

# *My English Book*



**Class - IV**



DIRECTORATE OF TEACHER EDUCATION AND  
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# **My English Book**

## **Class IV**

**(Experimental Edition)**

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## PREFACE

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

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

Any suggestions for the improvement of the book are welcome.

Commissioner-cum-Secretary  
Department of School and Mass Education,  
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# CONTENTS



Sl No.	Lesson	Page No.
	Introduction	
	<b>PART - I</b>	
	<b>Trailer Lessons</b>	
	Trailer Lesson-1	1
	Trailer Lesson-2	6
	Trailer Lesson-3	11
	Trailer Lesson-4	17
	Trailer Lesson-5	22
	<b>PART - II</b>	
	<b>Main Lessons with Follow-up Lesson</b>	
01.	→ Dogs (poem) → After a Bath	27
02.	→ The Cat and the Mouse → The Myself Baby → Wanted	35
03.	→ Cats (poem) → Bunny Rabbit	47
04.	→ The Squirrel with a Long Tail → Nick and Andy	54





# CONTENTS



Sl No.	Lesson	Page No.
<b>Test - 1</b>		
05.	→ If I Met (poem) → Strange Talk	68
06.	→ The Blue Jackal → The Money-Lender Jackal	77
07.	→ Little Naughty Nandi (poem) → Days of the Week	89
08.	→ The Stranger at the Door → The Poor Old Couple	98
<b>Test - 2</b>		
<b>Appendices</b>		
	Appendix-I Notes to the Teachers, Parents, Tutors and Inspecting Officials.	112
	Appendix-II Four Basic Techniques	120
	Appendix-III Some Important Tips	122
	Appendix-IV Learning Indicators for Class-IV	125



## INTRODUCTION

### **The Secret of Language Learning**

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

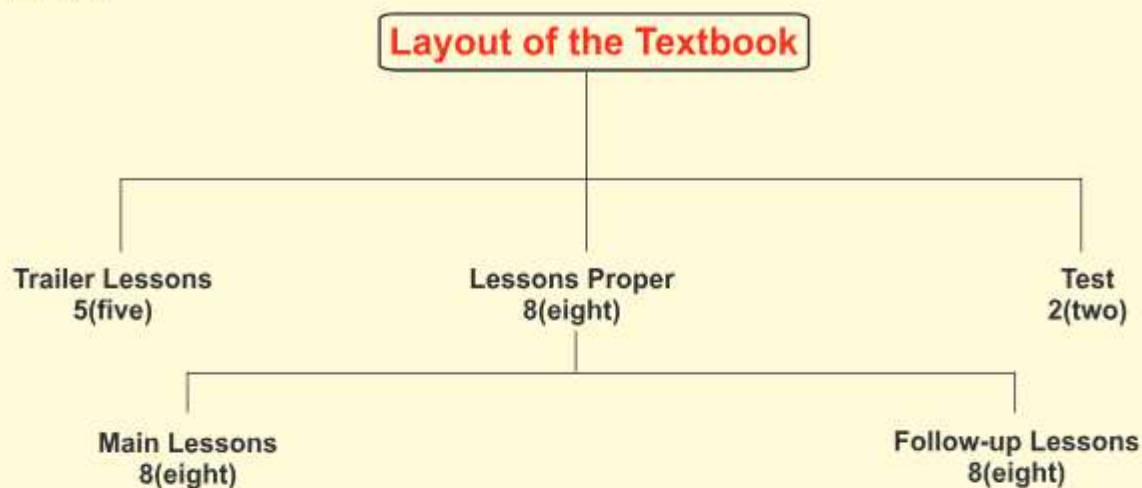
What implication does this have for teaching English to our learners? First, our learners should be sufficiently exposed to English through listening. In case of acquiring mother tongue, a child listens to the language for long to be able to speak. Listening to the language lays foundation for speaking. Do we provide enough exposure to English through listening before teaching our learners to speak and write in our Odia medium schools ? Certainly not. We usually tend to start teaching English from reading and writing. This is why our learners in Odia medium schools face difficulties in learning English. Then, how to overcome such difficulties ? In order to do this we have to change the current trend of teaching English. Instead of beginning teaching of reading and writing, we should first develop the listening and speaking skills of our learners through storytelling and TPR (Total Physical Response) activities. The current Primer of English ( Class III) has, therefore , been revised and rewritten with enough pre-primer activities (story-telling, Rhymes, Known English Words, TPR, etc.) before learners learn to read and write.

### **The Textbook**

The class IV English textbook has also been revised and rewritten keeping in mind the development of listening and speaking skills of our learners along with the skills of reading and writing. In this book there are enough listening and speaking activities provided under



each lesson mainly through listening and speaking activities. The layout of the book is as follows.



The trailer lessons, as the name suggests, are trailers from main lessons, simple parts, served with rhymes and action songs. The main purpose of this section is to help the learners learn what they have not learned before. Currently, majority of learners are below their class level in terms of skills, more so in English classes. If their skills are not levelled up through right kind of learning, the main lessons will not work and the teacher will take recourse to reading aloud and explaining the text often in Odia and somehow to complete the course as they were accustomed to doing before. The tasks provided, therefore, are tasks for beginners ( Class III) such as handwriting, writing words, phrases and simple sentences mostly of copying kind- listen and talk, see and write. These five trailer lessons serve as steps for reaching the lessons proper.

### Lessons Proper

There are eight lessons – 4 prose pieces and 4 poems. These pieces are very carefully chosen, the main criteria of selection being simplicity (language) and interest value for the young learners of 9-10 years old. Each lesson has three major sections: Pre-reading, While-reading and Post-reading. The purpose of pre-reading is to motivate the learners to read the text. The while-reading phase is devoted to interactive reading. The learner is taught to interact (communicate) with the writer through the text. This is the most important phase of the lesson. If this part is not properly done, the next phase, post-reading, becomes futile. The post-reading phase is devoted to interesting learning activities based on the text. While doing these activities, the learner reads and rereads the text on his/her own without being conscious of the fact that s/he is reading so many times. The activities become the main product and learning skills become the by-product.

### Follow-up Lessons

These are, in fact, sub-lessons of the main lessons. In this book, one sub-lesson is given under each main lesson. These are called follow-up lessons. The sub-lessons are



shorter and simpler than the main lesson. The themes are related to the themes of the main lessons. Compared to the main lessons, the sub-lessons are less controlled in the sense that both the teacher and learners are given freedom to work on their own. The primary purpose of the approach is development of autonomous learning. While the questions and activities are provided in the main lessons by the editors, teachers are encouraged to frame their own questions and activities for sub-lessons. Similarly, the learners are encouraged to read and comprehend the text and do the activities on their own with less guidance from the teachers. Learners are encouraged to self-correct and peer-correct their own writings. The other purpose of these sub-lessons is to relate the main text to their daily life experiences and real life use of English. In other words, they are discouraged to be textbookcentric.

## Tests

There are two tests, one after the 4th lesson and the other at the end. The tests are of 100 marks each. The tests intend to test the English language skills of the learners, the skills expected to be developed through these lessons. The test results will provide feedback to both the learners and the teachers. The learners will get the feedback whether they have developed the English language skills studying the text or not and the teacher will get the feedback whether they have been successful in helping the learners develop the expected English language skills or not. The tests will also help teachers frame similar small tests to be administered to students on a regular basis .

## Interlinking Materials and Methods

During the early phase of textbook writing, methods of teaching were not reflected in the textbook. So the teachers used their own ways up handling the methods. Attempts have, therefore, been made in the book to link material and method. The material writers while preparing the textbook, visualised the method the teacher is to use to transact the materials in the classroom. As a result, only those persons having first-hand experience of teaching are asked to prepare material and try-out them with real learners. The general approach suggested is learner-centred and activity –oriented approach with some specific techniques of teaching such as BS (Brainstorming), Chain-Drill, VMDT (Visual Memory Development Technique) and MT (Mental Talk).A brief description of these four techniques is provided in Appendix-III; Notes on Methods . The introduction along with four Appendices constitute a training package for the teachers. The book is based on the principle of NCF (National Curriculum Framework) 2005 and pedagogy.



## ପ୍ରିୟ ଛାତ୍ରଛାତ୍ରୀ

ତୁମେମାନେ ପ୍ରଥମରୁ କେମିତି ଇଂରାଜୀ ସହଜରେ ଶିଖିବ ସେଇଥିପାଇଁ ଏ ବହିଟି ପ୍ରସ୍ତୁତ କରାଯାଇଛି । ଇଂରାଜୀ ଶିଖିବା ସମ୍ବନ୍ଧରେ ତୁମମାନଙ୍କୁ ଆମେ କିଛି କହିବାକୁ ଚାହୁଁ । ତୁମେ ସବୁ ଶୁଣିବତ ?

ଇଂରାଜୀ ଶିଖିବା କ'ଣ ପାଇଁ ଦରକାର ? ଏ ବିଷୟରେ ନିଶ୍ଚୟ ତୁମମାନଙ୍କର କିଛି ଧାରଣା ଅଛି । ପ୍ରଥମ କଥା ହେଲା କଲେଜ ପାଠ ସାରିବା ପର୍ଯ୍ୟନ୍ତ ଇଂରାଜୀ ତୁମମାନଙ୍କପାଇଁ ଏକ ବାଧ୍ୟତାମୂଳକ ବିଷୟ । ଏହା ବ୍ୟତୀତ ତୁମେମାନେ ଯଦି ମେଟ୍ରିକ୍ ପାଠ ପରେ ପୁଣି ତୁ ଠାରୁ ବିଜ୍ଞାନ ପଢ଼ିବା ପାଇଁ ଚାହିଁବ, ସେ ପାଠସବୁ ତୁମମାନଙ୍କୁ ଇଂରାଜୀ ଭାଷା ମାଧ୍ୟମରେ ପଢ଼ିବା ପାଇଁ ପଢ଼ିବ ଏବଂ ତାପରେ ଯଦି ମେଡ଼ିକାଲ୍ ବା ଇଞ୍ଜିନିୟରିଂ ପଢ଼ିବ, ସେସବୁ ପାଠ ତୁମମାନଙ୍କୁ ଇଂରାଜୀରେ ହିଁ ପଢ଼ିବାକୁ ପଡ଼ିବ । ଆମ ରାଜ୍ୟ ବାହାରକୁ ଗଲେ ତୁମମାନଙ୍କୁ ଇଂରାଜୀରେ କଥାବାର୍ତ୍ତା କରିବାକୁ ପଡ଼ିବ । ବଡ଼ ହୋଇ ଚାକିରୀ କଲେ ଚାକିରୀର କାମ ପାଇଁ ଇଂରାଜୀ ନିହାତି ଜାଣିବାକୁ ପଡ଼ିବ । ଆଉ ଯଦି ଚାକିରୀ ପାଇଁ ଦେଶ ବାହାରକୁ ଯିବାକୁ ପଡ଼ିବ, ଇଂରାଜୀ ନହେଲେ ନ ଚଳେ ।

ତେଣୁ ପ୍ରଶ୍ନ ଉଠେ ଇଂରାଜୀ ଶିଖିବା କିମିତି ? ଇଂରାଜୀ ଶିଖିବା ବିଷୟରେ ଆମମାନଙ୍କର କିଛି ଭୁଲ୍ ଧାରଣା ଅଛି । ଆମ ସେସବୁ ଭୁଲ୍ ଧାରଣାକୁ ଦୂର କରିବାକୁ ପଡ଼ିବ । ପ୍ରଥମ ଭୁଲ୍ ଧାରଣା ହେଲା ଇଂରାଜୀ ଗୋଟିଏ କଷ୍ଟ ବିଷୟ । ସତରେ ତାହା ନୁହଁ । ଅନେକ ଦିଗରୁ ଇଂରାଜୀ ଭାଷା ଓଡ଼ିଆ ଠାରୁ ସହଜ । ପ୍ରଥମ କଥା ହେଲା, ଇଂରାଜୀ ଅକ୍ଷର ଲେଖା ଓଡ଼ିଆ ଅକ୍ଷର ଲେଖା ଠାରୁ ସହଜ । ଯିଏ ଓଡ଼ିଆ ଲେଖା ଶିଖି ସାରିଛି ଇଂରାଜୀ ଲେଖା ତା ପାଇଁ କିଛି ନୁହଁ । ଓଡ଼ିଆ ଲେଖାରେ କଷ୍ଟ ହେଲା ଯୁକ୍ତାକ୍ଷର । ଇଂରାଜୀରେ ଯୁକ୍ତାକ୍ଷର ନାହିଁ କହିଲେ ଚଳେ । ଆମର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ଗୋଟିଏ ଭାଷା ଅନ୍ୟ ଭାଷାଠାରୁ ବେଶ୍ ଅଲଗା । ଏଇ ଯେମିତି ଆମେ ଭାରତ ଓଡ଼ିଆ ଠାରୁ ଇଂରାଜୀ ବେଶ୍ ଅଲଗା । ସତରେ ତାହା ନୁହଁ । ସବୁ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ପାଖାପାଖି ଅଣା ପ୍ରତିଶତ ସାମଞ୍ଜସ୍ୟ ରହିଛି । ଭାଷାମାନଙ୍କର ମୁଖ୍ୟ ଦକ୍ଷତା (ଶୁଣିବା, କହିବା, ପଢ଼ିବା, ଲେଖିବା) ମାନଙ୍କ ମଧ୍ୟରେ ମଧ୍ୟ ସେମିତି ସାମଞ୍ଜସ୍ୟ ରହିଛି । ତା ଅର୍ଥ ହେଲା ଗୋଟିଏ ଭାଷା ଜାଣିଥିବା ଲୋକ ପାଇଁ ଅନ୍ୟ ଭାଷା ଶିଖିବା ସହଜ । ଯଦି ଜଣେ ଓଡ଼ିଆ ଭାଷା ଶିଖିଛି, ତା ପାଇଁ ଇଂରାଜୀ ବା ଯେ କୌଣସି ଭାଷା ଶିଖିବା ସହଜ ।

ଆମମାନଙ୍କର ଆଉ ଗୋଟିଏ ଭୁଲ୍ ଧାରଣା ହେଲା ସ୍କୁଲକୁ ଇଂରାଜୀ ଶିଖିବାପାଇଁ ଆସିବା ପୂର୍ବରୁ ଆମେ କିଛି ଇଂରାଜୀ ଜାଣି ନାହିଁ । ଇଂରାଜୀ ଆମମାନଙ୍କ ପାଇଁ ପୁରାପୁରି ଗୋଟିଏ ନୂଆ ବିଷୟ । ଏ ଧାରଣା କିନ୍ତୁ ଠିକ୍ ନୁହଁ । ଆମ ବାତାବରଣରୁ ତୁମେ ସବୁ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖି ସାରିଛ । ଏଇ ଦେଖୁନ କେବଳ ସାଇକେଲ୍ ସମ୍ବନ୍ଧରେ ତୁମେମାନେ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଛ । ସାଇକେଲର ସବୁ ପାର୍ଟସ୍ ସର ନାମ କହିଲ । ବହୁ ପାର୍ଟସ୍ ଓଡ଼ିଆ ଆମେ ଜାଣିନୁ । ଏଇ ଯେମିତି ହାଣ୍ଡେଲ୍, ବ୍ରେକ୍, ଟ୍ୟୁବ୍, ଟାୟାର ଇତ୍ୟାଦି ଇତ୍ୟାଦି । ସେମିତି ତମେ ଯାନବାହାନ, ଖାଦ୍ୟପେୟ, ଡ୍ରେସ୍, ଖେଳ, ଡାକ୍ତରଖାନା, ସିନେମା ଟିଭି, ଟ୍ରେନ୍ ଆଦି ବିଷୟରେ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିଛ । କେବଳ ମୋବାଇଲ୍ ପାଇଁ କେତେ କଣ ଇଂରାଜୀ ଶବ୍ଦ ଅଛି ଦେଖିଲ । ସ୍କୁଲରେ ଇଂରାଜୀ ଶିଖିବା ପୂର୍ବରୁ ଚାନ, ରୁଷିଆ ଭଳି ଦେଶମାନଙ୍କର ଛାତ୍ରଛାତ୍ରୀ କେବଳ ୧୦ ରୁ ୧୫ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିଥିଲା ବେଳେ ତୁମେମାନେ ପାଖାପାଖି ହଜାରେ ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିସାରିଛ । ତେଣୁ ଇଂରାଜୀ ଶିଖିବା କାହାପାଇଁ ସହଜ- ତୁମମାନଙ୍କ ପାଇଁ ନା ସେମାନଙ୍କ ପାଇଁ ?

ଆମମାନଙ୍କର ଆଉ ଗୋଟିଏ ମସ୍ତବଡ଼ ଭୁଲ୍ ଧାରଣା ହେଲା ଇଂରାଜୀ ମିଡ଼ିୟମ୍ ସ୍କୁଲରେ ପ୍ରଥମ ଶ୍ରେଣୀରୁ ଇଂରାଜୀ ପଢ଼ିଲେ ଇଂରାଜୀ ଭଲ ହୁଏ । ଯେଉଁ ଛାତ୍ରଛାତ୍ରୀ ଇଂରାଜୀ ମିଡ଼ିୟମ୍ ସ୍କୁଲରେ ପଢ଼ନ୍ତି ସେମାନେ ଇଂରାଜୀ ଜାଣିଲା ଭଳି ବାହାରକୁ ଜଣାପଡ଼ନ୍ତି । କିନ୍ତୁ ଏହାର ଅର୍ଥ ନୁହେଁ ଯେ ତୁମେମାନେ ଇଂରାଜୀ ଠିକ୍ଭାବରେ କହିପାରିବ ନାହିଁ କାରଣ ଇଂରାଜୀ ଭାଷାଶିକ୍ଷା ମାତ୍ରଭାଷା ଶିକ୍ଷା ମାଧ୍ୟମରେ ଭଲ ହୋଇଥାଏ ।

ପୃଥିବୀର ସବୁଠାରୁ ବିଦ୍ୟା ବୁଦ୍ଧି ଥିବା ଲୋକେ ନୋବେଲ୍ ପ୍ରାଇଜ୍ ପାଇଥାନ୍ତି । ଏହା ସତକି ମିଛ ? ପଚାରି କୁଝିଲ ସେମାନେ ସବୁ ସେମାନଙ୍କ ମାତୃଭାଷା ମାଧ୍ୟମରେ ମୂଳରୁ ପଢ଼ିଥିଲେ ନା ଅନ୍ୟଭାଷାରେ ? ପ୍ରତିବର୍ଷ ଜାପାନର କିଛି ଲୋକ



ନୋବେଲ ପ୍ରାଇଜ୍ ନିଷ୍ପନ୍ନ ପାଇଥାନ୍ତି । ବୁଝିଲ ସେମାନେ ଜାପାନୀ ଭାଷାରେ ନା ଇଂରାଜୀ ଭାଷାରେ ପାଠ ପଢ଼ିଛନ୍ତି ?

ସେହିପରି ପ୍ରଥମ ଶ୍ରେଣୀରୁ ଇଂରାଜୀ ପଢ଼ିଲେ ଯେ ଇଂରାଜୀ ଭଲ ହେବ ତାହା ଠିକ୍ ନୁହଁ । ବରଂ ପ୍ରଥମରୁ ମାତୃଭାଷାରେ ବେଶ୍ କିଛି ବର୍ଷ ଭଲ ପାଠ ପଢ଼ି ପରେ ଇଂରାଜୀ ପଢ଼ିଲେ ଇଂରାଜୀ ଭାଷା ଜ୍ଞାନ ଭଲ ହୁଏ । ତୁମେ ସବୁତ ଇଂରାଜୀ ଦୃତୀୟ ଶ୍ରେଣୀରୁ ପଢ଼ୁଚ । ଆମେ ଯେଉଁମାନେ ତୁମ୍ଭମାନଙ୍କ ପାଇଁ ଏହି ଇଂରାଜୀ ବହି ଲେଖୁଛୁ ଆମେ ପ୍ରାୟ ସମସ୍ତେ ଚତୁର୍ଥ ଶ୍ରେଣୀରୁ ଇଂରାଜୀ ପଢ଼ିଥିଲୁ । ଇଂରାଜୀ ଶିଖିବାଟା କେତେ ତଳ କ୍ଲାସ୍‌ରୁ ଇଂରାଜୀ ଶିଖିଲ ତା ଉପରେ ନିର୍ଭର କରେ ନାହିଁ । ନିର୍ଭର କରେ ଇଂରାଜୀ କେମିତି ପଢ଼ାଯାଇଛି, ତାର ପାଠ୍ୟପୁସ୍ତକ, ପାଠ ପଢ଼ି ଏବଂ ଶିକ୍ଷକଙ୍କର ଦକ୍ଷତା ଉପରେ । ସେଇ ଦୃଷ୍ଟିରୁ ତୁମ୍ଭମାନଙ୍କ ପାଇଁ ଏ ବହିଟି ଅତି ଯତ୍ନର ସହ ପ୍ରସ୍ତୁତ କରାଯାଇଛି । କେଉଁ ପଢ଼ିରେ ପଢ଼ାଯିବ ସେସବୁ ଦିଆଯାଇଛି । ତା ବ୍ୟତୀତ ଇଂରାଜୀ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀମାନେ ବହିଟି କିମିତି ପଢ଼ାଇବେ ସେ ବିଷୟରେ ତଥ୍ୟ ସହ ପ୍ରଶିକ୍ଷଣ ମଧ୍ୟ ଦିଆଯାଇଛି ।

ଶେଷରେ ଇଂରାଜୀ ଶିଖିବା ପାଇଁ ତୁମେ କ'ଣ ସବୁ କରିବ ଏବଂ କଣ ନ କରିବ ସେ ବିଷୟରେ ପଦେ କୁହାଯାଇଛି ।

### କଣ କରିବ :

**ଶୁଣିବା :** ସବୁ ଭାଷାର ମୂଳ ଦକ୍ଷତା ହେଲା ଶୁଣିବା । ଇଂରାଜୀରେ ତୁମର ଶୁଣିବା ଦକ୍ଷତା କେମିତି ବଢ଼ାଇବ ?

କ୍ଲାସ୍‌ରେ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ଯେଉଁସବୁ ଇଂରାଜୀ କହୁଛନ୍ତି, ସେସବୁ ମନଦେଇ ଶୁଣ । ଶୁଣିବା ପାଇଁ ଯେଉଁ କାମ ଦେଉଛନ୍ତି ମନଦେଇ କର । ତାଛଡ଼ା ବାହାରୁ ମଧ୍ୟ ତୁମେ ଇଂରାଜୀ ଶୁଣିପାରିବ, ଏଇ ଯେମିତି — ଟିଭି ନିଉଜ୍, କ୍ରିକେଟ୍ ଖେଳର ଇଂରାଜୀ ବିବରଣୀ ବା କ୍ଷେପନରେ ଇଂରାଜୀ ଏନାଉସ୍‌ମେଣ୍ଟ ।

**କହିବା :** ଶ୍ରେଣୀ ଗୃହରେ ଯେତେପାର ଇଂରାଜୀ କୁହ । ଇଂରାଜୀ କହିବା ଶିଖାଇବା ପାଇଁ ଶିକ୍ଷୟିତ୍ରୀମାନେ ଯେଉଁ ସବୁ କାମ ଦେଉଛନ୍ତି ସେସବୁ ମନଯୋଗ ସହ କର । ଏଇ ଯେମିତି ଟେନ୍ ଡ୍ରଲ୍ ଓ ଇଂରାଜୀ କଥୋପକଥନ । ସ୍କୁଲ ବାହାରେ ଇଂରାଜୀ କହିବାର ଆମଠାରେ ସୁଯୋଗ ନାହିଁ ସେଥିପାଇଁ ମନେ ମନେ ଇଂରାଜୀ କୁହ । ଯେଉଁ ଗପ ସବୁ ତୁମେ ଇଂରାଜୀ କ୍ଲାସ୍‌ରୁ ଶୁଣିଛ ସେସବୁ ମନେ ମନେ ଗୁଣୁଗୁଣୁ କର । ସେସବୁ ମନେ ମନେ କହିଲେ ଇଂରାଜୀ କହିବା ଶୀଘ୍ର ଶିଖିଯିବ ।

**ପଢ଼ିବା :** ବହିଟିରେ ପଢ଼ିବା ପାଇଁ ବେଶ୍ କିଛି ଗୀତ ଗପ ଅଛି । ସେସବୁ ମନଦେଇ ପଢ଼ । ଆମ ସ୍କୁଲ ବାହାର ବାଟାବରଣରେ ମଧ୍ୟ ବେଶ୍ କିଛି ଇଂରାଜୀ ଲେଖା ଅଛି । ସେସବୁ ପଢ଼ । ଏଇ ଯେମିତି ଆମେ ଯେଉଁସବୁ ଜିନିଷ ଜିଣୁ — ଚୁଥ୍‌ପେଷ୍ଟ, ସାବୁନ୍, ଇତ୍ୟାଦି — ସେସବୁ ଖୋଳରେ ଇଂରାଜୀ ଲେଖା ଅଛି । ସେ ସବୁକୁ ପଢ଼ ଏବଂ ବୁଝ । ଆମ ଓଡ଼ିଆ ଖବର କାଗଜରେ ବି ଅନେକ କିଛି ଇଂରାଜୀ ଲେଖା ଅଛି । ସେ ସବୁକୁ ଦେଖ, ପଢ଼ି ଓ ବୁଝିବାକୁ ଚେଷ୍ଟା କର । ଆମ ରାଜ୍ୟ ଓ ଦେଶର ଦୋକାନ ବଜାରର ନାମ ଫଳକରେ, ଏପରିକି ଗୋଟିଏ ଟ୍ରକ୍ ପଛରେ ବେଶ୍ କିଛି ଇଂରାଜୀ ଲେଖା ଅଛି । ସେସବୁକୁ ପଢ଼ ଏବଂ ବୁଝ । ଏମିତି ସ୍କୁଲ କ୍ଲାସ୍ ଭିତରେ ଏବଂ ବାହାରେ ଇଂରାଜୀ ମିଶିକରି ପଢ଼ିଲେ ଇଂରାଜୀ ଶିଖିବା ସହଜ ହେଇଯିବ ।

**ଲେଖିବା :** ଲେଖିବାଟା ସବୁଠାରୁ ବେଶୀ କଷ୍ଟ କାମ । ବହିଟିରେ, ତୁମ୍ଭପାଇଁ ବହୁତ ଲେଖା କାମ ଦିଆଯାଇଛି । ସେସବୁ କଲେ ଇଂରାଜୀ ଲେଖା ସହଜ ହେବ । ତାଛଡ଼ା ତୁମେ କ୍ଲାସ୍ ବାହାରେ ଯେଉଁ ସବୁ ଲିଖ କରୁଛ, ସେସବୁ ଇଂରାଜୀରେ କର । ବାହାରେ ଅନେକ ଇଂରାଜୀ ଫର୍ମ ସବୁ ଅଛି, ଏଇ ଯେମିତି ଟ୍ରେନ୍ ରିଜରଜେସନ୍ ଫର୍ମ, ମନିଅର୍ଡର ଫର୍ମ, ବ୍ୟାଙ୍କ ବା ପୋଷ୍ଟ ଅଫିସ୍‌ରେ ଟଙ୍କା ଜମା ଓ ଉଠାଇବାର ଫର୍ମ, ସେସବୁ ପୂରଣ କର । ତଦ୍ୱାରା ଇଂରାଜୀ ଲେଖା ଶିଖିବା ସହଜ ହେବ ।

**କ'ଣ ନ କରିବ :** ପ୍ରଥମ କଥା ହେଲା ତୁମେମାନେ ମାନେବହି (Meaning Book) ଆଦୌ ପଢ଼ିବନି । ଏହାଦ୍ୱାରା ତୁମେମାନେ ତୁମ୍ଭମାନଙ୍କ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ କାମ କରିବ ନାହିଁ । ଅସଲ କଥା ହେଲା ବହିଟିରେ ଥିବା କାମଗୁଡ଼ିକୁ ନିଜେ ନିଜେ କର । ବାହାର ସାହାଯ୍ୟ ନିଅ ନାହିଁ ।

ଏ ଲେଖାଟି ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ ଥିଲେ ମଧ୍ୟ ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ପିତାମାତା ତଥା ଚିତ୍ତଚରମାନେ ପଢ଼ିବା ଓ ଜାଣିବା ନିହାତି ଦରକାର ।





## LESSON -1

## Session -1



Let us sing and act :

## Action song-I

This is the way  
We brush our teeth,  
We brush our teeth,  
So early in the morning.

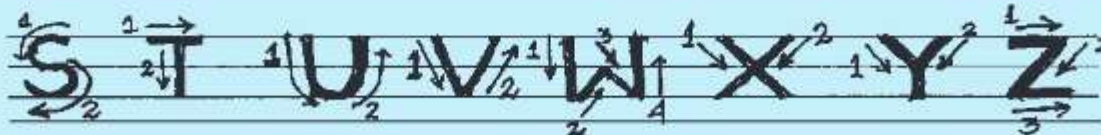
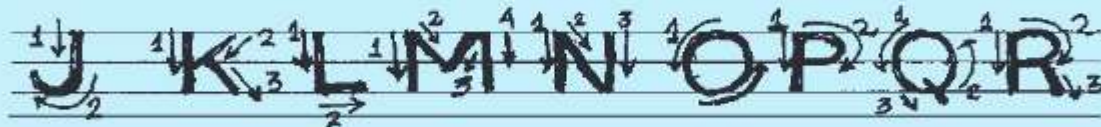
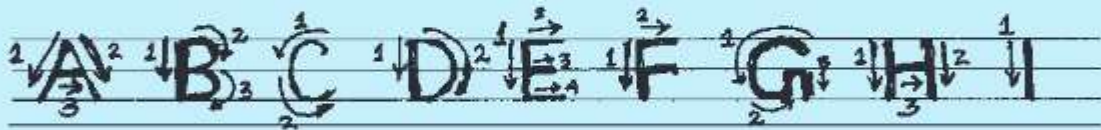


## Steps

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings with action and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last line "So early in the morning" aloud, students repeat after him/her.

## Let us write :

Writing Letters (Capital) with proper stroke and movement.  
Write the letters.

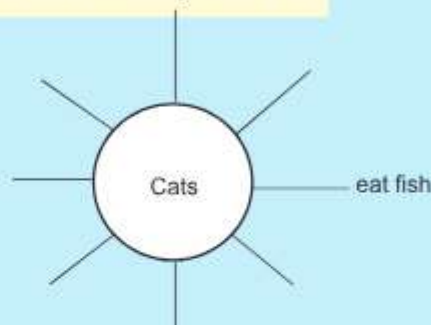


**Note :** The teacher will first show writing the letters with right strokes and direction of hand movement on the blackboard one by one. Students will repeat after him/her. One letter at a time should be done. All the capital letters are written in upper three lines.

## Session -2

### I Pre-reading

- The teacher writes the word "Cats" in a circle on the blackboard.
- S/he asks them to storm their brains and say words related to "Cats".
- S/he writes them all on the board around the word "Cats" drawing lines to it.



### II While-reading

- The teacher reads aloud the following text slowly pointing each word s/he reads S/he writes the poem on the blackboard.
- S/he reads aloud one line. Students read aloud the same line pointing their fingers at the words they read in the text.
- Students read the text silently.

#### Text: Poem



Cats live  
Anywhere  
Under the table  
On the chair.  
Cats live anywhere.



The teacher asks the following questions. Students answer orally.

- What is the poem about?
- Where do cats live?
- Cats live under.....
- Cats live on.....



## Session -3

### III Post-reading

#### Let us speak

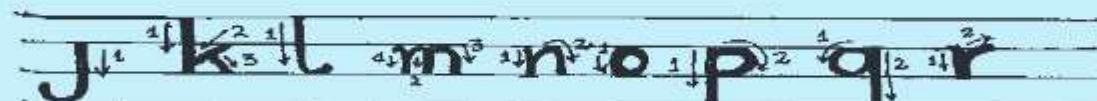
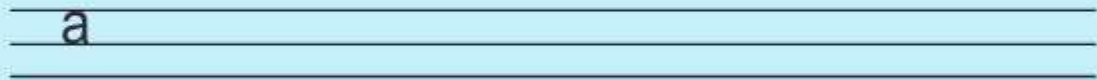
- (i) **Chain –drill:** Cats live anywhere.  
(ii) **Reading Aloud:**

- The teacher reads aloud one line of the poem and students repeat after him/her.
- The teacher reads aloud one line and students read aloud another line.
- One group reads aloud one line and the next group reads aloud the other line.

#### Let us talk mentally

Cats live anywhere ,  
Under the table,  
On the chair.

#### Let us write



**NOTE:** The Teacher shows on the blackboard how to write each small letter in the four lines. S/he shows the proper stroke and right direction of hand movement. One letter at a time is the golden rule. The letters-a,b,d,f,h,l,t, are written in upper three lines ; the letters-c,e,i,k,m,n,o,r,s,u,v,w,x,z are placed between middle two lines and the letters-g,j,p,q,y are placed in lower three lines.



## Session - 4

Let us sing and act :

### Action song-II

This is the way  
We comb our hair,  
We comb our hair,  
So early in the morning.



- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last line "So early in the morning" aloud, students repeat after him/her.

Let us write :

Complete the Sentences

1. Where do cats live?

Cats live under \_\_\_\_\_.

Cats live on \_\_\_\_\_.

Cats live \_\_\_\_\_.

## Session - 5

Let us sing and act :

### Action Song:III

This is the way  
We wash our face,  
We wash our face,  
So early in the morning.



- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last line "So early in the morning" aloud, students repeat after him/her.

**Let us copy the Poem :** Each line two times.

Cats live

Cats Cats

Anywhere,

A A

Under the table,

On the chair.

Cats live anywhere.

## LESSON - 2

### Session -1



Let us sing and act :



#### Rhyme: TPR

Stand up,  
Wash your face,  
Brush your teeth,  
Comb your hair ,  
See your face in the mirror,  
Sit down.  
Look down.

#### Steps:

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last lines "Sit down, Look down" aloud, students repeat after him/her.

Let us write the rhyme : Each line two or three times, where possible.

Stand	St

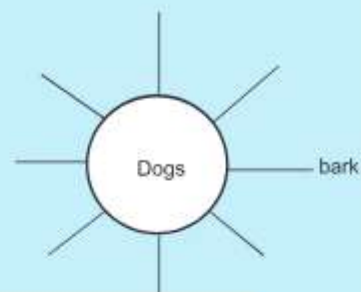


## Session -2

### I Pre-reading

#### Let us read :

- The teacher writes the word "Dogs" in a circle on the blackboard.
- S/he asks them to storm their brains and say words related to "Dogs". One is done for you.
- S/he writes them all on the board around the word "Dogs" drawing lines to it.



### II While-reading

- The teacher reads aloud the following text slowly pointing at each word. (S/he reads showing his/her book). If necessary s/he writes the poem on the blackboard.
- S/he reads aloud one line pointing finger on the words. Students read the same line aloud pointing their fingers on the words they read in the text.
- Students read the text silently.

#### Poem

Dogs I know.  
Have many shapes.  
Some are big.  
Some are small.  
Some are short.  
Some are tall.

- The teacher asks the following questions.

Students answer questions 2 to 6 in a word each.

1. What is the poem about ?
2. Dogs have many.....
3. Some are.....
4. Some are.....
5. Some are.....
6. Some are.....

## Session - 3

### III Post-reading

#### Let us speak :

- (a) Chain –drill: Dogs have many shapes.
- (b) Reading Aloud :

- The teacher reads aloud one line and students repeat after him/her.
- The teacher reads aloud one line and students read aloud another line.
- One group reads aloud one line and the next group reads aloud the other line.

#### Let us talk mentally :

“Dogs have many shapes and colours.”

#### Let us write :

- (I) What is the poem about?

The poem is about

- (ii) Dogs have

- (iii) Some are

- (iv) Some are

## Session - 4

Let us sing and act :



### Action Song - I

Teddy bear ,Teddy bear  
Turn around.  
Teddy bear ,Teddy bear  
Touch the ground.

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two line "Teddy bear, Teddy bear touch the ground" aloud, students repeat after him/her.

Let us write :

Copy the poem in good handwriting. One is done for you.(Write three times if space is available.)

Teddy bear, Teddy bear

Teddy

Turn around,

Teddy bear, Teddy bear

Touch the ground.



## Session - 5

Let us sing and act :

### Action song- II

Teddy bear , Teddy bear  
Polish your shoes.  
Teddy bear , Teddy bear  
Off to school.



- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two lines aloud, students repeat after him/her.
- The teacher asks the students to copy the poem.

Let us copy the Poem in a good hand : (Each line two or three times, where possible.)

Dogs I know

Dogs

Have many shapes

Some are big.

Some are small.

Some are short.

Some are tall.

**Session - 1**

## LESSON - 3



## Action Song-I

Clap your hands , clap your hands  
Listen to the music and clap your hands.

Stamp your feet , stamp your feet  
Listen to the music and stamp your feet.

**Let us sing and act :**

- *The teacher sings with action and students listen to him/her without looking at the text.*
- *S/he sings and students listen to him/her looking at the text.*
- *S/he reads aloud with action first two lines, students repeat after him/her.*
- *S/he reads the next two lines aloud with action, students repeat after him/her.*
- *S/he reads the last two lines "Stamp your feet, stamp your feet, Listen to the music and stamp your feet." aloud, students repeat after him/her.*
- *S/he asks students to copy the poem in a good hand.*

## Let us write the action song-l

Clap



## Session - 2

### I Pre-reading

#### Let us read :

- The teacher writes "A Cat and a Mouse" in a circle on the blackboard.
- S/he asks them to storm their brains and say what they think the lesson is about.
- S/he writes some important words/phrases they give.



### II While-reading

- The teacher reads aloud the following text slowly pointing at each word. (S/he reads showing his/her book). If necessary, S/he writes the text on the blackboard.
- S/he reads aloud one line pointing finger on the words. Students read the same line aloud pointing their fingers on the words they read in the text.
- Students read the text silently.

There was a cat. The cat was hungry.  
There was a mouse. The mouse was  
inside his hole.

Cat : Come out, come out,  
The weather is cool.

Mouse : It's good for me,  
to stay in my hole.

● ***The teacher asks the following questions.***

1. Who are there in the story ?
2. Who was hungry?
3. Where was the mouse?
4. Who said, "The weather is cool." ?
5. What did the mouse say?

### **Session - 3**

#### **III Post-reading**

##### **Let us speak :**

(a) Chain –drill : The weather is cool.

(b) Reading Aloud :

- *The teacher reads aloud one sentence and students repeat after him/her.*
- *The teacher reads aloud one sentence and students read aloud another sentence. One group reads aloud one sentence, and the next group reads aloud the other sentence. In this way the whole story is read aloud.*



### Let us write :

Copy the phrases : a hungry cat, a mouse inside the hole,


### Let us talk mentally :

The weather is very fine.

## Session - 4



### Action Song-II

Clap your hands , clap your hands  
Listen to the music and clap your hands.

Jump up high , jump up high  
Listen to the music and jump up high

### Let us sing and act :

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two lines "Jump up high, jump up high, listen to the music and jump up high" aloud, students repeat after him/her.

### Answer the following questions:

1. What is the story about ?

The story is about \_\_\_\_\_.

2. Who are there in the story ?

\_\_\_\_\_ and \_\_\_\_\_ are there in the story.

3. Who was hungry ?

\_\_\_\_\_

4. Where was the mouse ?

\_\_\_\_\_

5. Who said, "The weather is cool" ?

\_\_\_\_\_

6. What did the mouse say

The mouse said that it was good for him \_\_\_\_\_

## Session - 5

Let us sing and act :



### Action Song-III

Clap your hands , clap your hands  
Listen to the music and clap your hands.  
Turn around , turn around  
Listen to the music and turn around.

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two lines "aloud, students repeat after him/her.
- The teacher asks the students to copy the poem.

Let us copy the story :

There was a cat.

There \_\_\_\_\_



The cat was hungry.


There was a mouse.


The mouse was inside his hole.


Cat : Come out, come out,


The weather is cool.


Mouse: It's good for me,


To stay in my hole.


## Session - 1

## LESSON - 4



Let us sing and act :

### Rhyme-I



Pussy cat, pussy cat,  
Where have you been?  
I have been to London,  
To see the queen.

### Steps:

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her. S/he reads the last two lines "I have been to London, to see the queen." aloud, students repeat after him/her.
- S/he asks students to copy the poem in good handwriting.

Let us write :

- Copy the poem in good handwriting.

Pussy cat

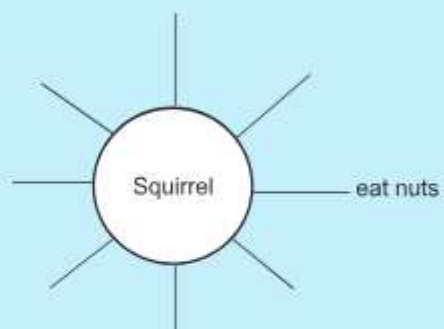


## Session - 2

Let us read :

### I Pre-reading

- The teacher writes the words "A Squirrel" in a circle on the blackboard.
- S/he asks them to storm their brains and say what they think about the squirrel and to give some related words.
- S/he writes some words/phrases on the blackboard.



### II While-reading

- The teacher reads aloud the text.
- S/he reads aloud one line pointing with his / her finger on the words. Students read aloud the same line pointing their fingers on the words.
- Students read the text silently.

### Text

There was a squirrel. It had a long tail. There was a cat.

The cat took away the tail of the squirrel.

Squirrel : Cat nany ! Cat nany !

Give me my tail back.

Cat : Go to the cow and get me some milk.  
The squirrel got milk from the cow.  
She gave it to the cat. The cat gave her tail back.

## Session - 3

### III Post-reading

## Let us speak :

- (a) **Chain -drill** : Give me my tail back.
- (b) **Reading Aloud** : Cat nany ! Cat nany ! Give me my tail back.  
Go to the cow and get me some milk.

- The teacher reads aloud one line and students repeat after him/her.
- The teacher reads aloud one line and students read aloud another line.
- One group reads aloud one line and the next group reads aloud the other line.

**Let us talk mentally :**

The squirrel got back her tail.

**Let us write :**

Copy the phrases: squirrels, a long tail, cat nany, give me my tail back  
(One phrase more than once if there is space)

[illegible]



## Session - 4



### Rhyme-I

Pussy cat , Pussy cat  
What did you do there?  
I frightened a little mouse  
Under the chair .

#### Let us sing :

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.

#### Let us write :

Copy the lines of the poem in good handwriting.

Pussy cat, Pussy cat


What did you do there?


I frightened a little mouse


Under the chair.


## Session - 5

Let us sing and act :



### Action Song-II

Clap your hands , clap your hands  
Listen to the music and clap your hands.

Turn around , turn around  
Listen to the music and turn around.

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two lines aloud, students repeat after him/her.
- The teacher asks the students to copy the poem.

Let us copy the poem in a good hand :

Clap	



## LESSON - 5

### Session - 1



Let us sing and act :



### Rhyme-I

Are you cooking ?  
Are you cooking ?  
Mother dear, Mother dear,  
Give us dinner.

### Steps:

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he asks students to copy the poem in good hand.

Let us write :

- Copy the rhyme.





## Session - 2

Let us read :

### I Pre-reading

- The teacher writes the words "A Dog" in a circle on the blackboard.
- S/he asks them to storm their brains and say what they think about the dog and to give some related words.
- S/he writes the words/phrases on the blackboard.



### II While-reading

- The teacher reads aloud the following text slowly pointing at each word. (S/he reads showing his/her book.)
- S/he reads aloud one line pointing finger on the words. Students read aloud the same line aloud pointing their fingers on the words they read in the text. Students read the text silently.

### Text

If I met a dog---  
I should say – 'Bow-Bow'  
If I met a cat---  
I should say- 'Mi-aouw'.  
If I met a tiger,  
What should I say?  
I don't know ,  
What to do?



● **The teacher asks the following questions.**

1. Who are there in the text ?
2. Who is 'I' here ?
3. Who says –'Bow-Bow' ?
4. Is the poet afraid of the tiger ? Why ?

**Session - 3**

**III Post-reading**

**Let us speak :**

- **Chain –drill** : The dog says, "Bow- Bow".  
The cat says, "Mi-aouw"
- **Reading Aloud** : If I met a tiger, what should I say ?  
I don't know what to do.

- *The teacher reads aloud one line and students repeat after him/her.*
- *The teacher reads aloud one line and students read aloud another line.*
- *One group reads aloud one line and the next group reads aloud the other line.*

**Let us talk mentally :**

Cats and dogs are our pets.

**Let us write :**

Write the names of some pets.




## Session - 4

**Let us sing and act :**



## Rhyme-II

Are you cooking ?  
Are you cooking ?  
Mother dear, Mother dear,  
Give us dinner,  
Do you hear ?

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud the first two lines with action , students repeat after him/her.
- S/he reads the next three lines aloud with action, students repeat after him/her.
- S/he reads aloud the last two lines "Mother dear, Mother dear, Give us dinner, Do you hear?"  
Students repeat after him/her.

- Copy the poem in good handwriting.

[illegible]

## Session - 5

Let us sing and act :



### Rhyme-III

Are you cooking ?  
Are you cooking ?  
Mother dear, Mother dear,  
Give us supper.  
Do you hear ?

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two lines aloud, students repeat after him/her.
- The teacher asks the students to copy the poem.

Let us copy the poem in a good hand.

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## LESSON -1



## Session -1

## DOGS

## I Pre-reading

- **Socialisation**
- Do you have a pet dog? Do your friends have pet dogs?  
Can you tell me some names of dogs, their colours and shapes?  
Let us read a short poem on 'Dogs'.

## II While-reading

## Text

The dogs I know  
Have many shapes.  
Some are big and tall  
Some are long  
And some are thin,  
And some are fat and small  
And some are so thin that  
They seem to have no shape at all.



M.G. Chute.

- Your teacher reads the poem aloud. You listen to him/her without opening the book.
- Your teacher asks you: "Who are there in this poem?"
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem in your book.
- You read the poem silently and answer the following questions.

● **Comprehension Questions:**

1. What is the poem about?
2. Who is "I" in the first line?
3. Which words in the poem tell about the shapes of dogs?

4. Which type of dogs do you like the most ?
5. What is the colour of your dog ?
6. Who is "They" in the last line of the poem ?
7. Do the thin dogs seem to have shapes ?
8. Does the poet love dogs? How do you know this ?

## Session -2

### II Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole : How many lines are there in this poem ? Which line talks about "many shapes" ? Where is "big and small" ? Which line talks about "thin" ?

Part : Last four lines: so thin, no shape, fat and small

#### 2 Comprehension Activities:

**MCQs : Choose the right answer from the options given.**

1. The dogs have \_\_\_\_\_.  
(A) one shape      (B) two shapes  
(C) three shapes      (D) many shapes
2. Which of the following describes only about the shapes of dogs?  
(A) red and bright      (B) white and tall  
(C) big and tall      (D) red and brown
3. Find the odd one out.  
(A) thin      (C) fat  
(B) small      (D) shape

4. Which pair of words has been used in the poem to describe a dog?  
(A) big and small (C) tall and short  
(B) fat and thin (D) big and tall
5. Which dogs seem to have no shape at all?  
(A) tall (C) fat  
(B) thin (D) big

### Session-3

#### 3 Listening :

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

big dog tall small short thin fat

- (b) Your teacher reads some lines aloud. Listen to him/her.

I once had a dog and it's true.

I once had a cat and it's true.

I once had a hen and it's true.

- (c) Your teacher will read out the names of some animals other than those in (b) above. Listen to him/her and fill in the blanks in the following lines. (cow, goat, mongoose, horse)

I once had a \_\_\_\_\_ and it's true.

I once had a \_\_\_\_\_ and it's true.

I once had a \_\_\_\_\_ and it's true.



## Session-4

### 4. Speaking :

#### (a) Reading aloud.

Teacher reads aloud one line, students repeat after him/her in chorus.  
(The first three lines at one go. The remaining five lines one by one.)

#### (b) Read the following words aloud after the teacher.

all, tall, small

#### (c) Chain-drill- I like dogs.....cats.....

## Session-5

### 5. Vocabulary :

Match the words under 'A' with their opposite in meanings given under 'B'. One is done for you.

A		B
big	—	short
fat		bad
tall		foolish
good		unhappy
clever		thin
happy		small

## Session-6

### 6 Usage:

Fill in the blanks with the suitable words choosing from the brackets.

(thin, small, fat, tall, short, beautiful, big)

1. I live in my family. It is a \_\_\_\_\_ family.
2. My father is a \_\_\_\_\_ man.
3. My mother is very \_\_\_\_\_.
4. My sister is \_\_\_\_\_.
5. My brother is \_\_\_\_\_.
6. I have a dog and it is \_\_\_\_\_ and \_\_\_\_\_.

### Remember:

The words in the above brackets are describing words. We can use these words before people, animals, birds and things etc to describe/to talk more about them.

## Session-7

### 7 Writing:

(a) Answer the following questions.

- (i) Who is 'I' in the poem?


- (ii) Who does 'they' in the last line refer to?


- (b) Read the poem 'Dogs' carefully and write a poem of six lines on 'Cats'. Use the clues/helps given. Some lines are done for you.

The cats I know \_\_\_\_\_

\_\_\_\_\_ colours

\_\_\_\_\_ (white)

\_\_\_\_\_ (grey)

\_\_\_\_\_ (brown)

\_\_\_\_\_ (as black as night)

### Session-8

- (c) Given below are the lines of the poem "Dog". They are not in order. Arrange the lines properly to get the poem. Don't see the poem while ordering. Write the serial numbers in boxes. Then check your answer with the poem.

## DOGS

- ☐ Some are big and tall.
- ☐ And some are thin,
- ☐ And some are so thin.
- ☐ They seem to have no shape at all.
- ☐ Have many shapes.
- ☐ Some are long.
- ☐ The dogs I know.
- ☐ And some are fat and small.



## 8 Mental Talk :

- i. "Dogs I know,  
Have many shapes."
- ii. "Love animals. Animals and birds are our friends."

## 9 Let us Think :

The ways to save animals :

### Session-9

## FOLLOW-UP LESSON AFTER A BATH

After a bath  
I try, try, and try,  
To wipe myself,  
Till I'm dry, dry and dry.

Hands to wipe,  
And fingers and toes,  
And two wet legs,  
And a shiny nose.

Just think how much,  
Less time I'd take,  
If I were a dog,  
I'd shake, shake, shake.



### Notes to the Teacher:

1. When you read aloud the poem 'After Bath', read with action (wiping body parts after bath with a towel). There is no need to tell the meaning of these words. From action students will get the meaning. (Prepare before.)
2. Plan activities for each follow-up item under 8 heads for eight periods/sessions.

## Writing :

Answer the following questions.

1. Who does 'I' stand for in the poem ?

'I' stands for

2. What does the boy do after bath ?

The boy

3. What parts of his body does the boy wipe ?

4. Who takes less time to wipe ?

**Word Note :** (The words / phrases have been defined mostly on their contextual meanings.)

shake	-	to move quickly from side to side, ଝାଡ଼ିହେବା
shape	-	body size, appearance, ଆକାର
shiny	-	bright, ଚକ୍ ଚକ୍ ଦେଖାଯିବା
toe	-	front part of foot, ପାଦର ଆଙ୍ଗୁଠି
wipe	-	to make something dry or clean. ଯୋଛିବା

## LESSON -2



# THE CAT AND THE MOUSE

## Session-1

### Pre-reading

#### ● Socialisation



- See the pictures. What do you see ? Who is sitting ? Where ? Why is the cat sitting near the mouse - hole ? Let us read the lesson and know.
- Your teacher tells the story ; you listen to him / her.  
(Teacher tells the story with action showing pictures or pointing at the picture in the book.)



**Text****● Read paragraphs 1-3 silently and answer the questions.**

1. There was a cat and there was a mouse. One day the cat felt very hungry. He wanted to eat the mouse. But the mouse was inside her hole. So he thought, "What shall I do to make the mouse to come out of her hole?"
2. An idea came to his mind. He went very close to the mouse's hole and said, "Sister mouse, what are you doing inside the hole? Come out and see, how nice the weather is!" "I've no time. I'm cooking my food," replied the mouse knowing well the intention of the cat.
3. "Can I cook food for you, sister mouse?" asked the cat.  
"No thanks. I'll cook my food myself," coolly replied the mouse.

**● Comprehension :****Answer the questions**

1. Who are there in this part of the story?
  2. Who wanted to eat the mouse? Why?
  3. Why could not the cat eat the mouse?
  4. What did the mouse think?
  5. The mouse did not come out of her hole. What would the cat do then?
- Will the mouse come out? Read the next part and see.

## Session-2

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

1. The cat tried again and said, "Sister mouse, your house is very nice. Who made this house for you?" "I've made it myself," proudly replied the mouse.
2. "Sister Mouse, your door is also very nice. Who made this door for you?" asked the cat.
3. "I've made the door myself," replied the mouse.
4. "Your windows are also very nice. Who made these windows for you?" asked the cat again.
5. "I've made the windows myself," very proudly replied the mouse.
6. But the mouse was still inside her hole. The cat failed to catch her. So the cat made the final attempt.
7. "Sister Mouse, you have made your house yourself. You have made your door yourself. You have made your windows yourself. You're really a great mouse ! Can I open your nice door, sister mouse?"
8. This time the mouse had swelled up like a balloon with pride. She, therefore, said, "I'll open my nice door myself", saying so she came out opening her door herself. The cat caught the mouse and ran away.

### ● **Comprehension :**

**Answer the questions**

1. Who asked most of the questions in the story ?
2. Who praised whom? Why ?
3. How did the mouse feel about it ?

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

1. The cat tried again and said, "Sister mouse, your house is very nice.

### **Session-3**

#### **III. Post-reading**

##### **1 Visual Memory Development Technique (VMDT) :**

Whole Text : the mouse inside the hole, the cat praised the door, the mouse came out and was caught.

Part : proud, opened the door

##### **2 Comprehension Activities :**

(a) **Tick (✓) the right choice to complete each sentence.**

1. The cat called the mouse because he wanted to \_\_\_\_\_.  
\_\_\_\_\_.  
(A) play with her  
(B) eat her  
(C) give her a gift  
(D) sing with her
2. The mouse did not come out of her hole because \_\_\_\_\_.  
\_\_\_\_\_.  
(A) she knew the cat's intention very well.  
(B) she was busy cooking.  
(C) her door did not open.  
(D) she was busy dancing.
3. \_\_\_\_\_ opened the door of the mouse's house.  
(A) The squirrel  
(B) The cat  
(C) The mouse  
(D) The cat and the mouse



(b) Who said the following statements ?

"What are you doing inside the hole ?" Cat

"How nice the weather is !" \_\_\_\_\_

"I'm cooking my food." \_\_\_\_\_

"Can I cook food for you?" \_\_\_\_\_

"Your house is very nice." \_\_\_\_\_

"I've made it myself." \_\_\_\_\_

"I'll open my nice door myself." \_\_\_\_\_

### Session-4

#### 3 Listening :

Listen to your teacher and fill in the blanks. (Teacher reads aloud the first para)

There was a \_\_\_\_\_ and there was a \_\_\_\_\_.

One day the cat felt very \_\_\_\_\_. He wanted to \_\_\_\_\_ the mouse. But the mouse was inside her \_\_\_\_\_.

So he thought, "What shall I do to make the mouse \_\_\_\_\_ of her hole ?"

### Session-5

#### 4 Speaking :

(a) Chain-drill. "I'll open my door myself."

(b) Dialogue

(i) Cat : What are you doing inside your house?

Mouse : I'm cooking my food.

(ii) Cat : Can I open your nice door?

Mouse : I'll open my nice door myself.

## 5 Vocabulary :

- (a) Match the words in **A** with their meanings in **B**.

### A

- (a) attempt
- (b) attention
- (c) coolly
- (d) intention

### B

- i. without feeling angry
- ii. plan
- iii. try to do something difficult
- iv. notice

- (b) Given below a cross-word puzzle. Read the clues given and solve the puzzle.

1C			2H				7D
3W						XX	
XX	XX	4M					
XX	XX	6H					
XX	XX	XX	XX	5F			

### Across:

- 1. It kills mouse.
- 2. A mouse lives inside it.
- 3. It is on the wall of a house.
- 4. We call it 'rat'.
- 5. We eat it to live .
- 6. We live in it.

### Down :

- 7. We go inside a house through it.

## Session-6

## 6 Usage:

- (a) Notice the words underlined in the following sentence.

"Can I cook for you, sister mouse ?" asked the cat ?

"No, thanks, I'll cook the food for myself."

When someone offers to do something for us and we say 'no' to it, we say "No, thanks"

Here are some situations in which people offer you help. But you say 'no'. Fill in the blanks with what you will say. On is done for you.

- (i) "Can I brush your shoes ?" said your mother.  
No, thanks, I'll do it myself.
- (ii) "Shall I wash your clothes ?" your friend said.  
 \_\_\_\_\_, I'll do it myself.
- (iii) "Will I carry your school bag for you?"  
 \_\_\_\_\_, I'll do it myself.
- (iv) "Shall I clean your bicycle?" your brother said.  
 \_\_\_\_\_, I'll do it myself.
- (v) "Can I sharpen your pencil?" your classmate said.  
 \_\_\_\_\_, I'll do it myself.

(b) Notice the word underlined.

"Your house is very nice. Who made this house for you ?" the cat said.

"I've made it myself," proudly replied the mouse.

The word 'myself' in the sentence tells that the mouse made her house without anyone's help. Go back to your lesson and see how many times 'myself' has been used. Look at the following box and see how 'self'/'selves' are used with other words.

Words	self/selves
I	myself
we	ourselves
you	yourself
you	yourselves
he	himself
she	herself
it	itself
they	themselves



**Rewrite the following sentences choosing '-self' or 'selves'.**

- (i) I draw pictures myself / myselfes.
- (ii) We do our work ourself / ourselves.
- (iii) They fly kites themself / themselves.
- (iv) Saurav writes poems himself / himselfes.
- (v) Kiran does her homework herself / herselfes.

### Session-7

#### 7 Writing :

(a) Answer the following questions.

(i) Who wanted to eat the mouse?

Ans. \_\_\_\_\_

(ii) Why couldn't he eat the mouse?

Ans. \_\_\_\_\_

\_\_\_\_\_

(iii) Did the mouse know about the cat's plan?

Ans. \_\_\_\_\_

\_\_\_\_\_

(iv) Who praised whom ?

Ans. \_\_\_\_\_

(v) Did the mouse feel proud because of the praise ?

Ans. \_\_\_\_\_

\_\_\_\_\_

(vi) Who opened the mouse's door?

Ans. \_\_\_\_\_

(vii) What did the cat do when the mouse came out?

Ans. \_\_\_\_\_

\_\_\_\_\_

## Session-8

(b) Here are some sentences. Put them in correct order and get the story you have just read. First write the numbers inside the boxes, then write them in order.

1. The cat praised the mouse.
2. He went near the mouse's hole.
3. She opened her door and came out.
4. He called the mouse to come out and play.
5. There was a cat and there was a mouse.
6. The mouse knew his intention and did not open the door.
7. One day the cat was very hungry.
8. The cat quickly caught her and ran away.
9. He wanted to eat the mouse.
10. The mouse felt proud.

Now write the story below.

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## Session-9

### 8 Mental Talk :

"I have built my house myself."

"I have built my window myself."

"I have built my door myself."

### 9 Let's think :

Who is proud? Who is clever ? Pride wins over cleverness or cleverness wins over pride?

## Session-10

### FOLLOW-UP LESSON

#### THE MYSELF BABY

- Your teacher will read the following text aloud.
- Listen to your teacher, and then read it silently and answer the questions that follow.

#### Text



#### *The Myself Baby*

Mom : Shall I brush your teeth baby?

Baby : No mom. I'll brush my teeth myself.



Mom : Can I feed you, my baby?

Baby : No mom, I'll feed myself.

Mom : Can I wash your face, my baby?

Baby : No, thanks mom, I'll wash my face myself.

Mom : Can I dress you baby?

Baby : No, thanks mom, I'll dress up myself?

Mom : Can I help you put on your shoes baby?

Baby : No, thanks mom, I'll put on my shoes myself.

Mom : Can I comb your hair baby?

Baby : No, thanks mom, I'll comb my hair myself.

Mom : Can I box your ear baby?

Baby : No, thanks. I'll box my ear myself. Oh! No, no, no.

● **Comprehension Questions:**

1. Why is the title of the text is "The Myself Baby"?
2. Why does the child say , "No, no."
3. Who is 'I' in the poem?
4. Who is 'You' in the line-7 of the poem?
5. What action words do you find in the poem?
6. Say all the body parts you find in the poem.

● **Speaking:**

- (a) Dialogue practice: Tr vs stds, stds vs stds, in pairs
- (b) Chain-drill : One says mom's dialogues the next baby's.....  
goes on.....  
When ends the same begins from the beginning.

● **Writing:**

**Answers the following questions.**

1. Why is the title of the text "The Myself Baby"?

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2. Why does the child say, "No, no" ?

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3. Who is 'I' in the poem ?

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4. List the body parts you find in the poem. You can also add more.

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**Word Note :** *(The words / phrases have been defined mostly on their contextual meanings.)*

intention : plan, ଉଦ୍ଦେଶ୍ୟ

attempt : try to do , ଚେଷ୍ଟା କରିବା

box your ears : hit on the ears, କାନମୋଡ଼ିବା

cook my food myself : making food for self, ନିଜପାଇଁ ରୋଷେଇ କରିବା

coolly : quietly, ଶାନ୍ତ ଭାବରେ

feed : to give food, ଖୁଆଇଦେବା

felt very hungry : became very hungry, ଖୁବ୍ ଭୋକ ଲାଗୁଥିଲା

swelled up with pride : felt very proud, ଗର୍ବରେ ପୁଲିଉଠିଲା

weather : state of the atmosphere, ପାଗ

## LESSON - 3

# CATS

### Session-1



#### I Pre-reading

##### ● Socialisation :

Do you have a pet cat ?

Where do they sleep ? Tell me some of the places.

Let us read a short poem on 'Cats' by Leanor Farjecon and see where cats sleep.

#### II While reading

##### Text

##### ● Read the poem silently and answer the questions that follow.

Cats sleep

Anywhere

Under the table

On the chair.

Top of a piano

Window-ledge

In the middle

On the edge.

Open drawer

Empty shoe

Anybody's

Lap will do.

Fitted in a

Cardboard box,

In the cupboard

With your frocks.

Anywhere !

They don't care!

Cats sleep

Anywhere.





- Your teacher reads the poem aloud .You listen to him/her without opening the book.
- Your teacher asks you : Who are there in this poem ?
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem.

● **Comprehension :**

**Answer the following questions.**

1. What is the poem about ?
2. The poem tells us about many places where cats sleep.  
How many places ?
3. What are these places ?
4. Why do cats sleep in many places ?
5. Does the poet like the cats ? How do you know ?
6. Who is "They" in the last line of the poem ?
7. Cats are very close to people. How do you know this ?
8. What work do the cats do for us ?
9. Should we take care of the cats? How ?
10. Do you love cats ? Why ?

**Session-2**

**III Post-reading**

**1 Visual Memory Development Technique (VMDT) :**

Whole: How many stanzas are there in this poem? Which stanza talks about "table and chair"? Where is the word "frocks"? Which stanza talks about "shoe"?

Part : Last stanza : cats, They don't care.

## 2 Comprehension Activities:

(a) Fill in the blanks choosing the alternatives.

1. Cats sleep \_\_\_\_\_.  
(A) in the garden      (B) in the room  
(C) any where      (D) in the field
2. Cats \_\_\_\_\_.  
(A) care everybody      (B) don't care anybody  
(C) obey everybody      (D) follow everybody
3. "They" in the last stanza is used for \_\_\_\_\_.  
(A) cats      (B) dogs  
(C) rats      (D) bats
4. Where are the frocks?  
(A) on the table      (B) in the box  
(C) in the cupboard      (D) on the wall

(b) List at least six places from the poem where cats sleep. Remember to use correct words (prepositions) : – 'on', 'under', 'inside'..... before the places. One has been done for you.

- (a) Under the table      (b) \_\_\_\_\_  
(c) \_\_\_\_\_      (d) \_\_\_\_\_  
(e) \_\_\_\_\_      (f) \_\_\_\_\_

### Session-3

#### 3 Listening :

Teacher reads the poem aloud and the learners listen to the teacher.  
Listen to the poem and list all the places described in the poem.

### Session-4

#### 4 Speaking :

(a) Reading aloud .

Teacher reads aloud one line, students repeat after him/her in chorus. (Then one stanza after another)

(b) Chain-drill- "Cats are good pets."  
"Cats sleep anywhere."

### Session-5

#### 5 Vocabulary :

(a) Match the words under column 'A' with the right words under column 'B'. Join them with lines. One is done for you.

A	B
empty	ledge
cardboard	drawer
open	shoe
window	box

(b) After joining the items draw pictures of at least two of them.

(i) in the cupboard

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_



## Session-6

### 6 Usage :

Fill in the blanks with the suitable words choosing from brackets.

(with, in, to, for)

1. I live \_\_\_\_\_ my family.
2. My parents and my younger brother live \_\_\_\_\_ me.
3. My father is a clerk. He works \_\_\_\_\_ his office.
4. My mother is a house wife. She cooks food \_\_\_\_\_ us.
5. My sister goes \_\_\_\_\_ school every day.

### Remember:

The words in brackets above are used before naming words(nouns). We call these small words prepositions.

### 7 Writing:

(a) Write answers to the following questions.

1. What is the poem about ?

---

---

2. Why do cats sleep at many places ?

---

---

3. Who is "They" in the last line of the poem ?

---

---

(b) **Read the poem 'Cats' carefully and write a poem of six lines on 'Dogs'.**

Use the clues/helps given. One is done for you.

Dogs sleep anywhere

_____	(table)
_____	(chair)
_____	(tree)
_____	(roof)
_____	(my bed)
_____	(shade)

### Session-7

**8 Mental Talk :**

Cats sleep  
Any where,  
Under the table  
On the chair.

**9 Let us think:**

Think, how cats are very helpful to us.

## FOLLOW-UP LESSON BUNNY RABBIT

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

See my bunny rabbit  
Go hop, hop, hop,  
His little tail is up-  
A white curly mop.  
Dear bunny rabbit  
Peep from your hutch,  
Do,  
See this orange carrot  
I have specially for  
You.



Ratna Bose

### ● Comprehension Questions:

1. What is the poem about?
2. How is his tail?
3. Who is 'I' in the poem?
4. Does the poet love the rabbit? How do you know this?
5. What food does the poet have for the rabbit?

**Word Note :** (The words / phrases have been defined mostly on their contextual meanings.)

anywhere : any place, ଯେ କୌଣସି ସ୍ଥାନରେ

bunny : round shaped, fleshy, ଗୋଲାକୃତି, ମାଝିଆ

carrot : ଗାଜର



curly mop : curly hair-tail, କେଶପୂର୍ଣ୍ଣ ଲାଞ୍ଜ

hutch : rabbit's box like place, ଠେକୁଆଘର

piano : ପିଆନୋ





## LESSON - 4

# THE SQUIRREL WITH A LONG TAIL

### Pre-reading

### Session-1



- Socialisation
- Teacher tells the story of "Kalurei Benta" - first in Odia, then in English.  
Read the following chain poem translated from Odia.  
This chain poem is generally sung when a story ends.

My story is said

The flowering plant is dead !

O, flowering plant, why did you die ?

The black cow ate me up and made me lie.!

O, black cow, why did the tree you eat ?

Because the cowherd did not well me treat.

O, cowherd ! why didn't you look after the cow ?

As food was not given to me by the daughter-in-law.

O, daughter-in-law ! why didn't you give him food, why ?

Because my little baby did cry.

O, little baby ! why did you cry ?

Because the ant bite me that is why.

O, ant ! why did you bite the little child ?

Under the soil I hide

And bite soft flesh when I find.

- Now we'll read a similar story.
- Teacher tells the story with action



**SGP-1** Read paragraphs 1-3 silently and answer the questions that follow.

There was a little squirrel. She had a long bushy tail. She was very fond of her tail. One day she was eating some grain. A big cat took away her tail. The little squirrel prayed, " Cat, cat give me my tail back."

1. The cat said, "I'm hungry.  
Go to the cow and get me some milk."



The squirrel first hopped and then jumped and reached the cow. She prayed, "Cow, cow give me milk."

2. I'll give the milk to the cat and  
the cat will give me back my tail.





The cow said, "I'm hungry. Go to the farmer and get me some grass."

The little squirrel first hopped and then jumped and reached the farmer.

3. She then prayed, "Farmer, farmer give me some grass. I'll give the grass to the cow. The cow will give me some milk. I'll give the milk to the cat. The cat will give me back my tail." The farmer said, "I don't have a sickle to cut grass. Go to the blacksmith and get me a sickle".



● **Comprehension :**

**Answer the questions**

1. Who are there in this part of the story ?
  2. Who had a bushy tail ?
  3. What was she fond of ?
  4. Who took away her tail ?
  5. When did the cat take away her tail ?
  6. What did she pray to the cat for ?
  7. Did the cat give her tail back ?
  8. What did the cat ask her to bring ? From where?
  9. What did the squirrel ask the cow?
  10. Did the cow give her milk?
  11. What did the cow ask her to bring, from where?
  12. What did the squirrel ask the farmer ?
  13. Did the farmer give her grass ?
  14. What did the farmer ask her to bring ? From where ?
- Will the blacksmith give her a sickle ?



## Session-2

**SGP-2** Read paragraphs 4-5 silently and answer the questions that follow.

The blacksmith said, "Go to the forest and get me some wood".



5. So the squirrel first hopped and then jumped and reached the forest. She brought wood from the forest and gave the wood to the blacksmith. The blacksmith gave her a sickle. She gave the sickle to the farmer. The farmer gave her grass. She gave the grass to the cow. The cow gave her milk. She gave the milk to the cat. The cat gave her long tail back.



● **Comprehension:**

**Answer the questions.**

1. Did the blacksmith give a sickle to the squirrel ?
2. What did the blacksmith ask her to bring ? From where ?
3. Did the squirrel bring it from the forest ?
4. Who did she give the wood ?
5. What did the blacksmith give her ?
6. Who did she give the sickle ?
7. What did the farmer give her ?
8. Who did she give the grass ?
9. What did the cow give her ?
10. Who did she give the milk ?
11. What did the cat give her back ?
12. There are men and animals in the story.  
How many men and how many animals are there in the story ?
13. Who is the most important of all?
14. Do you like the squirrel?
15. Do you love or pity her? Give reasons.

III **Post-reading**

**Session-3**

**1 Visual Memory Development Technique (VMDT):**

On pictures of the Squirrel with long tail, Cow; Farmer; Blacksmith

**2 Comprehension Activities:**

- (1) Choose the right answer from the options given below.
  - (i) The story is about a \_\_\_\_\_ .  
(A) cow (B) cat (C) farmer (D) squirrel
  - (ii) The cat asked for \_\_\_\_\_ .  
(A) milk (B) grass (C) sickle (D) wood
- (2) Tick the odd one out.  
(A) "Cat, give my tail back". (B) "I don't have wood"  
(C) 'Farmer ,give me some grass' (D) 'Blacksmith, give me a sickle'



## Session-4

### 3 Listening :

- (a) Tick (✓) the words your teacher reads aloud.  
sickle, milk, hop, farmer, blacksmith, word, jump, tail, grass, cat, squirrel, cow
- (b) Teacher tells the story in the follow-up - 1 (The Earthquake)
- (c) Given below are some names of animals who live in forests. Your teacher will tell you a story (The Earthquake) in English. You listen to him/her with attention and tick those animals which are there in the story.  
lion, gayal, rabbit, giraffe, fox, jackal, bear, monkey, elephant  
snake, peacock

### Match riddle with pictures

#### Riddles

1. Who has eyes but cannot see ? a.
2. Who has legs but cannot walk ? b.
3. Who has teeth but cannot bite ? c.
4. Who has hands but cannot catch ? d.

#### Pictures





## Session-5

### 4 Speaking :

- (a) Reading aloud.

Your teacher reads aloud one sentence. You repeat after him/her in chorus. All the sentences of SGP-I are to be done in this way.

- (b) Dialogue (rehearsal) teacher vs. students, students vs. students, two students in a pair :

Squirrel : Cat, cat, give me my tail back.

Cat : I'm hungry. Go to the cow and get me some milk.

- (c) Chain-drill:

"I don't have wood. Go to the forest and get me some wood."

### 5 Vocabulary:

- (a) Learn the spelling of the following words using the method- 'look cover – write – verify and rewrite'. Do this in your note book.

squirrel, grain, farmer, grass, sickle, hungry, blacksmith, wood, tail

- (b) Blacksmith is made out of two words- 'black' and 'smith'. Make one word out of the following words adding 'smith' to them and guess the meaning. If you fail, look up their meanings in a dictionary, 'silver', 'gold' and 'lock'.

## Session-6

### 6 Usage :

There are some "marks and symbols" missing in the following sentences. Add them (Punctuate).

she prayed the farmer give me some grass i'll give the grass to the cow the cow will give me milk.

## Session-7

### 7 Writing:

(a) Answer the following questions.

1. What is the story about ?

\_\_\_\_\_

2. Who are there in the story ?

\_\_\_\_\_

3. Who gave milk to the squirrel?

\_\_\_\_\_

4. Who gave grass to the squirrel?

\_\_\_\_\_

5. Who gave a sickle to the squirrel?

\_\_\_\_\_

6. Did the squirrel get her tail back finally?

\_\_\_\_\_

## Session-8

(b) Write seven chain sentences. The first and the last sentences have been done for you as examples.

1. The blacksmith gave the squirrel a sickle.

2. The squirrel\_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. The cat gave her back the tail.

- (c) Can you add one more character to the story - for example, 'wood-cutter' and make the story longer ?

The blacksmith said, "I don't have wood. Go to the wood-cutter and \_\_\_\_\_."

The wood-cutter said, "I don't have an axe. Go to the blacksmith.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Session-9

#### 8 Mental Talk :

"Finally the squirrel got back her tail."

#### 9 Let's Think :

These tales are called 'chain-tales'. Can you think why?

These are like chains. All the events in the story happened in a chain; one after another in a serial order.



## Session-1

# FOLLOW-UP LESSION NICK AND ANDY

- The teacher reads aloud the poem.
- Learners listen to him/her.
- S/he reads the poem aloud with action.
- Learners listen to him/her.
- Learners read aloud and act in group (one group at a time).
- Learners read and act individually.

Nick and Andy  
Sugar and Candy  
I say 'stand up'.

Nick and Andy  
Sugar and Candy  
I say 'stoop'.

Nick and Andy  
Sugar and Candy  
I say 'run'.

Nick and Andy  
Sugar and Candy  
I say 'stop'.



- Teacher replaces the word 'stop' with other action words to lengthen the rhyme.

## Session-2

### Tail -Piece :

(b) Read the following poem and answer the questions that follow.

Cat : Bunny, Bunny  
Do you have money  
To buy honey?

Squirrel : Yes, cat nani  
I've money.  
But of course  
I've stolen this  
From your purse.




● **Comprehension Questions:**

1. Who are there in the poem ?
2. What are they doing ?
3. What does the cat want to buy ?
4. Who has stolen the money ?
5. Who do you like and why ?

**Notes to the Teacher :**

You can devote 13-15 sessions to transact this lesson. Activities can be designed for the follow-up texts like the previous lessons.

**Word Note :** *(The words / phrases have been defined mostly on their contextual meanings.)*

blacksmith	:	a person who makes and repairs iron made things, କମାର
bush	:	ବୁଢ଼ା
bushy tail	:	tail with a lot of hair, ଲୋମଶ ଲାଞ୍ଜି
earthquake	:	a sudden shaking of the earth's surface, ଭୂମିକମ୍ପ
feather	:	ପକ୍ଷୀର ପର
fond of	:	liking, ଭଲ ଲାଗେ
hopped	:	sprang with all feet at once, ଡେଇଁଲା
prayed	:	requested, ଅନୁରୋଧ କଲା
sickle	:	ଦା 

## TEST-1

Full Marks-100

1. Write the odd one out.

4 x 3 = 12

- (i) cat, dog, apple , tiger
- (ii) goat ,crow ,rabbit , tortoise
- (iii) rose, cake , biscuit, ice-cream
- (iv) train , aeroplane , bus, car

---



---



---



---

2. Match the words under A with B and then write. One is done for you.

3 x 3 = 9

A	B
bat	key
cup	leg
lock	plate
shoe	ball

bat and ball

---



---



---



---

3. Read the follow-up lesson "The Earthquake". Find six names of the animals. Order them from small to big and then write them in order.

6 x 2 = 12

Small rabbit \_\_\_\_\_ big \_\_\_\_\_

---

4. Draw lines to match rhyming words. The first one has been done for you.

3 x 3 = 9

A	B
catch	hat
bat	net
pet	hate
gate	match

catch and match

---



---



---



5. Match the words with their opposite in meaning and write.

One is done for you.

5 x 3 = 15

big	short	<u>big and small</u>
fat	bad	_____
tall	foolish	_____
good	unhappy	_____
clever	thin	_____
happy	small	_____

6. Write the full form. One is done for you.

4 x 3 = 12

I'm = I am  
 They're = \_\_\_\_\_  
 It's = \_\_\_\_\_  
 Don't = \_\_\_\_\_  
 Can't = \_\_\_\_\_

7. Do the cross-word. Find the pets and round them up.

5 x 2 = 10



H	E	N	D	X
X	X	C	O	W
X	X	A	G	S
R	A	T	X	X

8. Read this poem and answer the questions that follow :  $5 \times 3 = 15$



## THE NEST

Two baby birds are in their nest,  
Their dear mother has no rest,  
Mummy bird knows what to do,  
She brings for them a worm or two.  
"Hello, babies! Have your meal,  
You are hungry, so I feel,  
"When you've eaten, I am sure,  
You will want a little more!"

- (a) Answer the following questions.

(i) Who are there in the nest ?

---

(ii) Who has no rest ?

---

(iii) Who knows what to do ?

---

(iv) What does the mother bird bring for the baby bird ?

---

---

(v) Who are hungry ?

---

---

9. Marks for good handwriting

6

## LESSON - 5

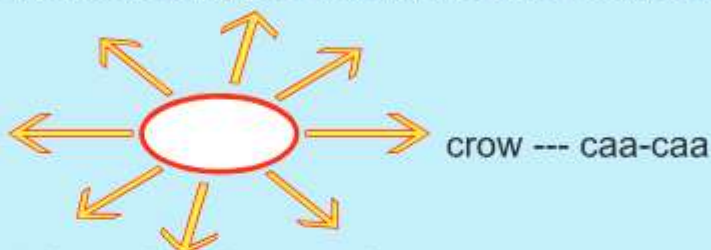
### Session-1

## IF I MET



### I Pre-reading

- Can you say the names of some birds and animals you know ?
- Do you know what sounds they make? (Your teacher will draw a sun diagram on the blackboard and put their names and sounds in it.)



Let us read a poem, "If I Met" by Queenie Scott Hopper to know more about the sounds of animals.

### II While-reading

You read the poem silently and answer the questions that follow.

1. If I met a crow---  
I should say- 'Caa – Caa',
2. If I met a lamb---  
I should say – 'Baa-- Baa '.
3. If I met a cow---  
I should say- 'Moo-Moo',
4. If I met a dove---  
I should say – 'Coo-Coo '.
5. If I met a dog—  
I should say – 'Bow-Wow'





6. *If I met a cat---*  
*I should say- 'Mi-aouw'.*

7. *If I met a crocodile---*  
*What should I say ?*

8. *Why- nothing at all !*  
*I should - Just--- Run Away !*



- Your teacher reads the poem aloud .You listen to him/her without opening the book.
- Your teacher asks you: Who are there in this poem?
- Your teacher reads the poem aloud second time. You listen to him/her

● **Comprehension :**  
**Answer the questions.**

1. What is the poem about ?
2. Who are there in this poem ?
3. Who is 'I' in the poem ?
4. Who does the poet talk to ?
5. The poet talks about some birds. Who are they ?
6. There are eight stanzas in this poem. Which one is different from others? Why ?
7. Whose sounds make you get up early in the morning ?
8. How many times the word "I" is used in the poem ?
9. Who runs away from the crocodile and why ?
10. Which animal's sound do you like most?
11. Which animal can live both on land and in water ?

## Session-2

### III Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole :

- Which stanzas talk about the birds and their sounds?
- Which stanza talks about the crocodile ?
- In which stanza, the poet says about lambs ?
- Which stanzas talk about the dog and the cat ?

#### 2 Comprehension Activities :

(a) Choose the correct answer from the options given below.

- (1) The crow says\_\_\_\_\_.
- (A) Baa-Baa (B) Caa-Caa (C) Moo-Moo (D) Bow-Wow
- (2) 'I' in the poem is used for the \_\_\_\_\_.
- (A) poet (B) crocodile (C) cat (D) cow
- (3) Who says "Coo-Coo" ?
- (A) The crow (B) The cow (C) The dove (D) The crocodile
- (4) Who can live both on land and in water?
- (A) crow (B) cow (C) dove (D) crocodile

## Session-3

- (b) Put the animals and birds described in the poem under first three columns and their sounds under the last column of the following table.

A N I M A L S	Living place	Names	Sounds they make
	Live on land		
	Live in water		
	Live on land and in water		

### 3 Listening (TPR) :

- (a) Listen to your teacher and act as s/he does.  
(Teacher reads the poem aloud slowly. The students listen and act silently.)
- (b) Listen to the last two stanzas and fill in the gaps. (Teacher reads aloud.)

*If I met a \_\_\_\_\_*

*\_\_\_\_\_ should I say ?*

*Why \_\_\_\_\_ !*

*I should - Just \_\_\_\_\_ !*

### Session- 4

#### 4 Speaking :

##### (a) Reading aloud

Teacher reads aloud one line, students repeat after him/her in chorus.  
Then two lines at a time.

##### (b) Chain-drill

- (i) *If I met a cow—*  
*I should say- 'Moo-Moo',*
- (ii) *If I met a dove---*  
*I should say – 'Coo-Coo '.*

### Session- 5

#### 5 Vocabulary :

- (a) In the table below, names of birds and animals are given.  
Write their sounds and living places against each.



Name	Sound	Place
cow	_____	_____
dove	_____	_____
crow	_____	_____
crocodile	_____	_____
cat	_____	_____
dog	_____	_____
lamb	_____	_____

- (b) Write the names of animals and birds which are not given in the poem who live on land, in water, and in both (at least five for each).

Lives on land

Lives in water

lives both on land and in water

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Session-6

### 6 Usage :

- (a) Look at the following sentence.

"It's a lovely day." We can change this sentence and write as-  
"The day is lovely."

Now, change the following sentences and write like the above example.

- (i) It's a nice day. \_\_\_\_\_  
 (ii) It's a beautiful garden. \_\_\_\_\_  
 (iii) It's a lovely doll. \_\_\_\_\_  
 (iv) It's a fine building. \_\_\_\_\_  
 (v) It's a useful book. \_\_\_\_\_

(b) Rewrite the following sentences like the example given below.

**Example:**

I met the dove yesterday. I meet the dove every day.

- (i) I went to school yesterday. \_\_\_\_\_
- (ii) I did my home work yesterday. \_\_\_\_\_
- (iii) I played cricket yesterday. \_\_\_\_\_
- (iv) I watched TV yesterday. \_\_\_\_\_

**Session-7**

**7 Writing :**

(a) Answer the following questions.

(i) What is the poem about ?

\_\_\_\_\_

(ii) There are eight stanzas in this poem. Which one is different from others? Why ?

\_\_\_\_\_  
\_\_\_\_\_

(iii) Whose sounds make you get up early in the morning?

\_\_\_\_\_

(iv) Who runs away from the crocodile and why ?

\_\_\_\_\_  
\_\_\_\_\_

(v) Which can live both on land and in water ?

\_\_\_\_\_

## Session-8

- (a) Given below are four lines. They are not in order. Order them to get a new stanza and add it to the poem. Write the new poem.

*I should say- 'his-his,*

*I should say – 'come-I'll give a kiss '.*

*If I met you---*

*If I met a snake—*

8

### Mental Talk :

*If I met a dog---*

*I should say – 'Bow-Wow'*

*If I met a cat---*

*I should say- 'Mi-aouw'.*

9

### Project :

Collect pictures of birds and animals. Collect information about their food, living place, their sounds etc. Write the information on a sheet of paper in good handwriting. Then give it to your teacher.

## Session-9

### FOLLOW-UP LESSON STRANGE TALK

- Read the poem below and answer the questions.

1<sup>st</sup> voice : A little green frog lived under a log,  
And every time he spoke,  
Instead of saying, "Good morning,"  
He only said, "Croak-croak."





2<sup>nd</sup> voice :



A duck lived by the waterside

And little did he lack,

But when we asked, "How do you do?"

He only said, "Quack-quack."

● **Comprehension Questions:**

1. Who are there in the poem ?

\_\_\_\_\_

2. Where did the frog live ?

\_\_\_\_\_

3. What was the frog like?

\_\_\_\_\_

4. What did he speak every time?

\_\_\_\_\_

5. Where did the duck live?

\_\_\_\_\_

6. What did the duck say when we ask him, "How do you do" ?

\_\_\_\_\_

● **Read the poem and fill in the blanks in the table.**

**My Home is the Best !**

The cow has a barn,  
The chick has a pen.  
The horse has stable,  
The fox, a den.

The bear likes his cave,  
The fish his bowl.

Who (Creatures)	Where (place)
Cow	Barn

The rabbit has a burrow,  
The wee mouse, his hole.  
The bee has a hive',  
The bird has his nest.

The spider his web,  
But my home is the best.

**Word Note :** (The words / phrases have been defined mostly on their contextual meanings.)

log : a large piece of wood, କାଠ ଗଣ୍ଡି

barn : cowshed, ଗାଈ ଗୃହାଳ

bowl : container, ପାତ୍ର

burrow : hole or tunnel, ଗାତ

cave : a large hollow-place, ଗୁମ୍ଫା

croak : sound of frog, ବେଙ୍ଗରାବ

dove : କପୋତ



duck : ବଡ଼କ



hive : living place of bees, ମହୁମାଛି ବସା

instead of : in place of, ପରିବର୍ତ୍ତେ

lack : want, be without, ନଥିବା

lamb : ମେଣ୍ଟା ଛୁଆ



pen : place for chicks, କୁକୁଡ଼ା ଘର

quack : sound of the duck, ବଡ଼କ ବୋବେଇବା ଶବ୍ଦ

stable : a place for horses to live, ଘୋଡ଼ା ଶାଳ

web : spider net, ବୁଢ଼ିଆଣୀ ଜାଲ



## LESSON - 6

# THE BLUE JACKAL



### I Pre-reading

#### Session-1



Have you heard the Odia story **Nilabarna Srugala**? Who can tell me the story in Odia ? Here is a story which is very similar to it. Let's read the story.





## II **While-reading**

### ● **SGP - 1**

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

1. Once there was a jackal. He was looking for food. He fell into a tub. It was filled with blue coloured water. It was made so for colouring clothes. With great difficulties the jackal came out of it. He looked all blue. He was very different not only from his own race of jackals but also from other animals of the forest. He planned to befool all the animals. To look still very different, he wore a pair of spectacles. He carefully hid his face wearing a cap. Then he sat over an anthill. The mole saw this animal first. He reported it to the rabbit. The rabbit reported it to the deer. The deer reported it to the giraffe. The giraffe reported it to the elephant. The elephant reported it to the tiger. And the tiger reported it to the lion, the king of the forest.
2. The lion came to see this new animal with other animals. The blue jackal planned not to talk. He only talked through action. The king asked him with respect, 'Sir, where are you from?' The blue jackal looked at the sky. The lion guessed he had come from the heaven. Next he asked, "Sir, kindly tell us why have you come from the heaven to this poor world?" The jackal first moved his head clock-wise, then anti-clock wise. The lion and other animals well understood what the blue jackal wanted to say. He had come to rule them all. He would be their king.

### ● **Comprehension :**

#### **Answer the questions.**

1. What was the Jackal looking for?
2. Where did it fall?
3. Why did the Jackal look blue when it came out of the tub?
4. Why did it look different for other animals?
5. What did he plan?
6. What else did he do to look very different?
7. Why did he carefully hide his face with the cap ?

8. Where did he sit ?
9. Who saw him first ?
10. Who did he report ?
11. Who did the rabbit report ?
12. Who finally reported the matter to lion, the king ?
13. What did the lion do ?
14. Why did the jackal decide not to talk ?
15. Why did the lion think that the new animal had come from heaven ?
16. The blue jackal moved his head clock-wise next anti-clock wise. What did the animals understand by this ?
17. Can you guess what will happen next ?  
Will they make him their King ? Read the next part and see.

## Session-2

- SGP-2
- Read the remaining part of the story ( Paragraphs 3 and 4 ) silently and answer the questions that follow.

3. The jackal was made their king. The lion became his minister. The elephant became the head of his army. The tiger was his bodyguard. The small rabbit was in-charge of his kitchen. Some jackals also came to serve him. But the blue jackal, through his action, drove them away. All the jackals became very unhappy. One of them was wise and old. He watched closely the new king's manners. He could know that the new king might be one of their race but in different colour. To be more sure, one day he asked the rabbit, "What does your king love to eat ?" The rabbit said, "He likes to eat crab curry very much." He asked next "Where does he like to live?" The rabbit said, "Don't ask me about this. He is our great king, but very humble and simple. He does not want to eat sweets, but only crabs. He does not want to live in the palace but only inside holes."



4. The old jackal was now sure that the king was no other than one of his own race. One day the king was presiding over a meeting of all animals. The old jackal secretly called all his jackal friends. From a little far away they hid themselves under the bushes. The meeting was in full swing, all the jackals shouted together "*Hooke hoo, Hooke hoo, Hooke hoo....*" The blue jackal also started saying "*Hooke hoo, Hooke hoo !* Knowing him no other than a mere jackal, they chased and killed him.

● **Comprehension :**

**Answer the questions.**

1. Who became the blue Jackal king's minister ?
2. Who became the head of his army ?
3. Who became his bodyguard ?
4. Who looked after his kitchen ?
5. Why did the Jackal King drive the other Jackals away ?
6. Why did the old Jackal watch the behaviour of the Jackal King ?
7. What did he do to become very sure ?
8. Why did the Jackal king like to eat crab?
9. Why did the Jackal king like to live in holes?
10. What did the old jackal do one day?

**Session-3**

**II Post-reading**

**1. Visual Memory Development Technique (VMDT) :**

- (i) Whole text : In which para – moved head clock and anti-clock wise, the jackal was made king, Hooke hoo, loved to eat crabs, wore spectacles
- (ii) Part : Para-3, Lion became minister, old jackal talked to the rabbit; Jackal king drove jackals away, lived in holes.



**2. Comprehension activities:**

- (a) Choose the right answer from the alternatives.
- (i) To look different, the blue jackal \_\_\_\_\_ .  
(A) looked upward (C) talked through action  
(B) moved head clock wise (D) wore spectacles and a hat
- (ii) Who saw the blue jackal first?  
(A) Deer (B) Tiger (C) Mole (D) Rabbit
- (iii) When the blue jackal looked sky-ward, the lion thought \_\_\_\_\_.  
(A) there would be rain  
(B) the jackal had come from the heaven  
(C) he had problem with his head  
(D) he was praying God.
- (iv) Who was in charge of the jackal-king's kitchen ?  
(A) The rabbit (B) The tiger (C) The mole (D) The deer
- (v) Why did the old jackal meet the rabbit ?  
(A) to know more about the king jackal  
(B) to help rabbit in cooking  
(C) to have some food  
(D) to tell him the truth that the blue jackal is a jackal

**Session-4**

- (b) Here are some statements not in order. Order them according to the story. Write serial number in the box provided against each statement. One is done for you.

- The jackal king did not allow the jackals to serve him. ☐
- He looked blue. ☐
- One day all the jackals shouted 'hooke hoo'. ☐ 1
- The blue jackal ran for his life. ☐
- A jackal fell into a tub of blue coloured water. ☐
- All animals made him their king. ☐
- The king jackal also shouted 'Hooke hoo'. ☐
- He wore a pair of spectacles and a cap. ☐
- All animals could know he was a mere jackal. ☐
- They chased him away. ☐

### Session-5

#### 3 Listening :

Your teacher will tell you the story, 'The Money-Lender Jackal'. Listen to him/her carefully. After listening to your teacher, tick (✓) the true statements in the box.

- a. A tiger couple lived in a forest. ☐
- b. They had three cubs. ☐
- c. Every day they go out for hunting. ☐
- d. They leave some fruits for their children to eat. ☐
- e. One day a fox saw this. ☐
- f. A jackal dressed himself as a money lender. ☐
- g. The cubs become fatter and fatter every day. ☐
- h. One day the tiger hid himself inside the cave. ☐
- i. The jackal was chased away. ☐

## Session-6

### 4 Speaking :

- (a) **Chain-drill** (1) "The Blue Jackal"  
(2) "A jackal was looking for food."
- (b) **TPR**  
Lion : Sir, where are you from?  
Jackal : action (looks sky-ward)  
Lion : Why have you come to this poor world?  
Jackal : action (moves head first clock-wise, then anti-clock-wise)  
(Teacher vs. students, students vs. students, two sides of the class for both TPR and dialogues)
- (c) **Dilogues :** Old Jackal : What does your king love to eat ?  
Rabbit : Crab-curry.  
Old jackal : Where does he love to live?  
Rabbit : Inside holes.

### 5 Vocabulary :

- (a) Write the names of three animals from the story. The second and third word begin with the last letter of the words that go before.  
Rabbit- T\_\_\_\_\_.
- (b) Solve the cross-word puzzle. Find the words (animals and birds). Then encircle the names of birds and animals. The first one has been done for you.

D	E	E	R	A	T	I	G	E	R
F	O	X	A	N	R	A	T	P	P
C	D	M	B	I	R	D	S	A	E
R	O	O	B	M	K	O	A	R	A
O	V	U	I	A	H	G	S	R	P
W	E	S	T	(L	I	O	N)	O	O
F	N	E	O	S	C	A	T	T	C
E	L	E	P	H	A	N	T	B	K



Read the follow-up text and write some names of animals.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Session-7

### 6 Usage :

Punctuate the following.

the old jackal asked what does your king love to eat the rabbit replied  
he likes to eat crab curry very much

### 7 Writing :

- (a) Match the following and next write sentences for each.

One is done for you.

rabbit	● minister
tiger	● manager of the kitchen
elephant	● bodyguard
lion	● head of army

The rabbit became the manager of the kitchen.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- (b) Answer the following questions.

(i) Where did the jackal fall?

(ii) Why did he look blue?

(iii) Who saw him first?

(iv) Who made him the king ?

\_\_\_\_\_

(v) Who became his minister ?

\_\_\_\_\_

(vi) Who became his body-guard ?

\_\_\_\_\_

(vii) Why did the animals want to kill him ?

They wanted to kill him because he was an ordinary \_\_\_\_\_

- (c) Imagine that you are the blue jackal. You are telling someone about what happened to you. Fill in the gaps with the help of the story you have read.

One day I was \_\_\_\_\_ food. I \_\_\_\_\_ a tub of \_\_\_\_\_. I became blue. I wore \_\_\_\_\_ and \_\_\_\_\_ to look very different. A mole saw me and \_\_\_\_\_. The lion became my minister. The tiger \_\_\_\_\_. The elephant \_\_\_\_\_ and the rabbit \_\_\_\_\_. I enjoyed being their king for some days. But one day jackals called "Hooke \_\_\_\_\_. I also joined with them and called \_\_\_\_\_. The animals could know I was a \_\_\_\_\_. They \_\_\_\_\_. I ran away \_\_\_\_\_ and luckily could save myself.

### Session-8

#### 8 Mental Talk :

"Never try to be different from your own people."

#### 9 Let us Think :

This is an animal story. Think of men and women who are like the blue jackal who try to be different from their own people.

### Session-9

## FOLLOW-UP LESSON THE MONEY-LENDER JACKAL

### Read and enjoy the story

In a forest lived a tiger, a tigress and their two children. Every day the tiger couple go out for hunting. They leave the children back in their cave with some meat. The children eat the meat happily.





A jackal saw this. One day, he looked like a money-lender; he dressed himself with a leaf-cap and a shirt and a pair of pants. "Your parents have borrowed money from me and are not paying", he shouted and ate all the meat. He did this every day. The tiger cubs became thinner and thinner. The parents asked them the reason. The cubs told everything. So, one day the tiger did not go for hunting. He hid himself in the cave. The jackal came and made the cubs afraid by saying, "I'm the money lender. Where are your parents?" The tiger came out, caught the jackal and killed him.

**(b) Read the poem and answer the questions that follow.**



First came the mole,  
Then the rabbit and deer,  
Next giraffe and elephant,  
Then cockatoos and bear.  
Then came the rhinos,  
And the camel with his hump,  
The gorilla and the roosters,  
Thump thump thump.





### ● Comprehension Questions :

1. How many animals are there in the poem?
2. Who came first?
3. Who had a hump?
4. Which animal in the poem is very big?
5. Which of these animals do you like most?
6. Are the animals clever? Why?
7. Can you add two more lines to the first stanza?

**Word Note:** (The words / phrases have been defined mostly on their contextual meanings.)

anthill	-	ଉତ୍ତମୁକ୍ତା	
befool	-	make others fool, ବୋକା ବନେଇବା	
borrowed	-	took money on loan, ରଣ କରିଥିଲେ	
chased	-	ran after, ଗୋଡ଼େଇଲେ	
clock wise & anti clock wise	-	moving head to both side, ଉଭୟ ପଟକୁ ମୁଣ୍ଡ ଘୁରାଇଲା	
cockatoo	-	a type of bird, ଏକ ପ୍ରକାର ଶୁଆ,	
crab - curry	-	dish made of crab, କଙ୍କଡ଼ା ତରକାରି	
cubs	-	baby-tigers, ବାଘଛୁଆ	
drove them away	-	asked them to go away, ଡଢ଼ିଦେଲେ	
guess	-	think, ଅନୁମାନ କରିବା	
head of army	-	chief of animals-army, ଜଙ୍ଗଲ ସେନା ମୁଖ୍ୟ	
heaven	-	place of god, ସ୍ୱର୍ଗ	
hid	-	stayed out of sight, ଲୁଚି ରହିଥିଲେ	
humble	-	polite, ନମ୍ର	
hump	-	a raised body part, କୁଜ	
hunting	-	killing animals for food, ଶିକାର କରିବା	
in full swing	-	full speed, ଜୋରସୋରରେ	

looked all blue	-	became blue, ନୀଳବର୍ଣ୍ଣ ଦେଖାଗଲା
looking for	-	searching food, ଖାଦ୍ୟଅନ୍ୱେଷଣ ନିମନ୍ତେ
manner	-	activities, ହାବଭାବ
matter	-	news / incident. ଘଟଣା, ଖବର
mole	-	ଚୁରୁହୁଆ
pack of jackals	-	group of jackals, ବିଲୁଆ ଦଳ
pair of spectacles	-	ଚଷମା 
planned	-	thought, ଉପାୟ ପାଞ୍ଜିଲା
presiding	-	heading the meeting, ସଭାପତିତ୍ୱ କରିଥିବା ସମୟରେ
race	-	one class of animals, ପଶୁଜାତି
recognising	-	coming to know, ଜାଣିପାରି ବା ଚିହ୍ନିପାରି
reported	-	informed, ଜଣାଇଲା
rooster	-	cock, ଗଞ୍ଜା
rule	-	to become the king, ଶାସନ
serve	-	give service, ସେବା
sky-word	-	looked at the sky, ଆକାଶ ଆଡ଼କୁ
tub	-	ପାଣିକୁଣ୍ଡ 
wore	-	past tense of wear, ପିନ୍ଧିଲା
with great difficulties	-	with a lot of efforts, ବହୁକଷ୍ଟରେ

### Steps for Writing :

Think  
↓  
Write  
↓  
Revise  
↓  
Rewrite (if necessary)



## LESSON - 7

# LITTLE NAUGHTY NANDI



### Session-1

#### I Pre-reading

- The teacher tells you about a little naughty boy. Listen to him/her.

A little boy had a fever. His father wanted to give him medicine. But the tablet was bitter. The boy would not take it. So his father put the tablet inside a ripe banana and gave it to the boy. After some time the father wanted to be sure whether his son had eaten the medicine or not.

Father : Have you taken the banana, son?

Son : Yes dad. But there was a seed inside it. I've thrown the seed out and eaten only the banana.

Here is a poem about a little naughty boy. Let's read the poem.

#### II. While-reading

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

Little naughty Nandi.  
Has fever on Monday.  
Has cold on Tuesday.  
Has cough on Wednesday.  
Has headache on Thursday.  
Has toothache on Friday.  
Has backache on Saturday.  
But ready for school on Sunday.  
Little naughty Nandi.





- Your teacher reads the poem aloud.
- Your teacher asks you, "Who is there in the poem ?".
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem in your book.
- You read the poem silently.

## ● Comprehension :

### Answer the questions :

1. What is the poem about?
2. On which day has Nandi fever?
3. On which day has Nandi a cold?
4. On which day has Nandi a cough?
5. On which day has Nandi a backache?
6. On which day was Nandi ready to go to school ?  
Was he really ready to go to school?
7. How do you know that he was not willing to go to school?
8. Did he really have cold, cough, fever .....or was he pretending?
9. Why was he pretending to be sick?

## Session-2

### III Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Thursday, Monday, Sunday, Friday

#### 2 Comprehension Activities

##### (a) MCQs

Fill in the blanks choosing the correct options.

1. Nandi has a fever on \_\_\_\_\_.  
(A) Saturday (B) Monday (C) Wednesday (D) Thursday
2. Nandi has a cold on \_\_\_\_\_.  
(A) Monday (B) Saturday (C) Tuesday (D) Friday

- 3 . Nandi has a cough on \_\_\_\_\_.  
(A) Friday (B) Monday (C) Saturday (D) Tuesday
- 4 . Nandi has a headache on \_\_\_\_\_.  
(A) Thursday (B) Monday (C) Tuesday (D) Wednesday
- 5 . Nandi has a backache on \_\_\_\_\_.  
(A) Thursday (B) Saturday (C) Sunday (D) Monday
- 6 . Nandi has toothache on \_\_\_\_\_.  
(A) Friday (B) Monday (C) Sunday (D) Thursday
- 7 . Odd one out.  
(A) Friday (B) Sunday (C) Thursday (D) Tuesday

(b) Match items under A with items under B. One is done for you.

A	B
toothache	Monday
backache	Tuesday
cough	Thursday
cold	Friday
headache	Wednesday
fever	Saturday

### Session-3

#### 3 Listening :

- Your teacher tells names of some days. Listen to him/her and tick the days.
- Your teacher sings the following song. She tells from the matching table.  
You listen to him and act accordingly.

### LISTEN TO THE MUSIC

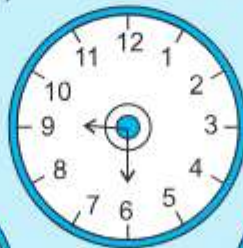
Clap your hands, clap your hands,  
Listen to the music and clap your hands.  
Stamp your feet, stamp your feet,  
Listen to the music and stamp your feet.

Jump up high, jump up high,  
Listen to the music and jump up high.  
Turn around, turn around,  
Listen to the music and turn around.

## Session-4

### 4 Speaking :

- (a) Your teacher reads aloud one line, you repeat after him/her.  
Do all the lines in this way.
- (b) Chain-drill : Little Nandi  
Had a fever on Monday.
- (c) Reading aloud in turn.
- Your teacher reads aloud the first line; you read the second line and so on.
  - You do this in two groups – one group one line, the next group the next line.
- (d) Telling time looking at a watch.  
Let's learn how to say time looking at a watch.
- (i) It is 10 o'clock.      (ii) It is 9:30 o'clock. / It is half past 9.



(iii). It is a quarter to \_\_\_\_\_ (iv). It is \_\_\_\_\_



(e) **Saying about days of a month looking at a calendar.**

As a watch tells you the time of a day, a calendar tells you about the days of a month. Look at the calendar for the month December 2017 and answer the questions that follow.

**Read the calendar given below and answer the questions.**

Questions :

1. How many Sundays are there in this month?
2. How many Tuesdays are there in this month?
3. How many Thursdays are there in this month?
4. When is the Christmas day? (Christmas is pronounced as 'Krismas')

DECEMBER-2017						
SUN	31	3	10	17	24	
MON		4	11	18	25	
TUE		5	12	19	26	
WED		6	13	20	27	
THU		7	14	21	28	
FRI	1	8	15	22	29	
SAT	2	9	16	23	30	

**Session-5**

**5 Vocabulary**

- (a) Learn the names of months.
- (b) How many seasons are there in a year ?  
Can you name them? See box -7 on the next page.
- (c) What are the parts of a day called?  
forenoon  
noon (12 o'clock in the middle of the day, midday)  
afternoon  
evening  
night

JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

**Session-6**

- (d) Solve this puzzle about the months.

Clues:

- (i). It is the fifth month.
- (ii). It comes after June.
- (iii). It comes before April.
- (iv). It comes after February.
- (v). It comes between July and September.

(i)	M	A	Y			
(ii)						
(iii)						
(iv)						
(v)						

## Session-7

### 7 Writing :

- (a) First write the following in order from bigger to smaller.

Day	1. _____
Year	2. _____
Week	3. _____
Month	4. _____

- (b) Written below are the names of some seasons. Remember them and copy them in good handwriting in the space provided.

Summer	Rainy	Autumn
_____	_____	_____
_____	_____	_____
Winter	Spring	Summer
_____	_____	_____
_____	_____	_____

## Session-8

- (i) Look at the clock in the picture and fill in the blanks in the sentences.  
the small hand is the hour hand and the big hand is the minute hand.



It is \_\_\_\_\_ o'clock.



It is \_\_\_\_\_ o'clock.



It is half past \_\_\_\_\_.



It is a quarter to \_\_\_\_\_.







## Session-9

- (d) What did Nandi eat this week ? Write both question and answer for each item in the space provided looking the example given below.

Example: Q : What did Nandi eat on Monday ?

A : He ate beans on Monday.



	ice-cream	Tuesday
	Q : What did Nandi eat on Tuesday ?	
	A : Nandi ate Ice-cream on Tuesday	
	fish	Wednesday
	Q : _____ A : _____	
	cake	Thursday
	Q : _____ A : _____	
	apple	Friday
	Q : _____ A : _____	
	banana	Saturday
	Q : _____ A : _____	
	egg	Sunday
	Q : _____ A : _____	



## Session-10

### 8 Mental Talk :

Little naughty Nandi  
Ready for school on Sunday.

### 9 Let's Think :

Railway time is said and written in a different way. Try to find out.

## Session-11

### FOLLOW-UP LESSON DAYS OF THE WEEK

Monday alone,  
Tuesday together.  
Wednesday we walk  
When it is fine weather.

Thursday we laugh,  
Friday we pray.  
Saturday hours,  
Seem almost to fly.

But of all the days,  
We'll Sunday, call,  
The best day,  
The best day of all.

● **Answer the following questions.**

- 1 . Who are 'we' in this poem? Are they friends?
- 2 . What do they do on Wednesday?
- 3 . What do they do on Thursday?
- 4 . What do they do on Friday?
- 5 . Which day flies away quicker?
- 6 . Which is the best day? Why?

**Word Note :** *(The words / phrases have been defined mostly on their contextual meanings.)*

alone	- without any people, single, ଏକାକୀ
cold	- cold disease, ଥଣ୍ଡା ବା ସର୍ଦ୍ଦି
cough	- cough disease, କାଶ
fever	- illness, ଜ୍ୱର
headache	- head-pain, ମୁଣ୍ଡବ୍ୟଥା
naughty	- disobedient, ଦୁଷ୍ଟ ବା ଚଗଲି
together	- going with someone, ଅନ୍ୟମାନଙ୍କ ସହିତ
toothache	- tooth-pain, ଦାନ୍ତ ବିନ୍ଧା



## THE STRANGER AT THE DOOR

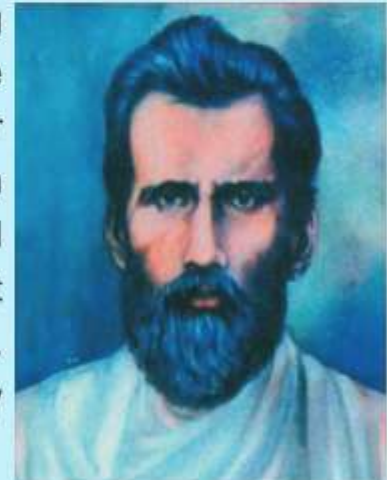
### I Pre-reading

#### Session-1

- Socialisation
- Teacher tells you this story.

All of you must have heard about Gopabandhu Das. What do the people of Odisha call him? "Utkalmani Gopabandhu". Do you want to know what he did one day?

It was noon. It was time for lunch. Gopabandhu had worked hard that day. He helped the poor people. They were suffering from cholera. He came home for lunch. Just when he was ready to take his lunch, he heard a poor beggar begging, "Give me something to eat. I haven't eaten anything for the last two days". Gopabandhu took all the food given to him on the banana leaf. He gave it to the beggar. The beggar took the food. Gopabandhu was very happy though he was hungry himself.



Read this text below. The topic of the text is very similar to what you heard about Gopabandhu.

### II While-reading

#### SGP-1

- Read paragraphs 1-3 silently and answer the questions that follow.

1. A poor old couple were sitting inside their small hut. It was time for supper. But they had hardly anything to eat. They had only two pieces of



bread and half a glass of milk. It was raining outside. The weather was a bit windy. The nearby shops had closed long back. There was hardly anybody outside. The cold weather had put everybody inside.

2. The old woman murmured, "Somehow we'll manage tonight, but what about tomorrow? It seems the rain will not stop and we will have to go without food for a day or two".



3. "Have we not had such starved night before? Let's have hope for future." said the old man. And just when they were going to have their supper, someone knocked at the door. The old man opened the door. A thin shrunken beggar-like man in rags was outside. "Sir, I have not eaten anything for the last two days. Can I get something to eat?" The old man's wife went inside and brought two pieces of bread and the half glass of milk for the man. The man gulped the food in no time to his heart's content and left.

### ● Comprehension Questions:

1. Who are there in these paragraphs?
  2. What was the time?
  3. What was the weather like?
  4. What did the old couple have for supper that day?
  5. What happened when they were about to take their supper?
  6. What did the stranger want?
  7. Who brought the food from the kitchen?
  8. Did the stranger eat the food slowly or quickly? Which words tell you so?
  9. Did the old man and his wife have anything left to eat?
  10. What will the old couple eat? Will they go without food that night?
- Read the rest of the text and see.

## Session-2

### SGP 2

- **Read para-4-6 silently and answer the questions.**

4. When the man left, the wife said, "It's good that he did not ask for more" 'Did you see how happily he ate?' asked the old man. "My hunger had disappeared seeing him eat happily," said his wife.
5. "I too feel that way,"told the old man. Both of them decided to go to bed without food. The old woman went to the kitchen to shut the door. But..., what did she see!!
6. The bread and the glass of milk was still there. Coming close she could see-not just two pieces but six or eight pieces of bread and a full glass of milk. She loudly called her husband, "Come and see what had happened here!" The old man came and was surprised to see what had happened. They did not think of eating. They thought of the poor beggar, who ate only two pieces of bread and half a glass of milk. They wished they should have given him more to eat.

- **Comprehension :**

**Answer the questions.**

1. Why did the old woman say "Thank God ! he did not ask for more"?
2. Were the couple happy to see the stranger eat the food? How do you know?
3. Why did the old woman go to kitchen ?
4. What did she see there ?
5. How many pieces of bread were there ?
6. Did they think of eating the bread or about the beggar ?
7. Why did they think of the beggar ?
8. Suppose the stranger would have come again, what would have they done ?



9. Do you think the title of the story is alright? Does it need improvement ?  
If Yes, Why ?
10. Suggest a suitable title. Which title will be better 'The Old Couple', or  
'The Kind Old Couple'?
11. Do you like the old couple? Why?

### III Post-reading

#### Session-3

#### 1 Visual Memory Development Technique (VMDT) :

- (i) Whole text: The man ate the food;  
Weather-raining, windy, Lo! What did she see?  
They wished the stranger take more; someone  
knocked at the door

#### 2 Comprehension Activities :

##### (a) MCQs

**Choose the right answer from the options.**

- (i) How was the weather outside?  
(A) Story (B) Rainy  
(C) Windy (D) Rainy and windy.
- (ii) The old couple had only \_\_\_\_\_.  
(A) two pieces of bread  
(B) two pieces of bread and half a glass of milk  
(C) four pieces of bread and a glass of milk  
(D) eight pieces of bread and a glass of milk
- (iii) The old couple were \_\_\_\_\_.  
(A) rich (B) poor (C) honest (D) poor and kind



- (iv) When the old woman went to the kitchen, she found \_\_\_\_\_.  
 (A) a piece of bread  
 (B) a piece of bread and a glass of milk  
 (C) four pieces of bread and a half a glass of milk  
 (D) eight pieces of bread and a glass of milk

**(b) Match (A) with (B) to know who said what.**

A	B
Stranger	"Somehow we will manage to night."
Old man	"Can I get something to eat ?"
Old woman	"Let's hope for the future."
Old man	"I have not eaten for two days."
	"I too feel that way."

### Session-4

#### 3 Listening

- (a) Your teacher will read aloud some of the words in the list below. You listen to him/her and tick the words.

(hunger, starve, couple, murmur, gulp, somehow, shrunken, outside, weather, rags)

- (b) Listen to your teacher reading aloud a para and fill in the gaps.

"It was \_\_\_\_\_. It was time for \_\_\_\_\_.  
 \_\_\_\_\_ had worked \_\_\_\_\_ that day helping  
 \_\_\_\_\_ people suffering from \_\_\_\_\_. He had  
 \_\_\_\_\_ home to \_\_\_\_\_ lunch".

Now read para and correct your writing. You can also give marks to yourself. Give two marks for each correct word.

## Session-5

### 3 Speaking :

- (a) Reading Aloud

Your teacher reads aloud a sentence/part of a sentence, you repeat after him/her in chorus. In this way read aloud the first para.

- (b) Chain-drill

"But lo ! what did she see !"

- (c) Dialogue: Tr vs Stds, Stds vs Stds, two Stds(in pair)

Old Woman: "My hunger had disappeared."

Old man: "I too feel that way."

## Session-6

### 5 Vocabulary :

- (a) See the word 'beggar-like' in para- 3. This is made up of two words: like and beggar. Make similar words using the words given at the left.

like teacher \_\_\_\_\_

like baby \_\_\_\_\_

like mother \_\_\_\_\_

like father \_\_\_\_\_

like son \_\_\_\_\_

like daughter \_\_\_\_\_

- (b) See dictionary at the end of your book to find the meanings of the following words-  
(murmur, gulp, starve, loaves, supper, rags, couple)

- (c) See the two phrases- 'in no time', 'to his heart's content' in para -3 (last sentence) and fill in the blanks using these phrases.

Dipak played cricket the whole of Sunday afternoon and came home very hungry. His mother gave him food. He ate the food to \_\_\_\_\_ and finished what was given to him \_\_\_\_\_.

## Session-7

### 6 Usage :

- (a) Use capital letter, comma, question mark, full stop etc and rewrite the following sentences.

the men said sir i have not eaten any things for the last two days  
can i get something to eat (paragraph-3)

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- (b) You have matched 'who said what' in activity 2(ii). 'What one said' is inside the inverted commas- "\_\_\_\_\_". Underline what one said in each sentence below. One is done for you.

- (i) The stranger said "Can I get something to eat?"  
(ii) The stranger said, "I have not eaten for two days".  
(iii) The old man said, "I too feel that way."  
(iv) "I too feel that way."told the old man.  
(v) The old man said, "Let's hope for the future."

## Session-8

### 7 Writing :

- (a) Answer the following questions :

1. What did the old couple have for supper?

---

---



2. What happened when the old couple was about to have their supper?

---

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3. Why did the old woman say "Thank God, he did not ask for more."?

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4. Do you like the couple? Why?

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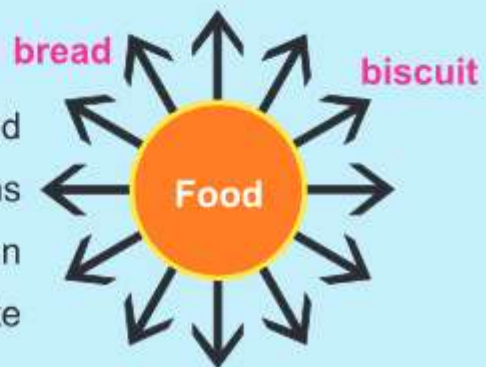
(b) The old man describes to his friend what happened on that day. Read what he said and fill in the gaps looking at the story. (Your teacher will help you).

It was a Sunday evening. It was \_\_\_\_\_ outside. It was \_\_\_\_\_ windy. We were about to \_\_\_\_\_. Someone \_\_\_\_\_ door. I \_\_\_\_\_ the door.

A stranger \_\_\_\_\_. He asked for \_\_\_\_\_. We gave him what we \_\_\_\_\_. He then \_\_\_\_\_. My wife went to the \_\_\_\_\_ to \_\_\_\_\_ door. What did \_\_\_\_\_ see; There were \_\_\_\_\_ pieces of bread and \_\_\_\_\_.

### Session-9

(a) Think and give the names of some food items. (Your teacher will collect food items and put them on the black board in a sun diagram.) Then copy them in your note book.



## Session-10

### 8 Mental Talk :

'Let's have hope for future.'

### 9 Let's Think :

Do we have people like the old couple these days?

## Session-11

### FOLLOW-UP LESSON

#### THE POOR OLD COUPLE

- Read the poem and answer the questions.

The poor old couple  
Went out for shopping,  
What did they buy ?  
Guess, what and why ?  
Four loaves of bread and butter  
And milk two litters.

Two loaves they gave to a sparrow  
And two loaves to a crow  
Oh, lo, see, see there!!  
They've still enough bread to spare.

They gave to the cat  
Milk one litre.  
And to the dog another  
Oh, lo, see, see, there!!  
They've enough milk to spare.

The poor old couple  
Went out for shopping.  
What did they buy?  
Guess, what and why?




● **Comprehension :**

**Answer the following questions.**

- 1 What did the old couple buy ?
- 2 What did they give to the sparrow ?
- 3 What did they give to the crow ?
- 4 What did they give to the cat ?
- 5 What did they give to the dog ?
- 6 What did the couple do with the rest of the milk ?

**Word Note :** (The words / phrases have been defined mostly on their contextual meanings.)

beggar	- one who lives by begging, ଭିକାରି
couple	- wife and husband, ଦମ୍ପତି
disappeared	- no more hungry, ଭୋକ ଚାଲିଯାଇଥିଲା
gulped	- ate quickly, ଭୋକରେ ଶୀଘ୍ର ଗିଳି ପକାଇଲେ
hardly	- too less, କୃଚିତ୍
heart's content	- to one's satisfaction, belly full, ପେଟପୁରା
hunger	- feel to eat, ଭୋକ
hut	- କୁଡ଼ିଆ ଘର 
knocked	- called by knocking door, କବାଟ ବାଡ଼େଇଲେ
loaves	- plural of loaf, bread, ପାଉଁରୁଟି
murmured	- spoke in low voice, ଗୁଣ୍ଠୁଗୁଣ୍ଠୁ ହୋଇ କହିଲେ
rag	- torn clothes, ଚିରା ଲୁଗା
shrunken	- very weak, ଚର୍ମ ସଙ୍କୁଚିତ ହୋଇଯାଇଥିବା
spare	- to use, ଖାଇବା ପାଇଁ ରହିଛି
sparrow	- ଘରଚଟିଆ 
starved	- without eating, ଉପବାସ, ଖାଦ୍ୟବିନା
supper	- night meal, ରାତ୍ରିଭୋଜନ
surprised	- taken aback, ଆଶ୍ଚର୍ଯ୍ୟ ହୋଇଗଲା
wished	- wanted, ଚାହୁଁଥିଲେ
windy	- with much wind, ପବନପୂର୍ଣ୍ଣ



**TEST -2****FULL MARKS- 100**

1. Write the odd one out.

3 x 4 = 12

(i) crow , lamb , cow , dog

\_\_\_\_\_

(ii) cat, tiger, dove, lamb

\_\_\_\_\_

(iii) frog, fish, horse, crocodile

\_\_\_\_\_

(iv) apple, banana, ice-cream, mango

\_\_\_\_\_

2. Match drawing lines .One is done for you.

4 x 3 = 12

**A****B**

January

an animal that gives us milk

Summer

name of a day

Wednesday

an animal we sit on it

Horse

name of a season

Cow

name of a month

3. Order the letters to have names of birds and animals. Use clues given. One is done for you.  
marks

5 x 2 = 10

(i) act ( it eats fish)

cat \_\_\_\_\_

(ii) rtige ( it lives in forest )

\_\_\_\_\_

(iii) qsiurrel (it has a bushy tail)

\_\_\_\_\_

(iv) rparot (a pet bird that can talk)

\_\_\_\_\_

(v) ocwr (a black bird in colour)

\_\_\_\_\_

(vi) ilno (the king of the jungle)

\_\_\_\_\_

4. Match the words that rhyme and then write. One is done for you.

3 x 3 = 9

(i) pen

hole

(i) pen and den

(ii) bowl

silk

(ii) \_\_\_\_\_

(iii) nest

den

(iii) \_\_\_\_\_

(iv) milk

best

(iv) \_\_\_\_\_

5. Match words with opposite words and then write. One is done for you. 5 x 3 = 15

sweet	bad	sweet_and_bitter
clever	sad	_____
happy	unwell	_____
easy	bitter	_____
well	difficult	_____
good	foolish	_____

6. Look at the following sentences. The words are not in order. Order them and write. One is done for you. 4 x 3 = 12

(i) Arat in a hole lived.

A rat lived in a hole.

(ii) Ajackal for food was looking .

\_\_\_\_\_.

(iii) A green frog under lived a log.

\_\_\_\_\_.

(iv) It is beautiful a garden.

\_\_\_\_\_.

7. Read the following paragraph and write answers to the following questions. 6 x 1½ = 9

Ram and Shyam are friends . One day Ram asked Shyam , "Do you know the alphabet?" "Yes , of course", said Shyam . "Then tell me, "Which letter comes after "A"?" "All of them." said Shyam

(i) Who are there in this paragraph?

\_\_\_\_\_.

\_\_\_\_\_.

(ii) Who asked Shyam , " Do you know the alphabet?"

\_\_\_\_\_.

\_\_\_\_\_.

(iii) Did Shyam know the answer?

\_\_\_\_\_.

\_\_\_\_\_.

(iv) Who is cleverer- Ram or Shyam?

\_\_\_\_\_.

\_\_\_\_\_.

(v) How many times "Ram" occurs in this paragraph?

Ram occurs \_\_\_\_\_.

(vi) Ram and Shyam are \_\_\_\_\_. (Fill in the gap)

8. There are seven days in a week. However, six days are hiding in the following cross-word puzzle. Find and write them in the space given below.  $2 \times 6 = 12$

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

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(vi) \_\_\_\_\_



9. Read the poem given below and write the answers to the questions

$$6 \times 1\frac{1}{2} = 9$$

I can see the sun  
Big and round and red  
When I first wake up in my bed.

I can see the moon  
Big and fat and white  
When I go to bed  
At night.

**Pratik Vorat**

- (i) The poet can see two things. What are they?

\_\_\_\_\_

\_\_\_\_\_

- (ii) What is the sun like?

The sun is big \_\_\_\_\_

- (iii) When can the boy see the sun?

\_\_\_\_\_

\_\_\_\_\_

- (iv) What is the moon like?

The moon is big \_\_\_\_\_

- (v) When can the boy see the moon?

\_\_\_\_\_

\_\_\_\_\_

- (vi) How many times "I" is used in this poem?

"I" is used \_\_\_\_\_

## APPENDIX-I

### NOTES FOR TEACHERS

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

But we have tried to solve these problems through the introduction of trailer lessons to class IV textbook. Stated below are some suggestions for you how you can to deal with different parts of a lesson.

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

Teacher: Good Morning students.

Students: Good Morning sir/madam.

Teacher: How are you students?

Students: Fine, thank you sir/madam.

#### Leave Taking

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

Students: Thank you sir/madam. Good bye.

#### Trailer-Lessons

The main purpose of trailer lessons, as stated before, is to help what the learners have not learned in the previous classes. It includes learning to write capital



and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of this task, we have placed different tasks in between songs. Learners will sing a song together, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is hard work. We will work hard and enjoy with a song. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-II; Notes on Methods.

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

Each trailer lesson has six sessions, one session for one class of 45 minutes duration.

### **Main Lessons**

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

#### **Pre-reading**

At this stage, your role is to motivate your learners to read the text and we have suggested ways to help you. All the instructions for you and your learners are to be spoken by you to the learners. You just see them, read aloud what is written as if you are speaking to your students. Finding a pre-reading activity is difficult. If you have no better alternative, better stick to one that is provided.

#### **While-reading**

This, as stated before, is the most important part of a lesson. Take extra care not to read aloud and explain. Allow students to read on their own and comprehend as much as they can. When you ask them to read silently, you do two things – see that all



are engaged in reading and get yourself ready for the question answer part. Even if some of your students are incapable of reading, let them see the text. Even seeing the text and getting a picture of it will be of some help for learning, better than your explanation of the text. While asking questions, follow the suggestions provided in Appendix-III

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

### **Post-reading**

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

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



### **1.VMDT (Visual Memory Development Technique)**

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

### **2.Comprehension Activities**

The purpose of these activities is helping learners get an overall comprehension of the text. Different types of activities are provided in the text.

### **3. Listening**

Listening lays the foundation for other language skills. Therefore, we have included listening activities – you are to read aloud either some words or a chunk (a small paragraph or a stanza) your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After your students do the task, you can provide class feedback, if the students are more in number. You write the correct answers on the blackboard. The learners self-correct their scripts.

### **4. Speaking**

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

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

For dialogue, follow the following steps.

1. Write the dialogue in good handwriting on the blackboard.
2. Have a rehearsal – you read aloud, students repeat.
3. 2 rounds: Teacher- vs. - students, students –vs. - students

**5. Vocabulary** (as suggested)

**6. Usage** (as suggested)

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

**7. Writing**

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

For one sentence answer type questions

- Help students to locate the answer in the text
- Get half the answer from the question itself and half from the text
- The tense for question and answer should be the same.

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

- It will be better if you yourself do these writing tasks as your preparation before asking students to do.

**8. Mental Talk (MT)**

Read about the method provided in Appendix-II. You yourself practise mental talk first before asking your students to do mental talk.

**9. Let's Think**

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

**10. Follow-up Lessons**

These lessons, as stated before, are sub-lessons based on the main lessons but comparatively simpler and shorter. Though based on the main lesson, these lessons take learner bit away from the main lesson, open up for them a broader world. Both you and your learners need to learn on your own. While the main lesson is more strictly structured and everything is done for you, in case of these lessons you have



freedom to frame your own activities and learners can learn on their own. This will test whether as a teacher you have grown professionally or not, whether you can frame activities on your own or not. Similarly whether your students have developed the language skills or not is also to be tested. You have to prepare yourself and make tasks for your learners from these sub-lessons under the following heads-

1. Reading aloud if the lesson is a poem.
2. Divide the lesson into SGPs for silent reading.
3. Frame comprehension questions.
4. Have task for VMDT.
5. Prepare tasks on chain-drill / dialogue activities.
6. Prepare tasks for Mental Talk and
7. Writing activities.

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

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

### **NOTES TO PARENTS**

In educationally developed countries parents, tutors and teaching shops do not help learners to learn. But, unfortunately, here they have to help the learners mainly because the schools do not do their jobs properly. If you are helping your child



in his/her learning, kindly see that your child mostly learns own his/her own and develops the skills not just mugs up and scores good marks. In our current education there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also have skill matching the marks she/he scores or else she/he will be unemployable. The employer these days do not believe in certificates and marks and conduct their own test to measure their future employees' skills to see whether they are employable.

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

### **NOTES TO GUIDES**

You have a role to play in our current education. In case you are helping class IV students of Odia medium schools learning English, kindly go through the introduction to the book and the lesson before you teach English to them. This will help both you and your learners. We promise, if you teach English through this book as we want you to teach, both your learners and you yourself will gain.

### **NOTES TO INSPECTING OFFICIALS**

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

If you are to inspect an English class of class IV, kindly go through the introduction to the class IV textbook and see how the lessons are designed. When you inspect a class, please first know in which phase of teaching a lesson the teacher is. Is s/he in the pre-reading, while-reading or post-reading phase? The learners' role is different in these three phases of a lesson. Please identify the phase and evaluate the class accordingly. Following a learner-centred approach, we have done away with

teacher's reading aloud and then explaining a text. Please see that teachers do not do this rather give learners to read the text and do the activities on their own, the teacher playing the facilitator's role.

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

**N.B.-**

- Currently the greatest danger to education is cheap helps , particularly through cheap bazaar notes ( meaning books) which , by spoon feeding , cripple the learners. We , therefore , request all avoid these books.
- For any query/clarification contact to :ELTI, Odisha, Bhubaneswar, Mob. - 9861955904, 9861454167,9437463273.  
Directorate of TE & SCERT, Odisha, Bhubaneswar.  
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## **APPENDIX-II**

### **Four Basic Techniques**

#### **1. Brainstorming (BS)**

Brain is the centre of learning. No learning can take place without brain. We have to frequently use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. If we have not done this before, let's make this a part of our present teaching.

#### **2 . Visual Memory Development Technique (VMDT)**

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT. Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text ). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. This they can keep on doing till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners to memorise contents.

#### **3 . Mental Talk (MT)**

This is a very good method for learning language, particularly a second language like English. Language is a very complex matter. How humans pick up



language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex.

But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

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

#### **4. Chain-drill**

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

## Appendix-III

### Some Important Tips on Handwriting, Asking Questions and Reading Aloud

#### Instructions for Good Handwriting :

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

#### Suggestions for asking questions during the while-reading stage:

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.



4. Never answer questions to yourself-provide clues to help your students to ask you questions.
5. Encourage your students to ask you question.
6. Encourage your students' question. Ask other students to answer.
7. If one fails to answer your question, ask the question to the whole class (you can answer his/her question)
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer in English.

#### **Rules of Reading Aloud:**

1. Make yourself familiar with the text before you read it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.

9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.

## APPENDIX-IV

### Learning Indicators

#### Skills and sub-skills

##### 1. Pure Listening

#### Learning Indicators

Learners :

- listen to stories with 60-70% comprehension.
- listen to simple and moderately complex instruction in English and act accordingly.
- listen to a paragraph /paragraphs and fill in forms and blanks in a given passage.
- listen to a small poem /stories read aloud by the teacher and locate the right answer given in texts.

#### How to achieve

- Storytelling, TPR activities, reading aloud texts and classroom instructions
- Doing activities under "Listening Skills" provided in every lesson of the textbook

##### 2. Listening and Speaking

Learners :

- greet and respond to greetings in English.
- introduce self and introduce someone to others.
- participate in chain-drills and dialogues.
- listen to and repeat number , letter and words.
- listen to phrases and sentences and repeat in chorus and individually.
- read aloud a stanza or a paragraph from the prescribed textbook.
- listen to and answer questions about themselves  
–"What is your name? Where are you from?...
- Socialization at the beginning of every lesson
- Making students repeat phrases, lines from texts after the teacher in chorus and individually
- Making students do role-play and act with dialogues
- Doing chain-drills and mental talk. Practicing short conversations
- Answering questions from the textbook during the while-reading stage of a text transaction



### 3. Reading

#### Learners :

- read a paragraph or a stanza from a text silently with 70% comprehension.
- read and comprehend a larger chunk – a whole poem or a text of 4-5 paragraphs.
- read and locate information in a text.
- summarize simple texts.
- partially guess the meaning of unfamiliar words from a simple text.
- read and predict what will happen next.
- read and comprehend simple instruction provided in the textbook and do the task.
- match the stanzas and paragraphs with themes.
- read and comprehend other instructions in public places.
- read and comprehend letters, applications and brochures.

#### Learners :

- write one sentence answer type questions.
- answer questions in 30-50 words.
- make list of things.
- describe objects.
- make simple notes from a paragraph.
- copy small chunks from blackboard written by the teacher.
- write moderately difficult names of persons and places.

#### Learners

- have stock of 2000 to 3000 words
- join two words to form new words
- correctly spell about 70% of the words they know.
- solve cross-word puzzle.
- tolerably pronounce words with 50% accuracy.

#### Learners :

- identify word category.
- Know and use simple rules of grammar.
- know and use singular, plural forms of nouns, present and past tense forms of verbs.

### 4. Writing

### 5. Vocabulary

### 6. Grammar and Usage