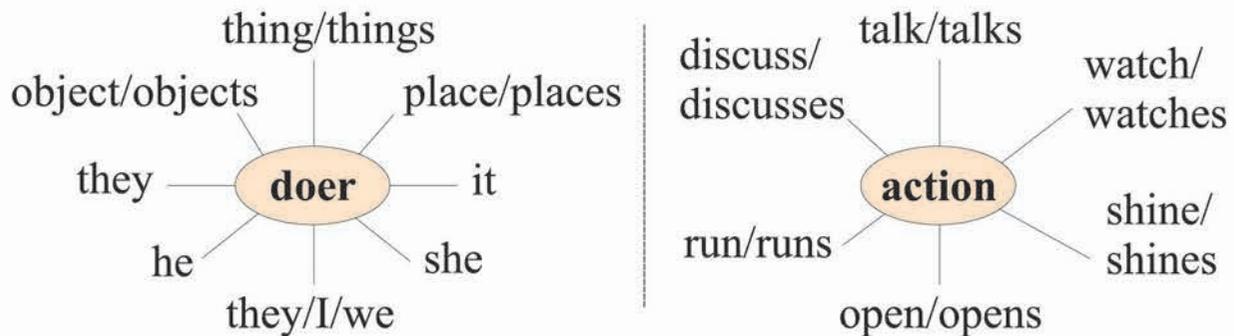
The person/thing doing the action	What the person/thing is doing
Abhi	is opening the tap.
Nita, Gita and Raju	are discussing their contribution.
The farmer	is ploughing the field.
The sun	is shining brightly.
The children	are watching a football match.

**Find out more sentences from the lessons you have read. Write the two parts in the table below:**

The person/thing doing the action	What the person/thing is doing

 The teacher will introduce the two words subject and predicate while showing the two parts of the sentences above.

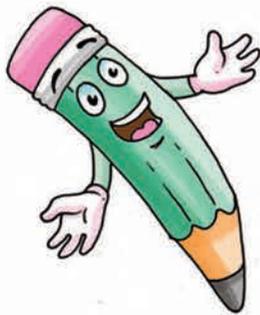
**11. Let's learn a few words that we use to make a sentence:**



Try making sentences in your notebook using some of the words above.

**12. Complete the following paragraph. You may use words given in the box:**

pencil, write, lead and wood, draw, shorter, sharpen, factory



I am a \_\_\_\_\_. I was born in a \_\_\_\_\_. I am made of \_\_\_\_\_. I have many names. Children love me. I help people to \_\_\_\_\_ and \_\_\_\_\_. I become \_\_\_\_\_ when children \_\_\_\_\_ me.

**13. Read the following information and write a paragraph:**



Name : Phuleswari Hazarika  
Born : 8 September 1956  
Parents : Late Madhav Hazarika and late Phulmoti Hazarika  
Place : Dergaon, Assam  
Known as : Social worker, children's storybook writer.  
Died : 9 November 2012

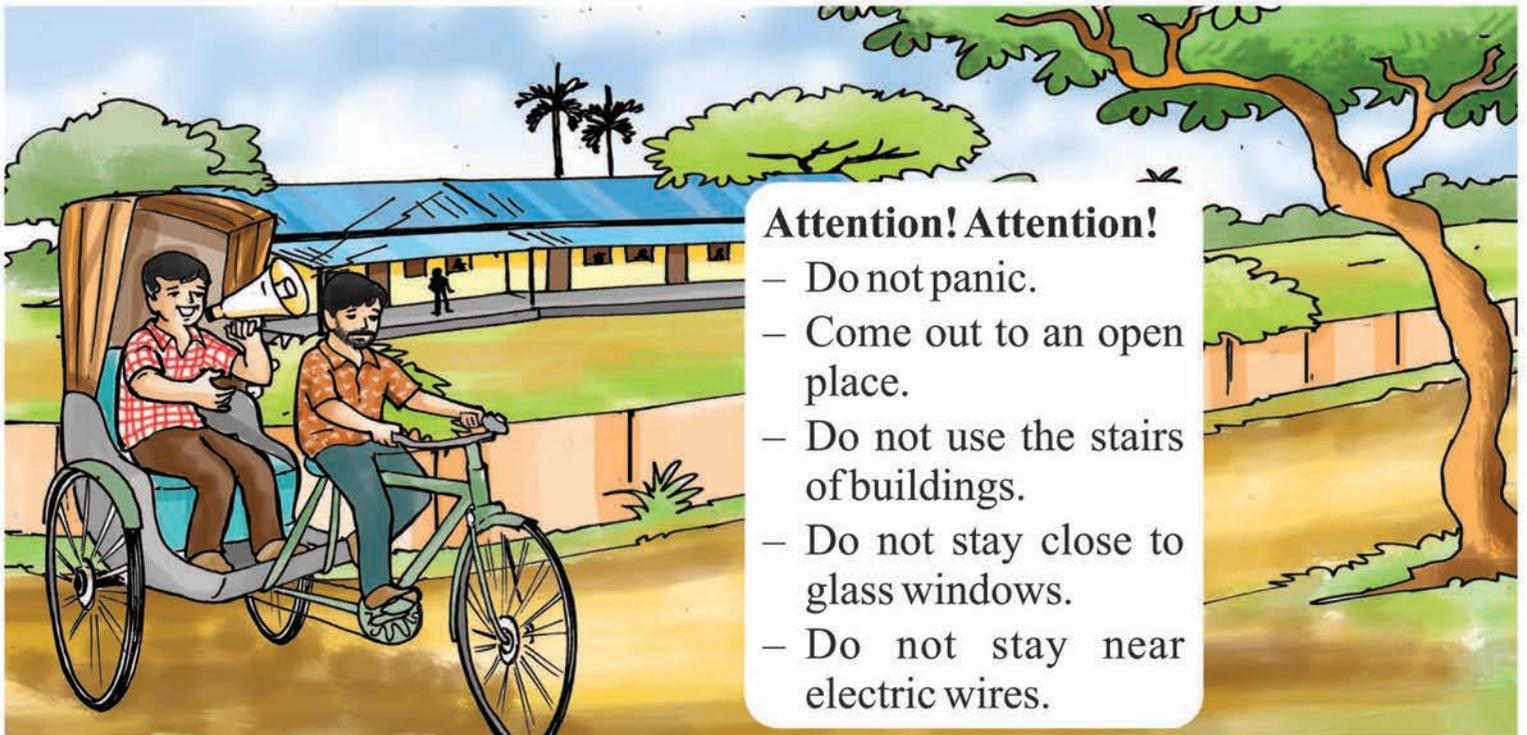
*The teacher will help learners to frame sentences like 'I play football', 'He plays football', 'They play football' in Activity 11.*

## 14. Read:

# Earthquake

It was the first class of the day. The teacher was writing on the blackboard. Suddenly all the doors and windows began to shake. The teacher's table shook and the piece of chalk rolled down to the ground. The children shouted, "Earthquake! Earthquake!" All of them started running out of the room. The teacher said, "Don't run! Go out of the room carefully."

After a while everything became quiet. The students came back to their classrooms. They got busy with their work again. Soon they heard an announcement outside the class room. They all looked out of the window. They saw a rickshaw. A man was sitting on it with a microphone in his hand. He was telling people what to do during an earthquake.



### Attention! Attention!

- Do not panic.
- Come out to an open place.
- Do not use the stairs of buildings.
- Do not stay close to glass windows.
- Do not stay near electric wires.

**15. Complete the following passage with the words given in bubbles:**

At 10 o'clock yesterday, we \_\_\_\_\_ in our classroom. Our teacher \_\_\_\_\_ on the blackboard. Suddenly the doors and the windows \_\_\_\_\_. The children \_\_\_\_\_ out of the classroom. Soon there was an announcement. A man \_\_\_\_\_ on a rickshaw with a microphone in his hand. He \_\_\_\_\_ people what to do during an earthquake.

began shaking

were sitting

were running

was telling

was writing

was sitting

**16. Choose the correct word and complete the following sentences. Remember to start the sentence with a capital letter. One is done for you:**

a) \_\_\_\_\_ (are/can) you give me the phone number of the civil hospital?

Can you give me the phone number of the civil hospital?

b) \_\_\_\_\_ (could/do) you switch off the lights, please?

c) \_\_\_\_\_ (do/can) you know the time when the fire broke out?

d) \_\_\_\_\_ (would/will) you like to visit the sick people?

e) \_\_\_\_\_ (could/are) you carry some medicine with you?

## Lesson 7

### For the Teacher

The theme of this lesson is conservation/preservation of water.

#### Reading and Writing

The lesson begins with water telling its own story. The teacher will explain to learners the difference in meaning between an autobiography and a biography. The biography of Mother Teresa in Activity 6 is a reading input. The teacher can show the difference between “My Story” and the biography of Mother Teresa to help learners understand the meaning of a biography and an autobiography is.

In Activity 8, the teacher will tell learners about rain water harvesting and in Activity 12, the teacher will help learners to complete the autobiography of a pencil.

Activity 14 “Earthquake” is a text meant to be read aloud.

#### Vocabulary

In Activity 2, the teacher will tell learners that there are several other words that mean the same as the word ‘beautiful’ and will help them to frame sentences with these words.

The teacher can help learners to look up a dictionary for the synonyms of the word ‘destitute’ in Activity 7.

#### Grammar Focus

In Activity 11, the teacher will help learners to frame sentences with proper agreement of subject and verb.

In Activities 3 and 4, the teacher will enable learners to make proper use of verbs in their correct tense. Activity 15 is a similar exercise.

In Activity 16, the teacher will help learners to ask questions using auxiliaries such as ‘am’ and ‘are’.

#### Learning Outcomes:

##### The learner –

1. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
2. reads text with comprehension, locates details and sequence of events
3. writes a ‘mini biography’ and ‘mini autobiography’

\*\*\*\*



Lesson 8

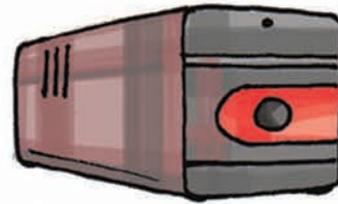
# Hello Computer!



Look at the pictures. Read the words:



Monitor



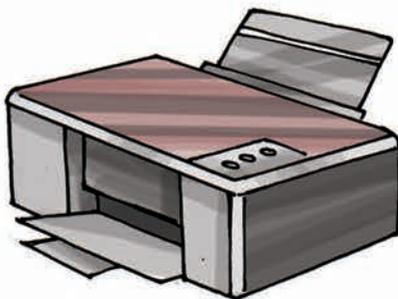
UPS



Keyboard



Mouse



Printer



CPU

## Listen to what they say:



I look like a typewriter.  
I have a set of keys.  
I am called the keyboard.



I look like a TV,  
But I am not a TV.  
I am called the monitor.  
I have a screen.  
I show information on the screen.



I am the brain of the computer.  
I control the computer.  
I am called the CPU.



I am small.  
I am always on the move.  
I search for things.  
I am called the mouse.

 The teacher will help the learners to note that CPU stands for 'Central Processing Unit' and UPS stands for 'Uninterruptible Power Supply'.

## ACTIVITIES

1. Complete the sentences with the words given in the bag. One is done for you:

I have keys.

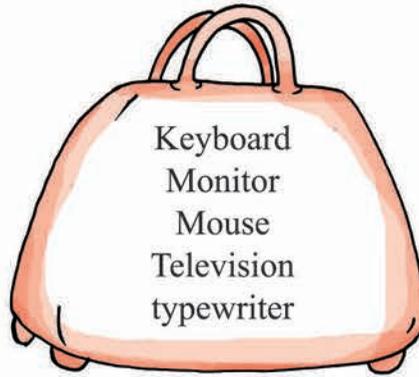
I am a \_\_\_\_\_

I have a screen.

I am a \_\_\_\_\_

I have a long tail.

I am a \_\_\_\_\_



I have keys too.

I am a \_\_\_\_\_

I have a screen too.

I am a \_\_\_\_\_

I have a short tail.

I am a mouse too.

2. Circle the words hidden in the grid. One is done for you:

A	M	O	N	I	T	O	R	T	X
K	O	Z	I	L	E	Q	O	Y	T
C	U	K	K	J	L	M	P	P	E
O	S	E	R	E	E	N	E	E	L
M	E	Y	S	O	V	R	R	W	E
P	Y	B	C	B	I	D	A	R	P
U	X	O	R	U	S	S	T	I	H
T	O	A	E	R	I	T	O	T	O
E	I	R	E	L	O	O	R	E	N
R	E	D	N	O	N	E	A	R	E



**3. a) Read what Anjalee says about her grandfather:**

My grandfather's name is Mohan Gohain. He is 5 feet and 7 inches tall. He has grey hair and wears glasses. He is seventy years old. He writes books, and is learning to type his books on a computer.

My grandfather also loves to watch the T.V. His favourite programmes are daily news on local channels. He also watches programmes on animals, History and Science. He has a radio too. He loves to listen to music on it. He is also a recipient of the Sahitya Surabhi Award.



**3. b) Now, complete:**

- a) Mohan Gohain is \_\_\_\_\_ tall.
- b) He wears \_\_\_\_\_.
- c) He loves to watch \_\_\_\_\_.
- d) He loves to listen \_\_\_\_\_.
- e) He is also a recipient of \_\_\_\_\_.
- f) A person who writes books, stories, articles, etc. is called a \_\_\_\_\_.

**3. c) Complete the following passage by giving information about yourself:**

My name is .....

.....

.....

4. a) Look at the picture and answer the following questions:



- i) Name the girl in the picture.  
.....
- ii) Who is sitting near the girl?  
.....
- iii) What are they doing?  
.....
- iv) What are they watching?  
.....
- v) What did the news reader on the TV say?  
.....
- vi) Rewrite the breaking news in the space below.  
.....
- vii) Are they happy?  
.....
- viii) Why are they happy?  
.....

4. b) Now, make a short paragraph with the answers you have written. You can use the joining words *and*, *with*, *so*, etc.:

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5. **The school playground of Madhupur L.P. School was crowded with people. Mr. Mohan Gohain, recipient of the Sahitya Surabhi Award for his book “Flying High”, was invited for a public felicitation. At the end of the felicitation programme he was interviewed by a correspondent of News Channel, Ranju Dutta. Read what she asked him.**

R. Dutta : Hello, Sir.

M. Gohain: Hello.

R. Dutta : Congratulations Sir!

M. Gohain : Thank you.

R. Dutta : We are very proud of you. You have won a prestigious award in literature. The audience would like to know something about your book. Please tell us about your book in short.



M. Gohain: Of course. It is about a brave little girl who fights for her rights. She was not sent to school by her parents. But with her strong will, she completed her studies and became a pilot.

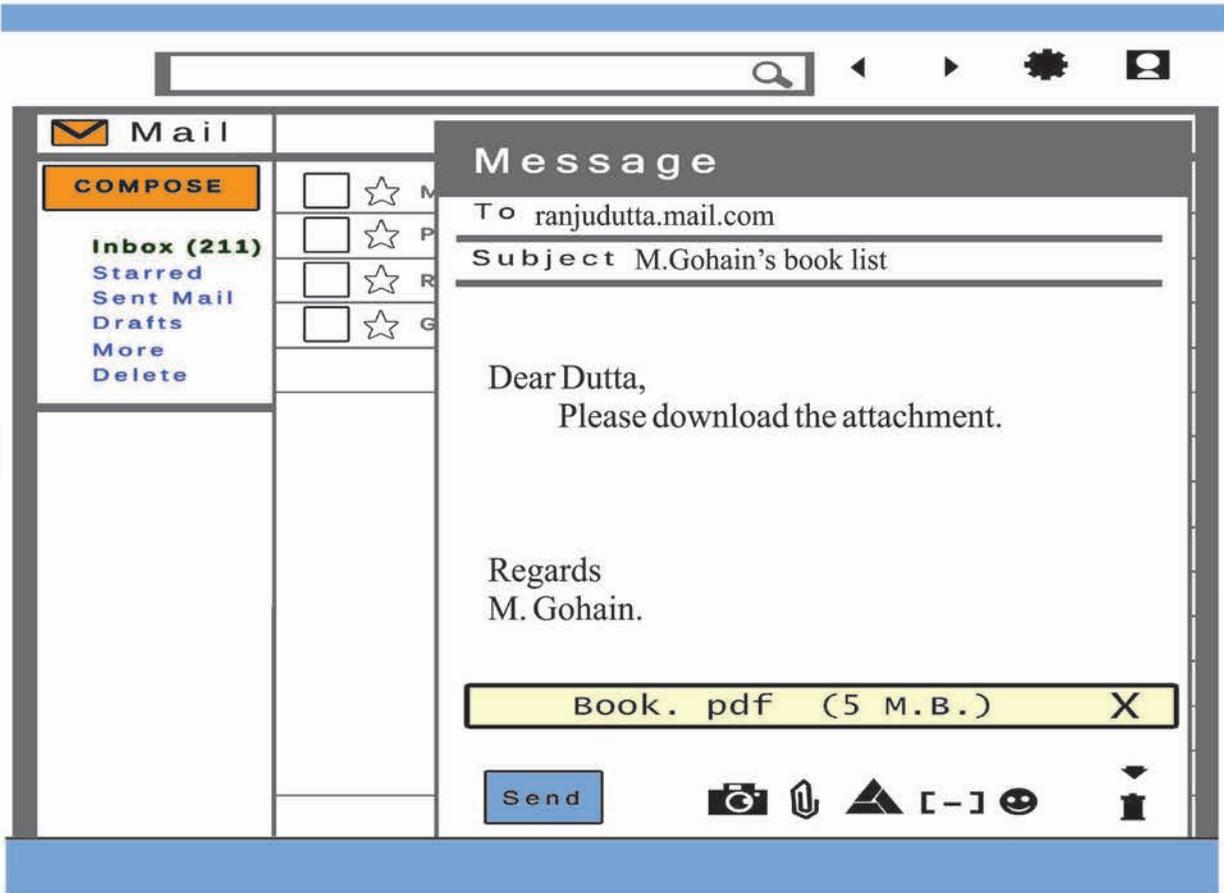
R. Dutta : That’s great! Hope you will write more books to inspire our readers. Wish you all the best Sir.

M. Gohain: Thank you.

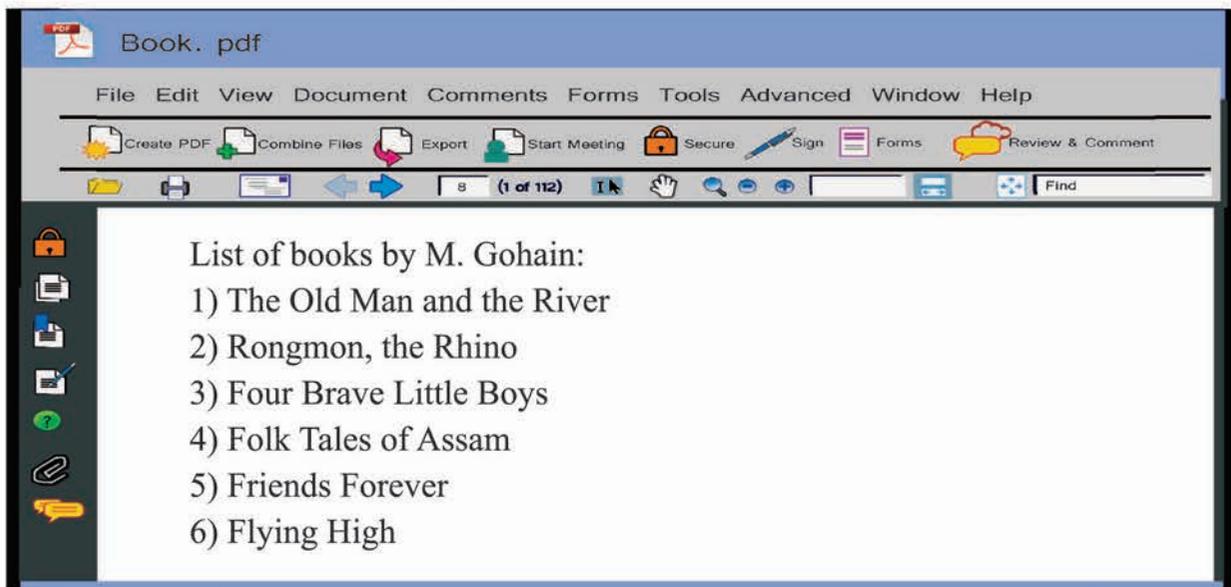
Ranju : Welcome. Thanks for giving us your valuable time.

M. Gohain: Dutta, can you give me your email ID? I can send a list of my books.

Ranju Dutta gives her email ID to Mr. Gohain.



Ranju opens her email and finds the attached document. She downloads it and takes a printout.



**6. Choose and write the correct option:**

**A. Mr. M. Gohain wrote the book:**

- i) Flying Height
- ii) Flying High
- iii) Fly High
- iv) The Flying High

**B. For what programme was Mohan Gohain invited?**

- i) For a public appearance
- ii) For a public felicitation ceremony
- iii) For a public meeting
- iv) For a public gathering

**C. Name of the award that Mohan Gohain won**

- i) Sahitya Sarathi Award
- ii) Sahitya Sangrami Award
- iii) Sahitya Kandhari Award
- iv) Sahitya Surabhi Award

**D. How many books has Mr. Gohain written?**

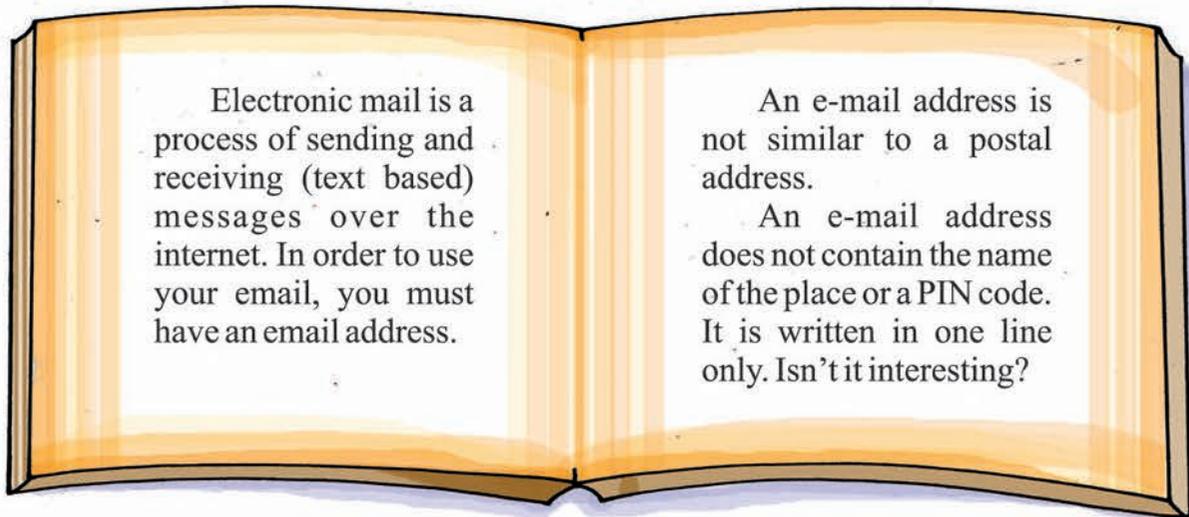
- i) eight
- ii) seven
- iii) six
- iv) four

**E. Where do we click to download an attachment?**

- i) on 'Delete'
- ii) on 'Send'
- iii) on 'Download'
- iv) on 'Drafts'



**7. Read:**



**8. Rewrite the sentences by replacing the underlined words with *she, he, it or they*:**

a) I have a computer. I like to draw on the computer.

.....

.....

b) Anjalee can send emails over the internet. Anjalee can also buy books through a computer.

.....

.....

c) Ranju and Anjalee are friends. Ranju and Anjalee often play games in the computer.

.....

.....

d) Anjalee's grandfather is a writer. Anjalee's grandfather writes books.

.....

.....

9. Write two sentences for each picture. Use the words in bold:

	<p><b>computer e-mail write</b></p> <p>a) .....</p> <p>.....</p> <p>b) .....</p> <p>.....</p>
	<p><b>sms mobile phone send</b></p> <p>a) .....</p> <p>.....</p> <p>b) .....</p> <p>.....</p>
	<p><b>cricket watch TV</b></p> <p>a) .....</p> <p>.....</p> <p>b) .....</p> <p>.....</p>
	<p><b>radio news listen</b></p> <p>a) .....</p> <p>.....</p> <p>b) .....</p> <p>.....</p>

## Lesson 8

### For the Teacher

The lesson is about the use of internet and computer.

#### Vocabulary

The teacher will introduce learners to the different parts of a computer. While mentioning CPU, the teacher will ask learners to take note that CPU stands for 'Central Processing Unit' and UPS stands for 'Uninterruptible Power Supply'.

The teacher will enrich learners with the knowledge of new words related to information and communication.

#### Reading and Writing

Activity 3 (a) is a reading text where Anjalee speaks about her grandfather. The teacher will help learners to complete the exercises in 3 (b) and (c). There is a mention of Sahitya Surabhi Award in 3(a), where the teacher will make the learners aware of one or two awards in the field of literature though the one mentioned in the lesson is a fictitious one.

Activity 5 is another reading input which is followed by multiple choice questions to test the comprehension of learners.

The teacher will tell learners the meaning of e-mail and its purpose while transacting Activity 7. The teacher will explain to learners that in order to send or receive an e-mail we need to have an e-mail ID and will tell learners that we can create an ID using gmail, yahoo, rediffmail, hotmail, etc. The teacher will help learners to complete the exercise in Activity 9.

#### Grammar Focus

Activity 8 is a revision exercise for the use of pronouns 'he', 'she', 'it', etc.

#### Learning Outcomes:

##### The learner –

1. conducts short interviews of people around him/her i.e. interviewing grandparents, teachers, school librarian, gardener, etc.
2. writes paragraphs in English from verbal, visual clues with appropriate punctuation marks and linkers

\*\*\*\*



# Persons associated with the development of the Textbook for English in Class - V

## Members of the Steering Committee

1. Commissioner & Secretary to the Govt. of Assam, Elementary Education Department, Assam : Chairperson
2. Mission Director, SSA, Assam : Vice Chairperson
3. Director, SCERT, Assam : Member Secretary
4. Director, Elementary Education, Assam : Member
5. Executive Director, SSA, Assam : Member
6. Director, ELTI, Assam, Guwahati : Member
7. Dr. Mizo Prova Borah, Lecturer cum HoD, Languages, SCERT, Assam : Member Co-ordinator
8. Dr. Ajanta Brahma, Reader, SCERT, Assam : Member
9. Apurba Thakuria, SPO, TT & Pedagogy, SSA, Assam : Member
10. Mazafar Ali, State Consultant, TT & Pedagogy, SSA, Assam : Member
11. Surajit Kalita, State Consultant, TT & Pedagogy, SSA, Assam : Member

## Reviewers and other Representatives in the Workshops for Review

- Sawpon Dowerah, Former A.O., SEBA
- Dr. Mizo Prova Borah
- Krishna Dutta Deka
- Mazafar Ali
- Prof. Padmini Bhuyan Boruah, Dept. of ELT, G. U., Assam
- Samhita Malini Baruah
- Chitra Lekha Sarma
- Diganta Kalita

## Technical Assistance

- Mridul Sarma
- Praponsa Borah

## Members of the Academic Core Group

1. Sawpon Dowerah
2. Dr. Mizo Prova Borah
3. Ranjit Kumar Kalita
4. Krishna Dutta Deka
5. Samhita Malini Baruah
6. Chitra Lekha Sarma
7. Parameswar Das
8. Mazafar Ali



## Resource Persons/Participants/ Facilitators in charge in the Workshops for developing the textbook

1. Prof. Madan M. Sharma
2. Dr. Partha Sarathi Misra
3. Sawpon Dowerah
4. Dr. Mizo Prova Borah
5. Krishna Dutta Deka (TLM for Teacher Support)
6. Samhita Malini Baruah (Compiling, Illustration, Editing Activities)
7. Parveen Ahmed (Teacher Notes/Compiling and Editing)
8. Chitra Lekha Sarma (Compiling and Editing Activities)
9. Mazafar Ali (Resource Support)
10. Hirendra Kumar Kalita (Local Specific Elements for Classroom Transaction)
11. Rajlakshmi Sarma (Compiling Activities)
12. Diganta Kalita (Teacher representative for textbooks on trial in school)
13. Dr. Juri Devi (Resource Centre Management & Textbook Analysis for Activities related to gender)
14. Piyanu Boruah (Documentation)

### Illustrators

1. Ananta Gogoi
2. Sankar Kalita
3. Horojyoti Sarma

### Academic Coordinator

Dr. Mizo Prova Borah

### DTP Operators

1. Rinku Deka
2. Himangshu Hazarika

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