

# PRAGATI-5

2018-2019

ENGLISH

Class-VII



**NOT FOR SALE**



स्वाध्यायान्ता प्रमदः

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## PREFACE

Session 2018-19 started with extensive work on foundational skills of students being conducted in classes of Delhi Government schools. We hope it served to support, assist and strengthen the language foundation of our learners. Learning Outcomes, as envisioned by SCERT, Delhi have formed a basis of these foundational skills.

Pragati 5 is an attempt to develop listening, speaking, reading and writing skills along with vocabulary and grammar, thus covering all contents of the syllabus as well as learning outcomes. Pragati 5 also aims at helping learners learn from various resources through activity-based learning approach. The activities given in Pragati 5 will be useful in the planning and execution of joyful teaching learning processes in our classrooms.

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### Note for the Teachers

- \* The activities based on content are suggestive in nature.
- \* The teachers are advised to modify the activities (as and when required) according to the class size, learning levels and other specific needs of the learners.
- \* Language enrichment activities will ensure that our learners get adequate practice of grammatical concepts based on syllabus along with all the 4 essential language skills vis a vis listening, speaking, reading and writing.
- \* Teachers may lead the learners towards development of thinking skills and critical analysis of content along with enhancement of their cognitive abilities.

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LEARNING OUTCOMES	TEXT BOOK	SUPPLEMENTARY READER	LANGUAGE SKILLS	GRAMMAR
	HONEY COMB	AN ALIEN HAND		
<ul style="list-style-type: none"> <li>Describes a picture in written form in four –five short sentences orally and in writing and vice versa.</li> <li>Participates in small conversations based on familiar context.</li> <li>Recites simple poem with intonation and expression.</li> </ul>	Poem -1, The Squirrel	L-1, The Tiny Teacher	<ul style="list-style-type: none"> <li>Listening Skills : To follow simple instructions in English</li> <li>Speaking: Speak two lines on 'A Squirrel'.</li> <li>Reading Skill: Seen stanza from the poem followed by comprehension questions (RTC)</li> <li>Writing: Guided Paragraph on 'My Pet' /A Squirrel</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> <li>Rhyming words</li> <li>Punctuation Marks(capital letters, comma, full stop and question marks)</li> <li>Framing of simple sentences</li> <li>Arrangement of 4-5 letter words in alphabetical order</li> </ul>
<ul style="list-style-type: none"> <li>Speaks and writes four to five simple sentences about friends and family in guided format.</li> <li>Writes words/very short sentences as dictated by the teacher.</li> <li>Uses newly learnt vocabulary while speaking and writing.</li> </ul>	L-1, Three Questions	L-2, Bringing up Kari	<ul style="list-style-type: none"> <li>Listening Skills: To listen a short paragraph and answer contextual questions verbally</li> <li>Speaking Skill: Asking simple questions in familiar context</li> <li>Reading Skill: Seen passages for comprehension</li> <li>Writing: Guided Paragraph on "Rainy Season"</li> <li>Application to the Principal for granting you sick leave"</li> <li>Application to the Principal for granting you sick leave</li> </ul>	<ul style="list-style-type: none"> <li>Naming words (Nouns)</li> <li>Doing words (verbs)</li> <li>Use of is/am/ are/ was/were</li> <li>Describing words (Adjective)</li> </ul>

<ul style="list-style-type: none"> <li>•Responds to recall and comprehension questions</li> <li>•Recites simple poem with expression in English.</li> <li>•Speaks and writes four to five simple sentences about friends and family in guided format</li> </ul>	Poem: The Rebel	L-2, Bringing up Kari	<ul style="list-style-type: none"> <li>•Listening Skills: Listen to the instructions given by the teacher about DOs and DON'Ts regarding students' conduct and respond accordingly</li> <li>•Speaking: Speak 4-5 sentences about their likes/dislikes</li> <li>•Reading Skills: Discussion and writing of 4-5 ground rules for class and read them aloud</li> <li>•Writing : Letter to friend advising him/her to take part in games</li> </ul>	<ul style="list-style-type: none"> <li>•Synonyms and Antonyms</li> <li>•Subject –Verb Agreement (use of is/am/are/ was/were/has/ have)</li> </ul>

SEMESTER II (OCTOBER 2018-FEBRUARY 2019)

<ul style="list-style-type: none"> <li>Describes a picture in written form in four -five short sentences orally and in writing and vice-versa</li> <li>Refers dictionary to find meaning of unfamiliar words.</li> <li>Uses newly learnt vocabulary while speaking and writing</li> </ul>	<p>L-3, Gopal and the Hilsa Fish</p> <p>Poem-The Trees</p>		<ul style="list-style-type: none"> <li>Listening and Speaking: Discussion and comprehension on passages about Environment and animals.</li> <li>Reading: reading, understanding and enjoying comic format</li> <li>Writing: Letter to brother telling him about a new pet in the family</li> <li>Paragraph on "Importance of Trees"</li> </ul>	<ul style="list-style-type: none"> <li>Describing words- Adjectives</li> <li>Prepositions : in, on, into, between, among, from , for</li> <li>Subject verb agreement</li> </ul>
		L-5. Golu Grows a Nose		
<ul style="list-style-type: none"> <li>Speaks and writes four to five simple sentences about immediate surroundings with the help</li> </ul>	<p>L-8 Fire: Friend and Foe</p>		<ul style="list-style-type: none"> <li>Listening &amp; Speaking: Listen to the instructions regarding fire safety rules and repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Active Passive voice</li> <li>Fill ups-choose the correct option</li> </ul>

<p>of the teacher</p> <ul style="list-style-type: none"> <li>• Participates in small conversations based on familiar context.</li> <li>• Reads simple print in surroundings (for example, advertisements on hoardings, newspapers, signposts etc.).</li> </ul>			<ul style="list-style-type: none"> <li>• Reading : Practice of Unseen Passages</li> <li>• Writing : Make a list of Do's and Don'ts in case of fire</li> <li>• Application to the principal for arranging a mock drill on Fire Safety in your school</li> </ul>	correct option
<ul style="list-style-type: none"> <li>• Recites simple poems with gestures in English, in chorus with other classmates as well as individually.</li> <li>• Recites simple poems with expressions and intonations.</li> </ul>	Poem: Dad and the Cat and the Tree	L-7 Chandni	<ul style="list-style-type: none"> <li>• Paragraph Writing: Morning Walk</li> </ul> <p>Activity: Rearrange jumbled words into meaningful sentences</p>	<ul style="list-style-type: none"> <li>• Conjunctions: use of and, or, but</li> </ul>

## Grade wise Learning Outcomes- English

Class I	<ol style="list-style-type: none"> <li>1. Responds to the questions asked about them and their family in their home language.</li> <li>2. Recites very short poems in chorus with other classmates after teacher.</li> <li>3. Identifies characters of stories heard with their images.</li> <li>4. Mimics sound of animals and actions and phrases related to the characters of stories heard</li> <li>5. Names objects related to everyday life such as some common fruits, vegetables, animals, birds, insects, colours, shapes, kitchen items, etc.</li> </ol>
Class II	<ol style="list-style-type: none"> <li>1. Recites short poems with actions.</li> <li>2. Responds to comprehension questions related to stories, in one word/phrase, orally in home language or in English.</li> <li>3. Identifies characters of the stories heard.</li> <li>4. Mimics actions and phrases related to the characters of the stories heard.</li> <li>5. Expresses feeling in one word in response to a situation-real or simulated (e.g. happy, sad, angry etc.)</li> <li>6. Understands and respond to simple phrases related to greetings.</li> <li>7. Use simple words (e.g. big, small, colour) to describe objects.</li> <li>8. Understands pronoun words (he/she/me/you) and can use them while speaking, learning to do so indirectly through conversations with teacher rather than knowing that they are leaning pronouns.</li> <li>9. Copy words and sentences correctly in notebook with appropriate spacing.</li> </ol>
Class III	<ol style="list-style-type: none"> <li>1. Recites simple poems with gestures in English, in chorus with other classmates as well as individually.</li> <li>2. Listens and follows simple instructions for routine tasks in school.</li> <li>3. Reads simple familiar sentences with understanding.</li> <li>4. Orally describes everyday objects in very short sentences.</li> <li>5. Writes two three sentences about objects of everyday life in guided format.</li> <li>6. Recalls few characters from stories heard and can write the names of the characters with pictures.</li> </ol>

Class IV	<p>In addition to class III:</p> <ol style="list-style-type: none"> <li>1. Recites simple poems with expressions and intonation.</li> <li>2. Reads simple texts of four-five lines with understanding.</li> <li>3. Guesses meaning of unfamiliar words by reading them in context as well as by using dictionary.</li> <li>4. Speaks very short and simple phrases related to everyday life of school.</li> <li>5. Uses punctuation marks like full stop and question mark at appropriate places.</li> </ol>
Class V	<p>In addition to class III and IV:</p> <ol style="list-style-type: none"> <li>1. Speaks and writes four-five simple sentences about her/his feelings and likes and dislikes with the help of the teacher.</li> <li>2. Reads simple print in the surroundings (for example, advertisements on hoardings, newspapers, signposts etc.)</li> <li>3. Describes pictures in written form in four-five short and simple sentences with the help of given clues and structure.</li> </ol>
Class VI	<p>In addition to class III, IV and V:</p> <ol style="list-style-type: none"> <li>1. Reads very short story fluently and can answer in one word or sentence orally and in writing.</li> <li>2. Speaks and write four to five simple sentences about friends and family in guided format.</li> <li>3. Writes words/very short sentences as dictated by the teacher.</li> <li>4. Draws simple and specific information from a simple text available in surroundings.</li> <li>5. Uses newly learnt vocabulary while speaking and writing.</li> <li>6. Refers dictionary to find meanings of unfamiliar words.</li> </ol>

Class VII	<p>In addition to the previous classes :</p> <ol style="list-style-type: none"> <li>1. Participates in small conversations based on familiar context.</li> <li>2. Responds to recall and comprehension questions from a short text.</li> <li>3. Speaks four to five sentences about immediate surroundings with teacher's help.</li> <li>4. Writes short paragraphs based on context in guided format.</li> </ol>
Class VIII	<p>In addition to the previous classes:</p> <ol style="list-style-type: none"> <li>1. Identifies characters, main idea and sequence of events after listening and reading a simple short story of about 100 to 150 words.</li> <li>2. Orally describes given picture/ simple topic in four to five sentences.</li> <li>3. Writes simple letters in guided format.</li> </ol>

# POEM THE SQUIRREL

POET – MILDRED BOWERS ARMSTRONG

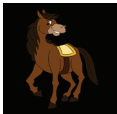
## PRE – READING

### Activity 1

Look at the pictures below, identify and write the names of the animals or the birds in the space provided.  
You may use the words given below.



a).....



b).....



c).....



d).....



e).....



f).....



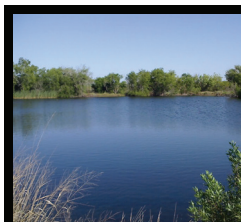
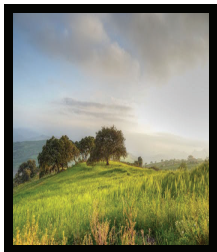
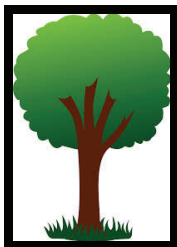
g).....

Cat    Fish    Dog    Horse    Tortoise    Sparrow    Squirrel



Activity 2

There are three habitats given below. Choose the animals and birds from Activity 1 and place their names in the appropriate habitat.



1. \_\_\_\_\_

2. \_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

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

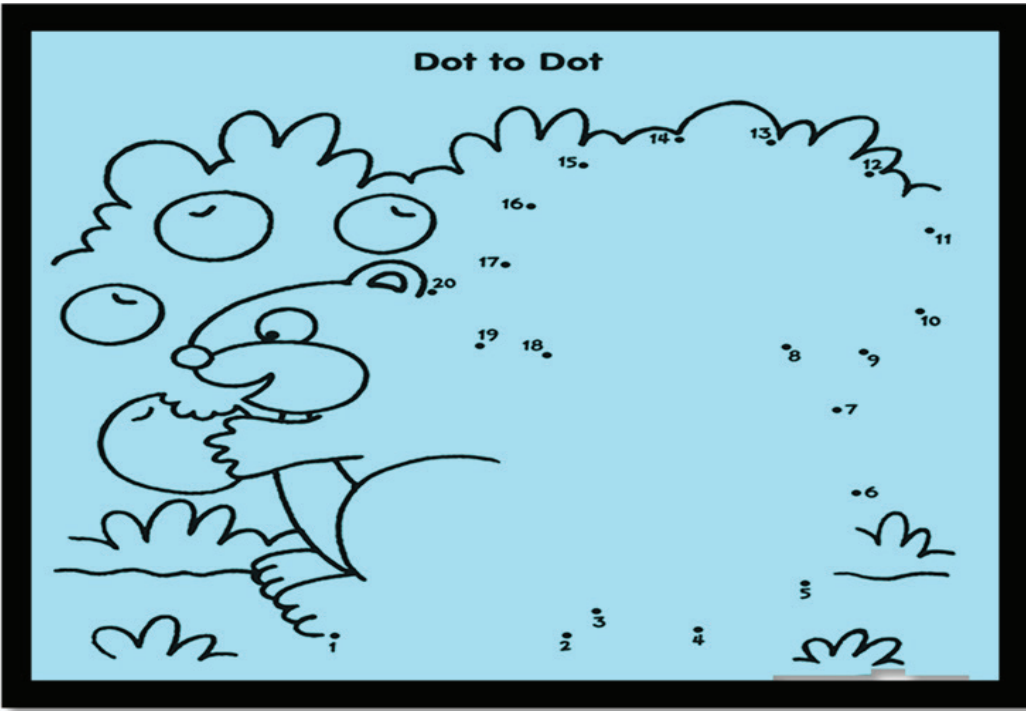
1. \_\_\_\_\_

2. \_\_\_\_\_

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

Activity 3

Join the dots below to draw the picture of the squirrel. You may colour it.



#### Activity 4

Visit a garden/park and observe a squirrel. Note down three things about it. (The teacher may give it as home assignment)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Discuss your observations in groups/ with your friends in the class.

#### WHILE READING

##### Activity 5

Recite the poem 3 - 4 times. The teacher may give a model recitation, stressing on the rhyming words. The students may repeat after the teacher.

##### Activity 6

Spot the words that you have already used/learned in Activity 4, in the poem. Write these words in the spaces provided below.

1. ....
2. ....
3. ....
4. ....
5. ....

##### Activity 7

Read aloud the words given below. Write two new words that sound similar (rhyme) with the given words.

- |         |       |       |
|---------|-------|-------|
| a) Gray | _____ | _____ |
| b) Mark | _____ | _____ |
| c) Went | _____ | _____ |
| d) Tree | _____ | _____ |
| e) Play | _____ | _____ |

## Activity 8

The tail of the squirrel looks like a question mark. What is a 'question mark'? Do you know any other punctuation marks? Use comma (,) full stop (.) and question mark (?) in the sentences given below. Use capital letters wherever necessary.

Example:

1. Karan, Ranjeet and Bhawana went to the playground.
2. What is your name?

1. where do you live  
.....
2. my name is geeta  
.....
3. i love to eat bananas apples and oranges  
.....
4. delhi is the capital city of india  
.....
5. is rohan your best friend  
.....
6. you are a good student  
.....

## Activity 9

The squirrel's tail looks like a question mark. It has some questions in mind. What may be these questions? Discuss them in the group and write them down in the space provided.

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

## Activity 10

Read the following lines from the poem and answer the questions:

He wore a question mark for a tail,

An overcoat of gray,

He sat up straight to eat a nut

a) What did the tail of the squirrel look like?

b) What is the colour of the squirrel's coat?

c) What is the squirrel eating?

## POST READING

### Activity 11

Write a paragraph on 'squirrels' by completing the sentences given below. You may take help of the words provided in the brackets.

- Squirrel is a \_\_\_\_\_ (beautiful/big) animal. It is \_\_\_\_\_ (grey/pink) in colour. It lives on \_\_\_\_\_ (tree/water). It eats \_\_\_\_\_ (nuts/chilly). It \_\_\_\_\_ (plays /swims) with me in the garden.

### Activity 12

Rearrange the given words in the correct alphabetical order.

- |    |          |       |
|----|----------|-------|
| a) | cartoon  | ----- |
| b) | market   | ----- |
| c) | football | ----- |
| d) | dolls    | ----- |
| e) | bag      | ----- |
| f) | pencil   | ----- |
| g) | eraser   | ----- |
| h) | shoes    | ----- |
| i) | uniform  | ----- |
| j) | run      | ----- |

### Activity 13

Listen to the story of a Town Mouse and a Country Mouse from your teacher.

#### A Town Mouse and a Country Mouse

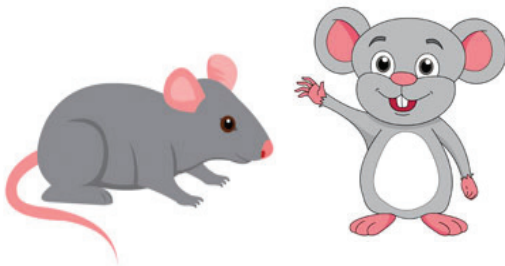
A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of ladoos and jalebis, honey and almonds the latter of which had a nice flavour.

The flavour was not much to the taste of the guest and he said, "My poor dear friend, you live here no better than the ants. Now, you should just see how I live! My kitchen has a lot to eat. You must come and stay with me and I promise you will feel very good."

So when he returned to town he took the Country Mouse with him and showed him into a kitchen containing flour and pizzas and burger.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the kitchen opened and someone came in. The two Mice ran off and hid themselves in a narrow and small hole. When all was quiet, they came out again. But someone else came in, and off they ran again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of ladoos and jalebis in peace."

Discuss in groups of five/seven and share with the class what have you learnt from this story.



#### KEY WORDS FROM THE POEM

squirrel	overcoat	grey	tease	straight
----------	----------	------	-------	----------


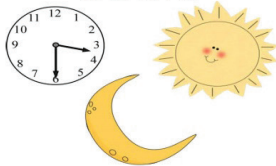


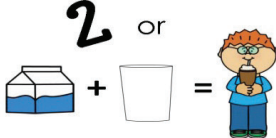
# CHAPTER THREE QUESTIONS

LEO TOLSTOY

## PRE - READING

### Activity 1

Look at the given pictures. Try to read the 'wh' words in it with your friend. Fill in the blanks that follow with one of the 'wh' words.

<p><b>Who</b> is a person</p> 	<p><b>What</b> is a thing or an action</p> 	<p><b>When</b> is a time</p> 
<p><b>Where</b> is a place</p> 	<p><b>Why</b> is the reason something happened</p> 	<p><b>How</b> is a number, or the way something is done</p> 

1. \_\_\_\_\_ asks about a reason.
2. \_\_\_\_\_ asks about a place.
3. \_\_\_\_\_ asks about a person.
4. \_\_\_\_\_ asks about time.
5. \_\_\_\_\_ asks about a number/manner.

### Activity 2

Now fill in the blanks with the words from the box.

1. \_\_\_\_\_ is your birthday?
2. \_\_\_\_\_ do you go to school?
3. \_\_\_\_\_ do you live?
4. \_\_\_\_\_ are the characters in the story?
5. \_\_\_\_\_ is your plan for today?

### Activity 3

Ask/Discuss with your partner the questions given below.

1. Where do you go to play?
2. What do you do in the evening?
3. Who is more important to you- your friend or your sibling?
4. Whom do you consult if you are not able to answer a question?

### Activity 4

Think about the following questions. Discuss them with your friends. You may write the answers in the space provided. You may also take help of your teacher.

- What are the two important things I would want to do in my class?  
.....
- Who are the people who can help me in doing that?  
.....
- When can I do it?  
.....

### WHILE READING

#### Activity 5

As you read the story, answer these questions.

- a. **The hermit listened to the king, but did not speak. He went on digging. “You are looking tired”, said the king.**
  1. Why did the king visit the hermit?  
\_\_\_\_\_
  2. What was the response of the hermit?  
\_\_\_\_\_
  3. Find the word in the given lines that means ‘exhausted’.  
\_\_\_\_\_

b. **So the most important time was when you were digging the beds. And I was the most important man, and to do me good was your most important business.**

1. What is the right time for doing something?

---

2. Who is the most important person?

---

3. What is the most important thing to do?

---

4. Find the word in the given lines that means 'work'.

---

### Activity 6

Choose the correct answer from the given options. Write your answers in the blanks.

1. The king wanted to know \_\_\_\_\_ of his three questions.

a. order

b. request

c. answers

2. The king sent his \_\_\_\_\_ throughout his kingdom.

a. soldiers

b. messengers

c. servants

3. The king did not get answers of his questions. So he gave no \_\_\_\_\_

a. reward

b. punishment

c. praise

4. The hermit lived in \_\_\_\_\_

a. city

b. woods

c. palace

5. The hermit was \_\_\_\_\_ the ground.

a. digging

b. breaking

c. sweeping

6. The bearded man was king's \_\_\_\_\_

a. friend

b. brother

c. enemy



7. The bearded man became king's faithful \_\_\_\_\_  
a. servant                              b. minister                              c. friend
8. The most important time to do something is \_\_\_\_\_  
a. yesterday                              b. tomorrow                              c. now

### Activity 7

Underline the doing/action words in the following sentences:

1. The king sent his messengers throughout his kingdom.
2. Many wise men came to the king.
3. The hermit lived in woods.
4. He greeted the king.
5. The hermit listened to the king.
6. The king saw a bearded man.
7. The man felt better.
8. The man closed his eyes.
9. The king forgave his enemy.
10. The king got answers of his questions.

### Activity 8

Fill in the blanks with correct option.

1. The king was \_\_\_\_\_ (caring, rude).
2. The hermit was \_\_\_\_\_ ( foolish, wise).
3. The enemy was \_\_\_\_\_ (wounded/healthy).

Practice time:

1. A flower is \_\_\_\_\_ ( beautiful/ugly.)
2. The sun is \_\_\_\_\_ (cool/hot).
3. A rabbit is \_\_\_\_\_ (white/red).
4. A squirrel is \_\_\_\_\_ (lazy/quick).
5. A laddoo is \_\_\_\_\_ (sweet/salty).
6. An ice cream is \_\_\_\_\_ (cold/hot).

## Activity 9

In each set of words given below, only one word has the correct spelling. Underline the correct word.

- |    |           |           |          |
|----|-----------|-----------|----------|
| 1. | wize      | wise      | wies     |
| 2. | hermeet   | hurmit    | hermit   |
| 3. | enemy     | enemee    | anemy    |
| 4. | queshtion | quoestion | question |
| 5. | hapy      | happy     | happi    |
| 6. | anser     | answar    | answer   |

## POST READING

### Activity 10

Complete the story with the help of given words in the box.

now	answered	servant	enemy	questions	hermit
reward	good	important	dressed	right	satisfied

A king had three \_\_\_\_\_. He wanted to have answers to these questions. The questions were: what is the \_\_\_\_\_ time to do something, what is the most important work and who are the most \_\_\_\_\_ people? He announced a \_\_\_\_\_ to the person who would answer his questions. Many people tried but the king was not \_\_\_\_\_. Then he went to a \_\_\_\_\_ for the answers. The hermit told him to wait. In the meantime, a wounded man came to them. The king and the hermit helped the wounded man, cleaned his wounds and \_\_\_\_\_ his wounds. The man was king's \_\_\_\_\_. He wanted to kill him. But as the king helped him, he became his most faithful \_\_\_\_\_. Then the hermit \_\_\_\_\_ his three questions as:

**The right time to do something is \_\_\_\_\_. The most important work is to do people's \_\_\_\_\_ and the most important people are whom you are with at a particular time.**

**Activity 11**

Look at the given picture. Talk to your partner and write the words that are related with this picture.



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

**Activity 12**

Write a letter to the Principal of your school asking him/her to grant sick leave for two days by filling in the given blanks with the help of the words provided.

The Principal

\_\_\_\_\_ (Name of the School)

\_\_\_\_\_

\_\_\_\_\_ (Date)

Respected Sir/Madam

I am a \_\_\_\_\_ of class 7. I have not been feeling \_\_\_\_\_ since yesterday.

I have high \_\_\_\_\_ and \_\_\_\_\_.

I will be unable to \_\_\_\_\_ the school because of this \_\_\_\_\_.

Kindly \_\_\_\_\_ me \_\_\_\_\_ leave for two \_\_\_\_\_.

Yours \_\_\_\_\_

XYZ

obediently grant days sick reason student well headache fever attend



### Activity 13

Try to complete the paragraph on Rainy Season/Rainy Day with the help of given hints.

raincoats   fresh   season   crops   trees   relief   fills   hot   bring   rivers

After the \_\_\_\_\_ summer, the rainy \_\_\_\_\_ or monsoon season starts. It comes in the months of July, August and September. It brings \_\_\_\_\_ from summer heat. Cool winds from the sea \_\_\_\_\_ rain clouds. We use \_\_\_\_\_ and umbrellas to protect ourselves from the rain. The rain \_\_\_\_\_ the dried lakes, ponds, wells and \_\_\_\_\_. It brings water for \_\_\_\_\_. The \_\_\_\_\_ and plants look green and \_\_\_\_\_ after rain. I play with paper boats on rainy days. I like rainy season a lot.



## Activity 14

Listen carefully to a story told by your teacher. Write 'True' or 'False' against each statement.

1. Only big size is everything. (     )
2. The mountain has forests on its back. (     )
3. None is superior or inferior in this world. (     )
4. Everyone is not gifted with different talents. (     )
5. The mountain was small. (     )
6. God has simply put things of all sizes on this earth. (     )
7. The squirrel can make a track. (     )

### Story for listening:

One day, the mountain and the squirrel have a quarrel. The huge mountain calls the tiny squirrel little one and makes fun of it. The squirrel, whose name is Bun, replies that while it is not as big as the mountain, the mountain is not as energetic as the squirrel. It cannot make a track like a squirrel. To make up a year, all sorts of things and weather are needed. The talents of both the mountain and the squirrel differ greatly. Everything big or small has its own importance. If the squirrel cannot carry the forest on its back, then the mountain cannot crack a tiny nut.

(adapted from R.W.Emerson's poem "The Mountain and the Squirrel")

## KEY WORDS FROM THE LESSON

questions	answers	hermit	wise	ministers	courtiers
wounded	messengers	greet	enemy	important	reward

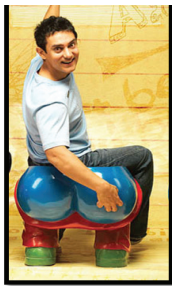
# POEM THE REBEL

POET – D.J. ENRIGHT

## PRE - READING

### Activity 1

Out of the following characters, one agrees with everybody and the other disagrees with everyone or does the opposite of what everyone thinks they should do. Identify the characters in the pictures below and write their names in the space provided.



a).....



b) .....



c) .....



d) .....

Discuss in groups what do these characters do.



## Activity 2

Think of your friends and the people whom you know. Find one who disagrees with everyone or does the **opposite** of what everyone thinks they should do. Find one who agrees with everyone as done in Activity 1. Write their names in the spaces provided. You may write more names if you want.

Agrees

1.....

2.....

Disagrees

1.....

2.....

## Activity 3

Now turn to your partner and discuss what are the things that each of these people generally does.

Such a person who generally does the opposite of what everyone thinks he/she should do is called a **Rebel**.

Frame Ground Rules for your class based on your discussion. Display these rules on a chart in your classroom.

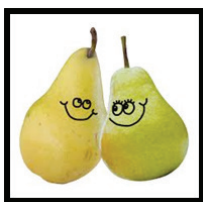
## WHILE READING

### Activity 4

The teacher does a model reading of the poem. Each couplet of the poem is read as a 'separate' unit, with proper intonation. Students follow reading aloud after the first reading. Loud reading is done 3-4 times.

### Activity 5 (Optional)

Look at the following pictures.





**Two** things, animals or people together are called a 'couple'. Similarly 'two' lines together in a poem are called a couplet. A couplet [CUP-let] is the simplest form of poetry. Can you see the word 'Couple' in couplet? A couplet is two of something.

For example,

When everybody has short hair,  
The rebel lets his hair grow.

Couplet 1

When everybody has long hair,  
The rebel cuts his hair short.

Now identify and find 'couplets' in the poem. Number them.

How many couplets are there in the poem?

\_\_\_\_\_

### Activity 6

Find 'opposite' words (antonyms) of the given words from the couplet indicated and write it down in the spaces provided.

For example,

Couplet 1

Short- long

Couplet 2

Grow - \_\_\_\_\_

Couplet 4

Quietness - \_\_\_\_\_

Couplet 6

Sober - \_\_\_\_\_

Couplet 11

Goes - \_\_\_\_\_

## Activity 7

Some statements from the poem are given below.

Find the statement from the poem which is the opposite of the given statement.

Copy it from the poem and write it in the space provided.

(Hint: Answer is in the same couplet)

For example,

1. Has short hair  
Ans. Hair grow long.
2. Talks during the lesson.  
Ans. \_\_\_\_\_
3. Wears a uniform.  
Ans. \_\_\_\_\_
4. Wears fantastic clothes.  
Ans. \_\_\_\_\_
5. Dog lovers.  
Ans. \_\_\_\_\_
6. Cat lovers.  
Ans. \_\_\_\_\_
7. Praising the sun.  
Ans. \_\_\_\_\_
8. Greeting the rain.  
Ans. \_\_\_\_\_

9. Goes to meeting.

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

10. Yes please.

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

### Activity 8

You have read in class 6 that verbs are 'action' words. There is an action word (verb) in each couplet. Sometimes, it has an 's' attached to it. Identify the verb in each couplet.

For example,

1. Lets

2. Grow

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

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

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

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

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



### Activity 9

Choose the correct form of the verb from the brackets and fill in the blanks.

1. Aasma and her brothers \_\_\_\_\_ at the school. (is, are)
2. My mother and my father \_\_\_\_\_ coming to the meeting. (is, are)
3. The dog \_\_\_\_\_ outside. (is, are)
4. I \_\_\_\_\_ going to the market with my sisters. (am, are)
5. Your answer \_\_\_\_\_ right. (is, are)
6. The man \_\_\_\_\_ many birds. (have, has)
7. We \_\_\_\_\_ colourful books. (have, has)
8. Everyone in the class \_\_\_\_\_ talking. (was, were)
9. There \_\_\_\_\_ fifteen candles in that bag yesterday. (was, were)
10. I \_\_\_\_\_ absent from the school yesterday. (was, were)
11. They \_\_\_\_\_ singing songs last Monday. (was, were)
12. Ravi, Reena and Meeta \_\_\_\_\_ reading the book together. (was, were)

### POST READING

#### Activity 10

- (a) Look at the pictures in Activity 1. Now discuss in groups whether it is good to be a 'Rebel'.
- (b) Read the last couplet of the poem. Do you think the poet is giving a suggestion /opinion? Discuss.

## Activity 11



Write a letter to your younger brother/ sister advising him/ her to take part in games by completing/ filling in the blanks given below. You may take help of the words given in the box.

\_\_\_\_\_ (Home Address)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Date)

Dear \_\_\_\_\_

Hope this letter finds you in the best of \_\_\_\_\_ and studies. I was very happy to see your \_\_\_\_\_. However, your \_\_\_\_\_ and participation in \_\_\_\_\_ is not satisfactory.

\_\_\_\_\_, I want to tell you the \_\_\_\_\_ of playing games. We stay \_\_\_\_\_ only if we play games. It also helps us in our \_\_\_\_\_ health apart from the physical health. Games also help us in improving our \_\_\_\_\_ and concentration.

It is important to play games if we want to have a \_\_\_\_\_ growth of our mind and body. So, my \_\_\_\_\_ to you is to play more games along with studies.

Lovingly

ABC

health	result	performance	games	importance	mental
healthy	memory	complete	advice	moreover	brother

## Activity12

Listen to the pledge of a Super Hero read out to by your teacher. Now fill up the blanks on the basis of your understanding.

(The text for Superhero Pledge is at the end of the this unit)



- a) The Superhero promises to use his/ her powers for .....
- b) He/ She wants to .....others.
- c) The superhero also promises to never..... friends.
- d) He / She would use the super hearing to .....to others and never to interrupt.
- e) The superhero wants to use 'Patience' and to wait for his/ her .....

### SUPERHERO PLEDGE

I promise to only use my super powers for GOOD and to help other people. I promise to never hit my fellow Superheroes and friends. I promise to use my super hearing to listen to others and never interrupt. I promise to use my super power of Patience to help me wait for my turn. I promise to do my best to keep these promises, and be the best Superhero I can be!

### KEY WORDS FROM THE POEM

rebel	disturbance	uniform	fantastic	soberly
preference	company			

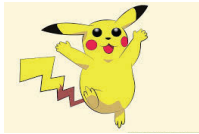
# LESSON

## GOPAL AND THE HILSA FISH

### PRE-READING

#### Activity 1

Identify and name the following cartoon characters:



a) .....



b) .....



c) .....



d).....

#### Activity 2

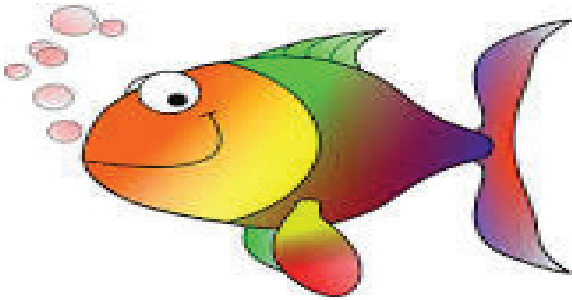
Recite any poem about Fish. (English or Hindi).You may write it in the space provided.

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---

---

### Activity 3



Write the uses of following body parts of a fish.

Eyes-\_\_\_\_\_

Fins-\_\_\_\_\_

Tail-\_\_\_\_\_

Gills-\_\_\_\_\_

### Activity 4

Write one word for each set of words given below. (See example)

Rose  
Sunflower      Flowers.  
Tulip

Ashok  
Peepal      \_\_\_\_\_  
Neem

Silk  
Cotton      \_\_\_\_\_  
Wool

Shark  
Hilsa      \_\_\_\_\_  
Whale



## WHILE READING

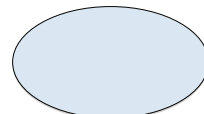
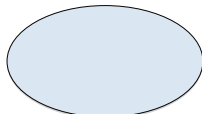
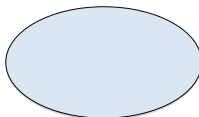
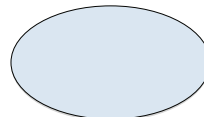
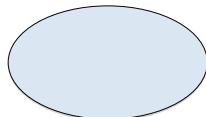
### Activity 5

Fill in the blanks as you read the story. Find words from the story to fill up the blanks.

1. It was the season of \_\_\_\_\_ fish.
2. Everybody was talking about \_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ were talking about the Hilsa fish.
4. Gopal \_\_\_\_\_ his face, smeared his face with \_\_\_\_\_ and wore \_\_\_\_\_ to prepare for answering the challenge.
5. Gopal's wife was very \_\_\_\_\_ at him.
6. Gopal began to \_\_\_\_\_ and \_\_\_\_\_ loudly in order to get inside the palace.

### Activity 6

Look at the picture of Gopal below. People use different words to describe him. Find those words from the lesson and write them in the circles given.



## Activity 7

Pick questions from the lesson starting with-

- a) How much\_\_\_\_\_?
- b) Why\_\_\_\_\_?
- c) How\_\_\_\_\_?
- d) What\_\_\_\_\_?
- e) Isn't\_\_\_\_\_?

## Activity 8

Find out four sentences from the lesson that have an exclamation mark (!)

See the example below.

Stop it!

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## POST READING

### Activity 9

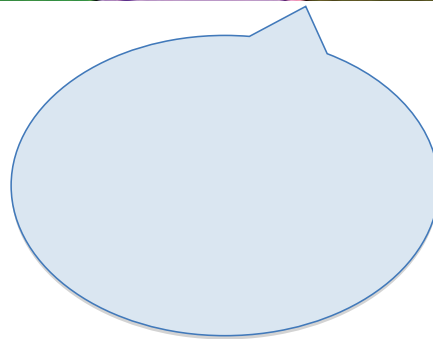
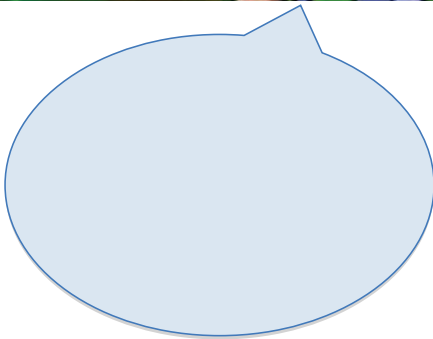
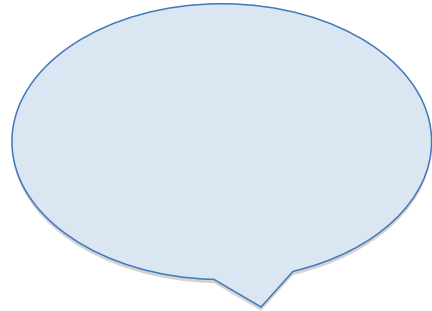
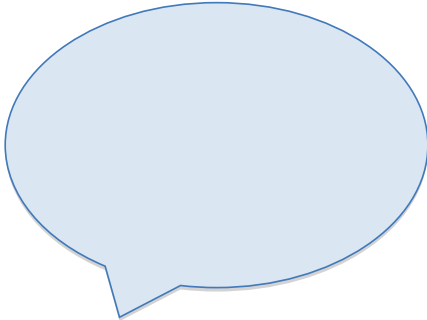
Look at the picture given below. What do you think the fisherman is thinking? Write three sentences about it.



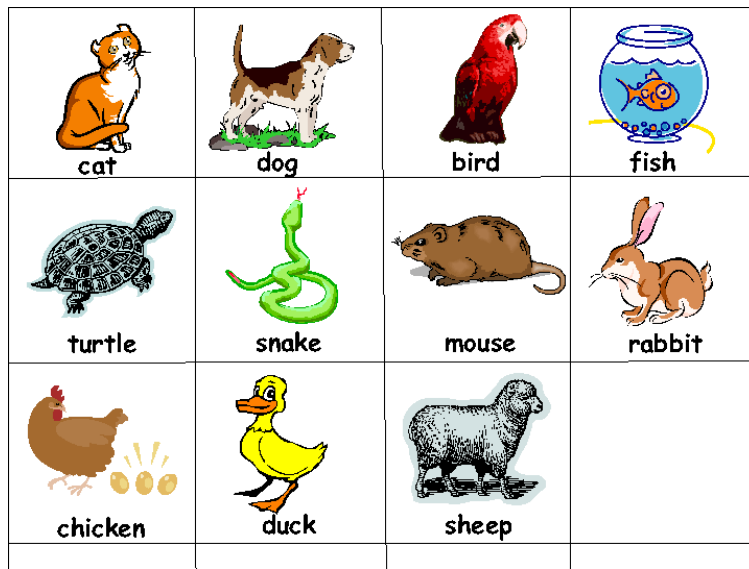
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

### Activity 10

Look at the picture. The characters in the picture are talking to each other. What do you think they are talking? Write a dialogue for each one in the speech bubble provided for the purpose.



## Activity 11



Write a letter to your brother telling him about a new pet in the family by filling in the spaces provided  
Words have been given in the box for your help.

\_\_\_\_\_ (Home Address)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ( Date)

Dear \_\_\_\_\_

How are you? I am fine here. I want to \_\_\_\_\_ you about a \_\_\_\_\_ dog that father got for me.  
His \_\_\_\_\_ is Sheru. He is very \_\_\_\_\_. He has brown \_\_\_\_\_ fur. I  
\_\_\_\_\_ him a lot. I am waiting for you to \_\_\_\_\_ back home soon.

Yours lovingly  
ABC

tell	beautiful	pet	name	coloured	love	come	brother/name of brother
------	-----------	-----	------	----------	------	------	-------------------------

## Activity 12

Listen to some opinions/ views about fish read by your teacher.

On the basis of your listening, fill in the blanks.

1. I think fish \_\_\_\_\_ interesting creatures on the planet.
2. I love their \_\_\_\_\_ , colours, social behaviour, everything.
3. I can watch tropical fish \_\_\_\_\_ for hours.
4. Even \_\_\_\_\_ fish are so beautiful.
5. When I go to the city aquarium, I \_\_\_\_\_ whole morning or afternoon looking at the fish.
6. I must \_\_\_\_\_ watching the movie 'Finding Nemo' I do now like clownfish.

## STORY FOR LISTENING

I think fish are the most interesting creatures on the planet. They are absolutely fascinating. I love their different shapes, colours, social behaviour, everything. I can watch tropical fish in my aquarium for hours. Even the tiny little fish are so beautiful. When I go to the city aquarium, I can spend the whole morning or afternoon looking at the fish. I must confess that after watching the movie 'Finding Nemo' I do like clownfish.

## KEY WORDS FROM THE LESSON

hilsa	disgrace	fashion	ridiculous
congratulations	challenge	courtier	comical

# POEM TREES

POET - SHIRLEY BAUER

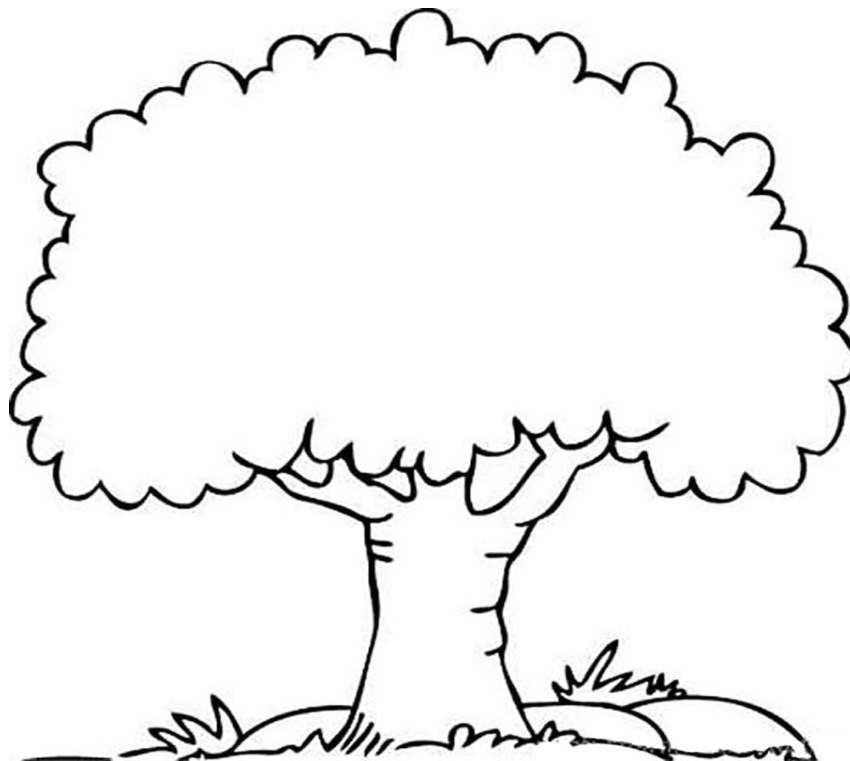
## PRE – READING

### Activity 1

Imagine a forest scene. Bring dry leaves, twigs, dry flowers and pieces of bark from the nearby garden. Paste them in your notebook and create your own forest / garden scene.

### Activity 2

Trees are of great use to us. Write its uses in one or two words in the space provided below. You may colour the picture as well.



### Activity 3

We have just written a few uses of trees. Imagine how the world would look like if there were NO TREES AROUND US. Talk about it in small groups.

### WHILE READING

#### Activity 4

a) Look up the meanings of the following words from the dictionary:

i) Rake- \_\_\_\_\_

ii) Fall- \_\_\_\_\_

Write the meaning relevant to the poem out of the many meanings that you have found.

i) Fall- \_\_\_\_\_

ii) Rake - \_\_\_\_\_

b) Write the names of the four seasons that you experience every year.

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

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

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

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

c) Choose one of these seasons in which you use trees the most. Write what you do with/ around trees in the space provided.

Season - \_\_\_\_\_

Trees- \_\_\_\_\_  
\_\_\_\_\_

### Activity 5

- a) Read the poem. Write three uses of trees as mentioned in the poem.
- i) \_\_\_\_\_
  - ii) \_\_\_\_\_
  - iii) \_\_\_\_\_
- b) Now write three things for which you use trees. You may discuss with your partner.
- i) \_\_\_\_\_
  - ii) \_\_\_\_\_
  - iii) \_\_\_\_\_

### Activity 6

Fill in the blanks based on your reading of the poem:

- i) \_\_\_\_\_ make nests in the trees.
- ii) \_\_\_\_\_ play near trees.
- iii) We play \_\_\_\_\_ behind trees.
- iv) People sometimes have \_\_\_\_\_ parties under trees.
- v) Trees give us \_\_\_\_\_ during summers.
- vi) Many fruits like \_\_\_\_\_ and \_\_\_\_\_ grow on trees.
- vii) We cut trees to get \_\_\_\_\_

### Activity 7

- a) Look at the word 'Timber-r-r-r' in the poem. Use a dictionary to find its meaning and spelling.
- i) Meaning \_\_\_\_\_
  - ii) Spelling \_\_\_\_\_
- b) Why do you think the poet has written 'TIMBER-R-R!'? You may discuss with your partner or ask your teacher.



## Activity 8

Write the answers to the following questions as you read the poem.

- a) What does the mother do with the trees according to the poet?

---

- b) What does the father do with the trees according to the poet?

---

- c) Do your parents also do the same with trees?

---

- d) What do your parents have to say about trees?

---

## Activity 9

Is there a very important use of Trees that is not mentioned in the poem? (Hint: Ask your science teacher. You had extra holidays in November, 2017 because of it.) Discuss.

## POST READING

### Activity 10

Write a paragraph on Value of Trees by completing the sentences given below. Take help of the words given in the box.

#### Value of Trees

Trees are very \_\_\_\_\_ for us. They give us \_\_\_\_\_, essential for living. They give us \_\_\_\_\_ and \_\_\_\_\_. They help in reducing \_\_\_\_\_. They serve as \_\_\_\_\_ for many birds and animals. We should plant \_\_\_\_\_ trees for a better environment.

oxygen

important

fruits

medicines

home

more

pollution

### Activity 11

Write the Antonyms (opposite word) of the following words.

1. Summer \_\_\_\_\_

2. Down \_\_\_\_\_

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

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

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

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

7. In \_\_\_\_\_

8. Good \_\_\_\_\_



### Activity 12

Write one word for each of the following.

1. A tree from which we get medicine. \_\_\_\_\_

2. A tree from which we get fruits. \_\_\_\_\_

3. A tree that we worship. \_\_\_\_\_

### Activity 13

Write the plural of the following words by adding 's'

- |         |       |         |       |
|---------|-------|---------|-------|
| ● Bird  | _____ | ● Book  | _____ |
| ● House | _____ | ● Apple | _____ |
| ● Fruit | _____ | ● Tree  | _____ |



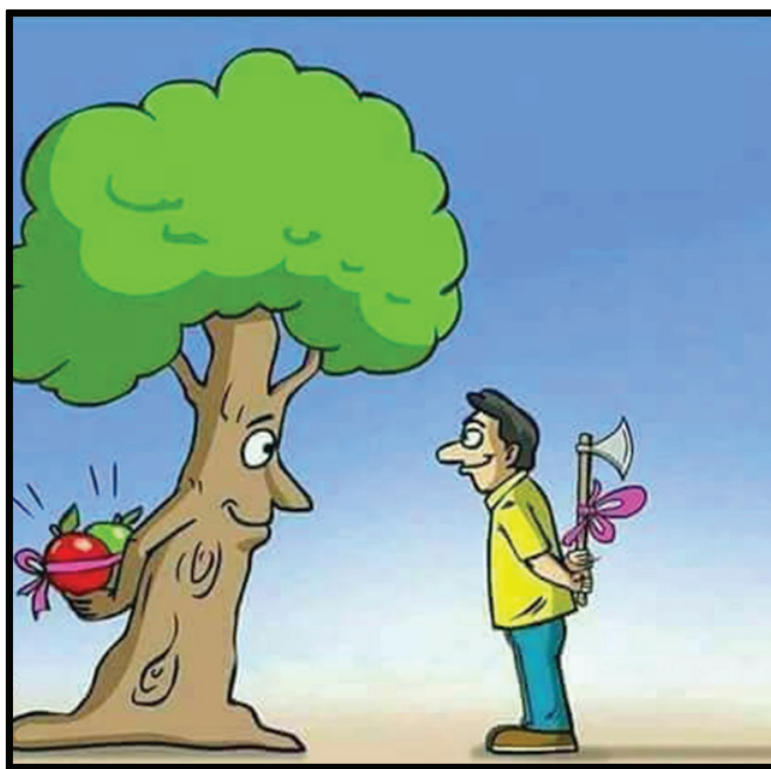
### Activity 14

Write the plural of the following words by adding 'es'

- |          |       |         |       |
|----------|-------|---------|-------|
| ● Class  | _____ | ● Brush | _____ |
| ● Branch | _____ | ● Watch | _____ |
| ● Box    | _____ | ● Match | _____ |

### Activity 15

Look at the picture below.



What do you think is happening?

Discuss with your friends. You may write a few sentences in the space provided.

---

---

---

### Activity 16

Listen to a tree speaking to you.

On the basis of your listening to the story of a tree, fill in the blanks in the given sentences.

1. The neem tree is big and \_\_\_\_\_
2. It is on the \_\_\_\_\_ riverbed.

3. Its age is about \_\_\_\_\_ years.
4. In summer, people get \_\_\_\_\_ and \_\_\_\_\_ air from neem tree.
5. The neem tree is so strong that it can face \_\_\_\_\_ and \_\_\_\_\_ easily.
6. Some people use neem as \_\_\_\_\_
7. Selfish people \_\_\_\_\_ the trees for their benefits.
8. The neem tree wants to \_\_\_\_\_ long.
9. The neem tree wants to serve \_\_\_\_\_

### Story for Listening

I am a big and large tree on the Ganga riverbed in village Kisnapur. I don't remember who sowed me but I was sown some twenty or thirty years ago. As I am up on a riverbed, there are vast green fields down.

People often come and rest under me. During hot summer days, many people come under me to get fresh and cool air. Some of them even do party under me. I am very strong and can face the wind and rain easily. I love sunsets and sunrises.

Many people in my life have come and gone. Some are very kind to me. They water me and use me as medicine. Some are very selfish and try to cut me for their benefits. I don't know how long I will live but I want to live long and serve humanity forever.

### KEY WORDS FROM THE POEM

swing      hide and seek      chop      timber      rake      fall      through

# POEM

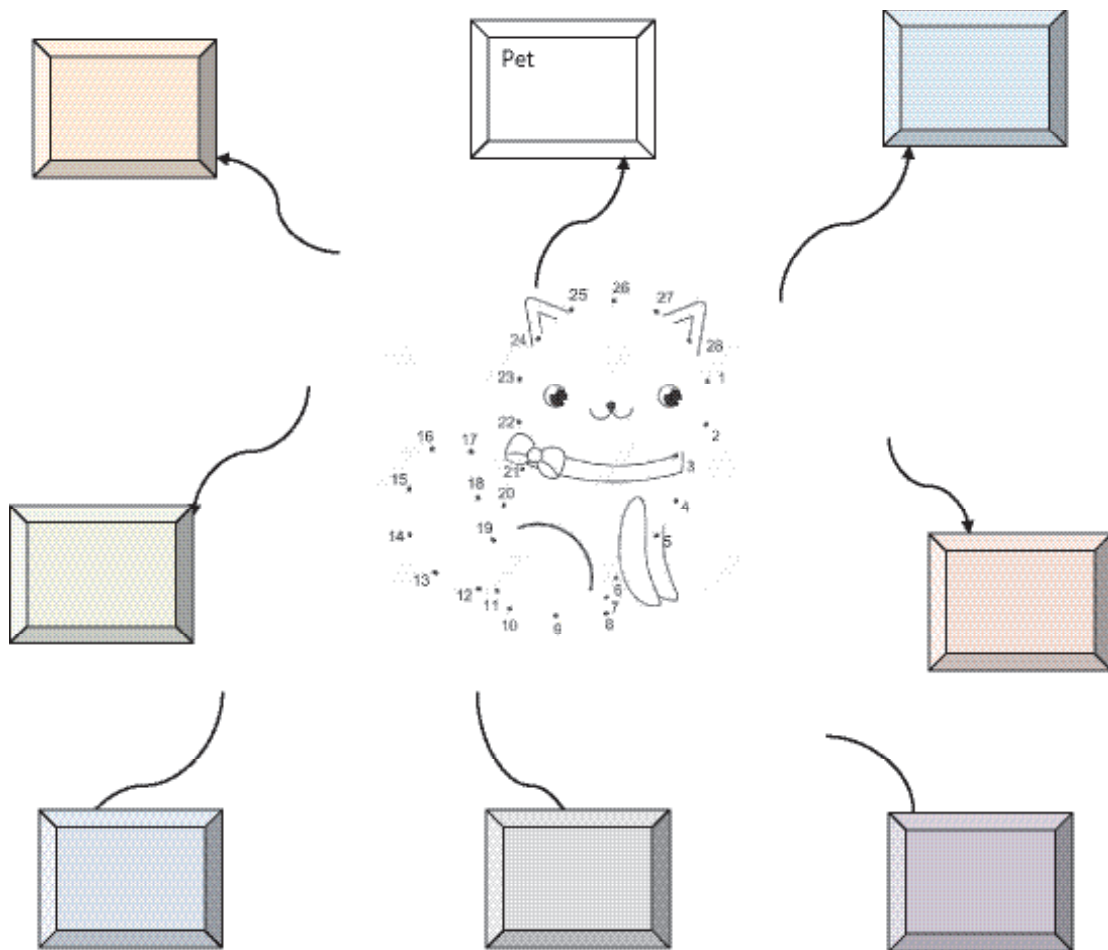
## DAD AND THE CAT AND THE TREE

POET – KIT WRIGHT

### PRE-READING

#### Activity 1

Join the numbers to see the animal. Write down the words that you can think about the picture in the boxes.



## Activity 2



### Attitude Survey

Please answer the following questions by ticking the smiley face of your choice.

Statement	Yes I agree.	No I disagree.	I am not sure.
1. My father helps to clean the house.			
2. My father knows how to cook.			
3. My father does everything with perfection.			
4. My mother likes the help provided by my father.			
5. My father is involved in activities of his kids			
6. My father spends too little time with his family.			
7. My father is quite adventurous.			
8. My father is open to suggestions.			

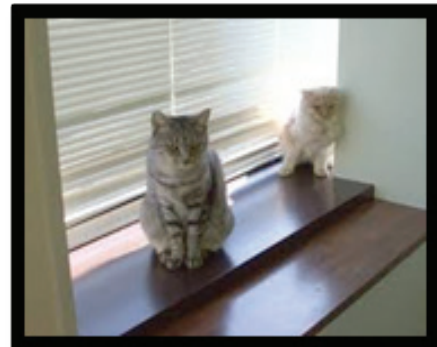
### Activity 3

Divide the class in groups of four or five. Each group will make a brief presentation in front of the class about cats. You can tell about.

- **Appearance of a cat.**



- **place of living**



- **food**





## Activity 4

There are some words related to cats in the box.

BASKET	BED	KITTEN	CAT	BRUSH	TOYS	COLLAR
MICE	MOUSE	PURR	CATFOOD	TREAT	TUNA	
LITTER						

Find these words in the grid given below.

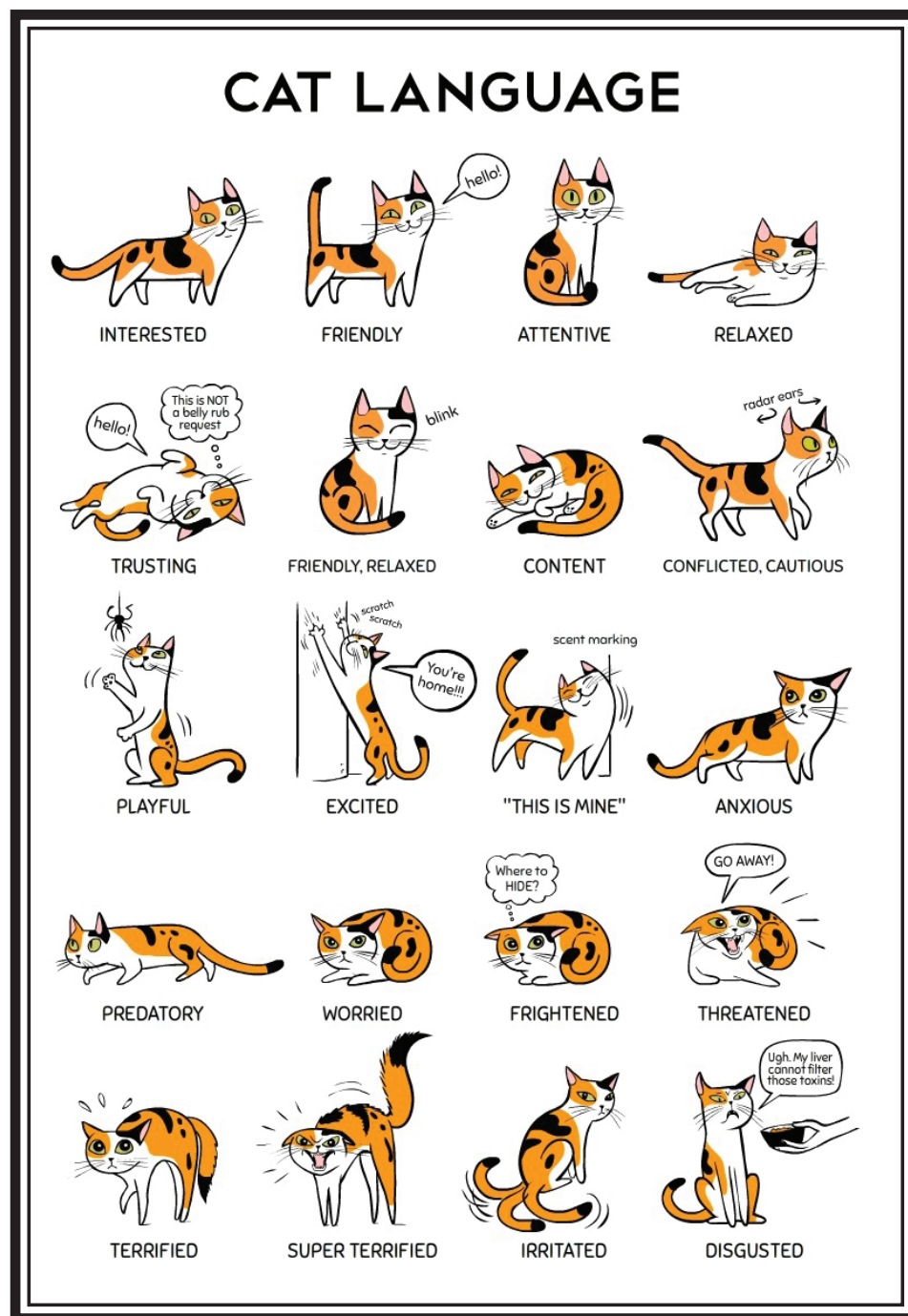


### CAT WORDS



## Activity 5

Here is a list of more cat related words. Read and enjoy!



## WHILE READING

### Activity 6

**Let's read the poem aloud.**

The teacher does the Model Reading.

The class is divided in seven groups. Each group reads aloud two stanzas from the poem as directed by the teacher. Stress is given on the rhyming words and intonation to bring out the humour in the poem.

### Activity 7

Read the words given in Column A and match with the pictures in Column B.

Column A

Column B.

1. Run

a



2. Kind

b



3. Dangerous

c



4. Wobbly

d



5. Mistake

e



6. Harmless

f



7. Scoffed at

g



8. Pleased as a punch

h



### Activity 8

Pick out the words or phrases in the poem that show /tell:

1. self- confidence of dad.

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

2. the movement words.

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

3. the words describing dad.

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

4. the words describing the cat.

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

5. four pairs of rhyming words

a) \_\_\_\_\_, \_\_\_\_\_

b) \_\_\_\_\_, \_\_\_\_\_

c) \_\_\_\_\_, \_\_\_\_\_

d) \_\_\_\_\_, \_\_\_\_\_

### Activity 9

Read the lines from the poem given below and answer the questions that follow-

We'll try plan B, stand out of the way..

Mum said "don't fall again..Ok?"

Fall again? Said dad.

Funny joke.

Then he swung himself up,

On a branch..It broke.

Q1. Why does the father ask the mother to stand out of the way?

\_\_\_\_\_

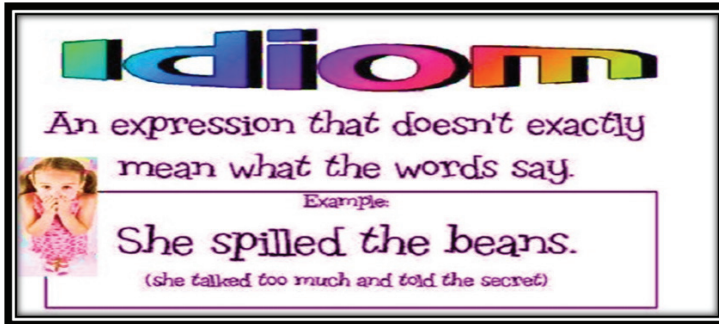
Q2. How did the father try to save the cat in Plan B?

\_\_\_\_\_

Q3. What happened when the father swung himself?

---

### Activity 10



Some examples of Idioms are

There are more such phrases in the poem that do not mean what the individual words say. Find them out and write them down.

1.....

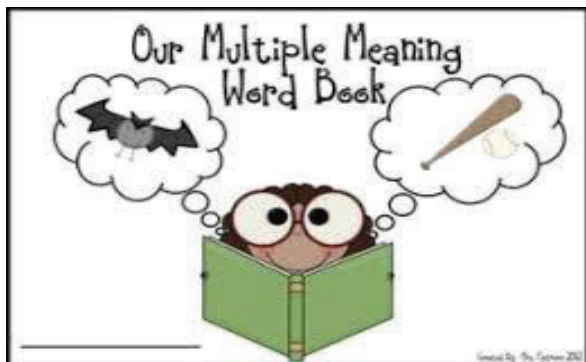
2.....

3.....

4.....

## Activity 11

### Multiple Meaning Words



Many words in English have more than one meaning. Look at the word FALL in the poem. What does it mean? Two meanings have been given for you.



Can you find more words in the poem having multiple meanings?

Rubbish      i) -----

ii) -----

Climb      i) -----

ii) -----

## Activity 12

**\*AND \*BUT \*BECAUSE**

Summer days are hot and sunny. In summer, I like to sail because the weather is nice

Sailing in summer is great, but I don't have a sailing boat.



**We use and, but as well as because to connect two parts of sentences which are similar in grammatical status.**

### **AND**

We use 'and' for giving additional information.

### **BUT**

We use 'but' for unexpected or different information.

### **BECAUSE**

We use 'because' for giving reasons.

### **Your Turn:**



Frogs can hop \_\_\_\_\_ they can't fly.



Prem has fever \_\_\_\_\_ a terrible headache.

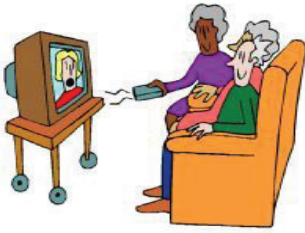


You have to speak louder \_\_\_\_\_ he can't hear.



A snake has no legs or feet \_\_\_\_\_ it moves very fast..





They like to watch serials \_\_\_\_\_ films on TV.



Jeet is happy \_\_\_\_\_ he has won the race.



Hemant is worried \_\_\_\_\_ he is late for an important meeting.



She bought vitamins \_\_\_\_\_ forgot to buy crocin.



It was expensive, \_\_\_\_\_ they gave me a discount.



Param can't go to work \_\_\_\_\_ he has flu.

### Activity 13

Rearrange the words to form meaningful sentences.

Eg -

here/happy/ are/ they.

They are happy here.

1) home/at/ was/ he.

---

2) like/ children/ sweets.

---

3) drink/ milk/ I.

---

4) study/ like/ we/ to /English.

---

5) sweet/ smells/ rose/ the.

---

### Activity 14

Look at the pictures and write a few sentences about your father. You can use the words given in the box.



sweet      kind      generous      loving      caring      affectionate      helps      plays  
responsible

## MY FATHER

Activity 15

Look at the picture below and write a paragraph on ‘Morning Walk’ by using the words given in the box.



Early morning   fresh air   good health   walk   stroll   run   play   swing   cycle  
dog   pet   ball   enjoy   benefits   fit   physical health   mental health

---

---

---

---

---

---

---

## Activity 16

### I CAN READ!

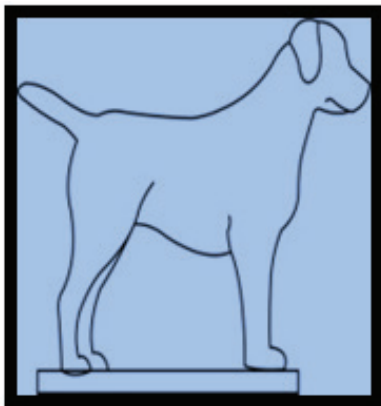
Read the passage three times for fluency.

Highlight the word '**and**'.

Circle the sight word '**a**'.

Underline the word '**can**'.

I go to the park with my mom and my dad. I can see a cat and a dog. I can see a bird and a frog. I can see a squirrel and a duck. I can see a lot of animals at the park.



## Activity 17

### Story for Listening

Listen to a story about Uncle Podger. Do you find any similarity between the poem and this story?

#### Uncle Podger Puts Up a Picture

There are people who are so ready to do a job themselves, and put it on the backs of others. My uncle Podger was just that sort of man.

You never saw such a noise up and down a house, in all your life, as when my Uncle Podger was going to do a job. A picture had come home from the shop and it was standing in the dining-room, waiting for somebody who would put it up; and Aunt Podger asked what they were to do with it, and Uncle Podger said:

“Oh, you leave that to me. Don’t you, any of you, worry yourselves about that? I’ll do all that.”

And then he took off his coat, and began. He sent the girl out for nails and then one of the boys after her to tell her what size to get.

“Now, you go and get me my hammer, Will,” he shouted, “and you bring me the ruler, Tom; and I shall want the ladder, and I had better have a kitchen-chair, too. And don’t you go, Maria, because I shall want somebody to hold the light for me; and, Jim! Where’s Tom? - Tom, you come here; I shall want you to hand me up the picture.” And then he lifted up the picture, and dropped it. The glass broke and he cut himself when he tried to pick up the pieces. And then he ran round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he didn’t know where he had put the coat, and the entire house had to stop looking for his tools, and start looking for his coat.

“Doesn’t anybody in the whole house know where my coat is? I never came across such a thing in all my life - upon my word I didn’t. Six of you! - you can’t find a coat!”

Then he got up, and found that he had been sitting on it, and called out:

“Oh, you can give it up! I’ve found it myself now.”

At last a new glass for the picture had been got, and the tools, and the ladder, and the chair, and the candle had been brought. The whole family was standing round, ready to help.

The nail was found at last, but by that time he had lost the hammer.

“Where’s the hammer? What did I do with the hammer? Seven of you and you don’t know what I did with the hammer!”

We found the hammer for him, and then he lost sight of the mark he had made on the wall, where the nail was to go in, and each of us had to get up on the chair, beside him, and see if we could find it; and we each discovered it in a different place, and he called us all fools, one after another, and told us to get down.

And Aunt Maria said that she would not allow the children to stand round and hear such language, and next time Uncle Podger was going to hammer a nail into the wall, she hoped he would let her know in time, so that she could go and spend a week with her mother while he was doing it.

“Oh, You women, you make such a fuss over everything,” Uncle Podger replied. “Why, I like doing a little job of this sort.”

About midnight, the picture was up - very crooked and insecure, the wall round looked as if it had been smoothed down with a rake, and everybody was tired - but not Uncle Podger.

“There you are,” he said, stepping heavily off the chair. “Why, some people invite a man in to do a little thing like that!”

(From “Three Men in a Boat” by Jerome K. Jerome)

Colour the picture for fun.



### KEY WORDS FROM THE POEM

stuck  
smug

wobbly  
winking

ladder  
smirking

swung  
crook

wallop  
brushing



# LESSON

## FIRE: FRIEND AND FOE

### PRE-READING

#### Activity 1

Discuss in groups.

- a) The process of boiling milk.
- b) What is the difference between raw and cooked food?

#### Activity 2

- a) List a few uses of fire after looking at the pictures.



- 1) It is used to \_\_\_\_\_.



- 2) It keeps us \_\_\_\_\_ in \_\_\_\_\_.





3) It helps us \_\_\_\_\_ in the dark.

b) Look at the pictures below and state how fire is harmful to us.

1) It can \_\_\_\_\_ houses.



2) It can cause fire in \_\_\_\_\_.



## WHILE READING

### Activity 3

Divide the class in groups of five. Students read the allotted paragraphs and discuss within their groups. (They may underline difficult words and consult the dictionary to find out their meanings). One student from each group stands up in front of the class and explains the paragraph.

(The complete lesson is taken up in this way.)

#### Activity 4

Fill in the blanks with the help of the words from the box.

1. Three things needed to make fire are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. Water should not be used to put out fire caused by \_\_\_\_\_ and \_\_\_\_\_.
3. An \_\_\_\_\_ is the best thing to put out an electrical fire.
4. \_\_\_\_\_ are highly trained people to put out fires.
5. Fire is a good \_\_\_\_\_ but it can be a dangerous \_\_\_\_\_ too.

friend	electrical appliances	enemy	heat	oil	fuel
extinguisher	oxygen	firefighters			

#### POST READING

#### Activity 5

Write an application to the Principal for arranging a mock drill on fire safety in your school. You may take help of words from the help box.

there are growing number of fire incidents everywhere
Delhi                      casualties occur                      VII      ABC
request to arrange for mock drills on fire safety in the school

The Principal

\_\_\_\_\_ (Name of the school)

\_\_\_\_\_.

\_\_\_\_\_, (Date)

Subject: \_\_\_\_\_

Sir/Madam

We, the students of class \_\_\_\_\_ would like to request you to arrange a mock drill on fire safety in our school as \_\_\_\_\_. Due to ignorance and negligence during such incidents, \_\_\_\_\_. So please arrange for a mock drill so that we can be prepared for such unforeseen incidents.

Yours sincerely

\_\_\_\_\_

### Activity 6

Discuss in pairs, the DOs and DON'Ts to be kept in mind incase of fire .You may take help of the hints in the help box and write your own suggestions as well.

sand buckets in industries,  
light match sticks near flammable objects ,  
pour water on electrical fire ,  
mock drills in schools,  
posters for awareness ,phone number of fire stations at prominent places

**DOs****DON'Ts**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Activity 7**

In groups of five, think of some fire safety rules and write them here.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Activity 8**

Convert the following sentences from Active Voice to Passive Voice.

Eg- Sonu cooks food everyday. (Active Voice)

Food is cooked by Sonu everyday. (Passive Voice)

a) He wore a blue shirt.

\_\_\_\_\_.

b) They are building a house.

\_\_\_\_\_.

c) I eat an apple every day.

\_\_\_\_\_.

d) I wrote a book.

\_\_\_\_\_.

### Activity 9

Read these words that you have learnt in this lesson. Try to use them in your everyday conversation.

Smouldering

Extinguish

Smothered

Damp

Volcanoes

Firefighters

### Activity 10

Listen carefully to the information read by your teacher and answer the questions that follow.

a) Name the two kinds of fire that cannot be put out by water.

\_\_\_\_\_

\_\_\_\_\_

b) What happens to oil when water is sprayed on it?

\_\_\_\_\_

\_\_\_\_\_

c) Which is the best way to fight an electrical fire?

\_\_\_\_\_

d) Mention two ways to extinguish fire.

\_\_\_\_\_

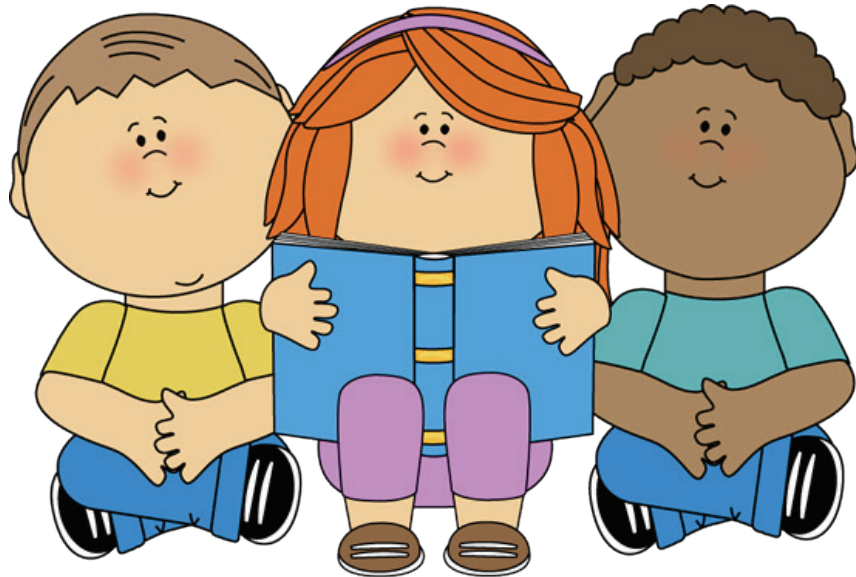
### Text for listening

Some fires cannot be put out with water. If water is sprayed onto an oil fire, the oil will float on top of the water and continue to burn. This can be very dangerous as water can flow quickly, carrying the burning oil with it and spreading fire. Water should also not be used on fires caused by electrical appliances. A carbon dioxide extinguisher is the best thing to fight an electrical fire.

### KEY WORDS FROM THE LESSON

fire extinguisher   kindling   dangerous   fuel   firefighters   electrical

## READING COMPREHENSION



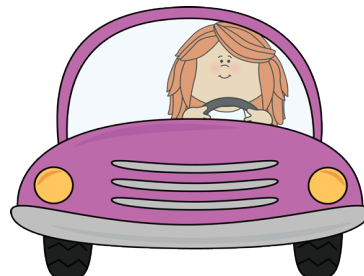
Read the picture compositions / passages that follow carefully and answer the questions / do as directed.

1. Look at each picture. Describe what is going on in the picture. Select and tick the correct point as your answer.



1. The boy is \_\_\_\_\_

- at school.
- at the beach.
- in a car.
- at home.



2. The girl is \_\_\_\_\_

- at the movies.
- in a car.
- at a mall.
- at home.



3. The girl is \_\_\_\_\_

- eating .
- playing cricket.
- sleeping .
- singing.



4. The boy is \_\_\_\_\_

- drinking.
- watching TV.
- sleeping.
- writing.



2. Read the sentences and answer the questions by ticking on the right option.

### Kitty The Cat

Kitty is a cute cat. She likes to play. She can jump very high. She has a fur of pink colour. She likes to eat egg and bread.



A. What kind of animal is kitty?

- dog
- cat
- horse
- cow

B. What does she like to do?

- play
- jump
- sing
- sleep

C. What can Kitty do?

- jump high
- walk
- cook food
- read

3. Read the passage carefully and complete the statements

### The Frog



The boy can see a little frog.

The frog can hop.

It can swim too.

The boy likes the little frog!

1. The frog can ..... (hop and swim / see a girl / run and play).
2. The boy likes..... (the fog / the dog / the frog)
3. The frog is ..... (sad / mad / little).
4. ....is a verb in the above lines.

4. Read the following Picture Poster carefully and fill in the blanks on the basis of your reading.



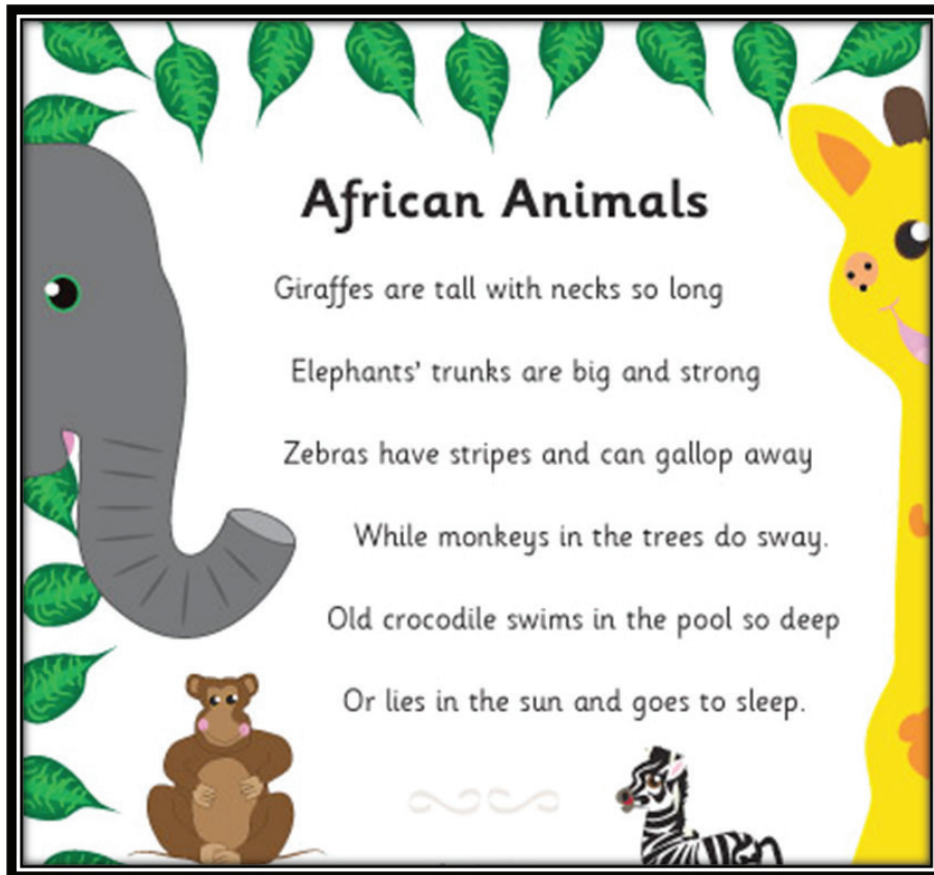
- We should be ..... and helpful.
- We should ..... hard to be successful
- We should not ..... time.
- We should not ..... people's feelings.
- We should ..... of everything in school.
- We should ..... to others and should not shout.

5. Read the following Picture Poster and choose the correct option as answer



- a) This poster is about
- |                       |             |
|-----------------------|-------------|
| i) health and hygiene | ii) doctors |
| iii) dental health    | iv) friends |
- b) We must brush our teeth
- |                     |                            |
|---------------------|----------------------------|
| i) whenever we like | ii) each morning and night |
| iii) during summers | iv) when mother asks.      |
- c) Brushing of the teeth should be done
- |                                 |                             |
|---------------------------------|-----------------------------|
| i) for 2-3 minutes              | ii) till mother is watching |
| iii) while playing with friends | iv) on a visit to doctor.   |
- d) One should replace the toothbrush
- |                    |                                  |
|--------------------|----------------------------------|
| i) after one year  | ii) every three months           |
| iii) when it hurts | iv) when I get a new toothbrush. |

6. Read the following poem on African Animals and answer the questions in one word / phrase.



- a) Which animal has long neck?  
.....
- b) Name an animal that has big and strong trunk.  
.....
- c) There is an animal in the poem that can swim in water and also lie in the sun. Name it.  
.....
- d) Which animal has stripes?  
.....

7. Read the passage. Then write answer to each question in the space provided.

### DESSERT TIME!



Yum! It is time for dessert.

First, Tinku gets a laddoo.

Next, Jamal gets some burfi.

Then, Ballu gets a pera.

Last, Dolly gets some cake.

Oh no! There is none left for Sonu.

What will he do?

First, Tinku shares his laddoo.

Next, Dolly shares her cake. Then, Jamal shares his burfi. Last, Ballu shares his pera.

Yum! Sam and his friends are happy. It is time for dessert!

1. Name the characters .

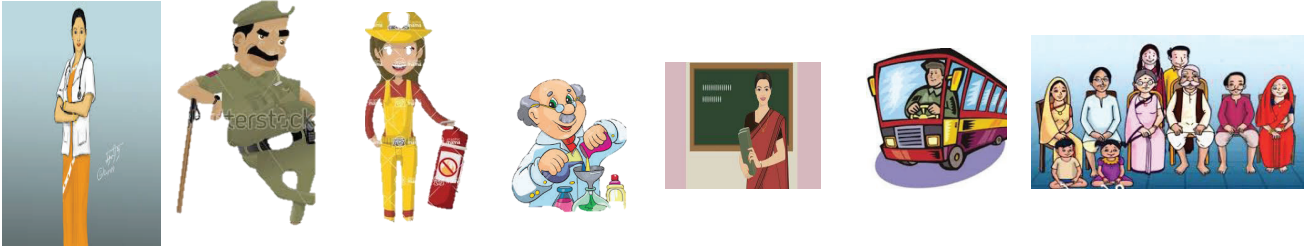
2. What is the problem?

3. How do the kids solve the problem?

4. How do the kids feel at the end of the story?

8. Read the passage. Then write answer to each question in the space provided

### WE ARE IMPORTANT



Doctors are important. They keep us healthy.

Police officers are important. They keep us safe.

Firefighters are important. They help people.

Teachers are important. They help us learn.

Scientists are important. They explore (find) new things to help us.

Bus drivers are important. They get us to places safely.

Families are important. They take care of us.

We all are important!

1. Why are firefighters important?

---

2. Why are families important?

---

3. Who else is important that is not on this list?

---

4. Who out of these would you want to become when you grow up?

---



9. Read the given passage carefully and answer the questions that follow.

The night was very dark. Hema and Reena were sitting by the fire. They had walked all day. Then they had fixed a tent to sleep in. They had found a perfect spot with a lot of trees and a nice big lake to fish in. Hema heard some noise. Reena heard it too. It said, “Hoot Hoot!” It was coming from the tree over the tent. The girls put down their tea and ran all the way home.

Q.1 What were the girls doing?

---

Q.2 Why was the spot perfect?

---

Q.3 Why do you think the girls ran away?

---

Q.4 What were the girls doing when they heard the voice?

---





10. Read the given passage carefully and answer the questions that follow.

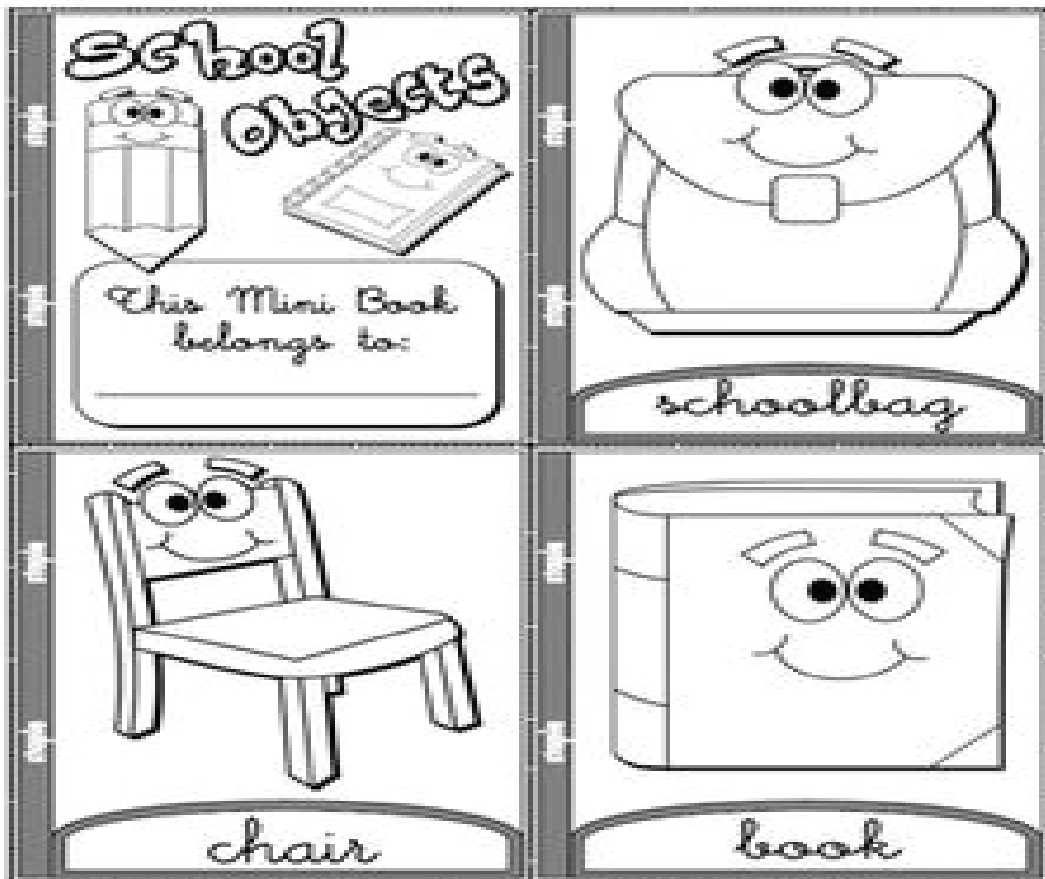
Reha was very excited today. It was the first day of her school. She had new books. She was very happy after seeing the colourful pictures in the books. She was thinking that she would read all the books with her friends. Reha liked science book the most. It had very beautiful pictures and examples. Her friend Shabana liked English book the most. She wanted to recite all the poems of her book. Both went to school happily.

1. Why was Reha excited?  
\_\_\_\_\_
2. What was special about the books?  
\_\_\_\_\_
3. Which book Reha liked the most?  
\_\_\_\_\_
4. What did Shabana want to do with her book?  
\_\_\_\_\_
5. Where did they go together?  
\_\_\_\_\_





COLOUR THE FOLLOWING SCHOOL OBJECTS AND ENJOY.



# SCHOOL BiNGO



**SCHOOLBAG**



**BOOK**



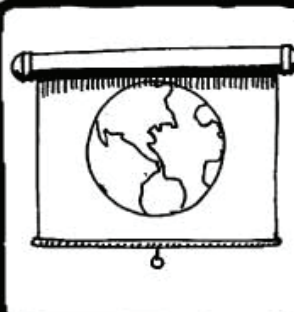
**PENCASE**



**GLOBE**



**BOARD**



**MAP**



**TEACHER**



**PUPIL**



**CLASSROOM**

# NOTES