

# A NEW APPROACH TO ENGLISH

Class - VIII



DIRECTORATE OF TEACHER EDUCATION AND  
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
ODISHA, BHUBANESWAR

ODISHA SCHOOL EDUCATION PROGRAMME AUTHORITY,  
BHUBANESWAR

# **A NEW APPROACH TO ENGLISH**

## **Class - VIII**

(Experimental Edition)

### **Editors :**

Dr. Manmatha Kundu (Chief Editor)

Dr. Dharendra Kumar Mohanty

Sri Pranakrishna Mohanty

Sri Lalindra Amat

Sri Gadadhar Behura

### **Reviewers :**

Prof. (Dr) Debendra Kumar Ray

Dr. Umesh Prasad Patnaik

Sri Baidyanath Rout

Sri Rajanikanta Samantaray

Sri Prasant Kumar Patnaik

Sri Ajay Kumar Acharya

Sri Sashibhusan Hota

### **Guidance :**

Sri Indramani Tripathy,

Director, ELTI, Odisha, Bhubaneswar

### **Coordinator**

Dr. Tilottama Senapati , Dr. Sabita Sahoo

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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-centred 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 the teachers. Language indicators for each class are also provided at the end of the book for the guidance of both the teachers and the 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 widespread prevalence of cheap bazaar 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 are prepared.

Any suggestions for the improvement of the book are welcome.

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

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# INTRODUCTION

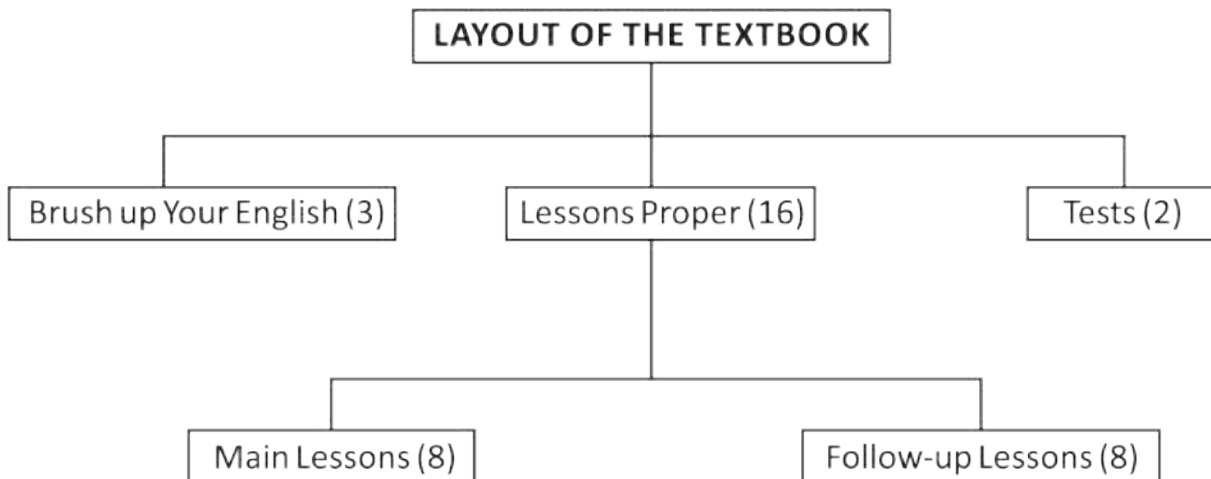
## **The Secret of Language Learning**

Language is mostly learned 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 it. Exposure lays the foundation of a language and also the foundation for using the same. One cannot use (speak) the language unless one has sufficiently listened to it. One cannot write in the language unless one has widely read in the language. And both the exposure and use are to be done in meaningful contexts. What one listens and reads should be useful and interesting to him/her. Similarly, what one speaks and writes should also be interesting and useful for the user. In other words, all these are to be done in contexts and the user should be involved in activities. This is the secret behind learning any language.

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

## **The Textbook**

The class VIII 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 is enough listening and speaking exposure provided under each lesson mainly through interesting activities. The layout of the book is as follows :



The three “Brush up your English” lessons are simple and interesting. There are poems, rhymes and stories with very interesting mind-engaging activities. Hence, the name. The main purpose of this section is helping learners learn what they have not learned before. Currently, the skill of most learners is below their class level, more so in English classes. If their skills are not levelled up through right kind of learning, the main lessons will not work and the teacher will take recourse to reading aloud, explaining the text often in Odia and somehow complete the course as they were accustomed to do before. The tasks provided, therefore, are based on development of language skills. These three “Brush Up Your English” lessons serve as steps for reaching the lessons proper.

### **Lessons Proper**

There are eight lessons – five prose pieces and three poems. These pieces are very carefully chosen, the main criteria of selection being simplicity (language) and interest value for the young learners of 12-13 years old. Each lesson has three major sections: pre-reading, while-reading and post-reading. The purpose of pre-reading is motivating the learners to read the text. The while-reading phase is devoted to interactive reading. The learner is taught to interact (communicate) with the writer through the text. This is the most important phase of the lesson. If this part is not properly done, the next phase, post-reading becomes futile. The post-reading phase is devoted to interesting learning activities based on the text. While doing these activities, the learner reads and rereads the text again and again on his/her own without being conscious of the fact that s/he is reading so many times. The activities become the main product and learning skills come as by-product.

## **Follow-up Lessons**

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

## **Tests**

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

## **Interlinking Materials and Methods**

During the early phase of textbook writing, methods of teaching were not reflected in the textbook. So the teachers use their own ways of handling the text. Now, The material writers while preparing the textbook, visualized the method the teacher is to use to transact the material in the classroom. It is realized that method is more important than materials which is shown through the mathematical calculations: Good Materials + Bad Method= No result , Bad Materials+ Good Method= Some results. As a result, only persons having first-hand experience of teaching are asked to prepare material and trying out of material with real learners is made obligatory. In this book, we have linked the materials with the methods .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 methods is provided in Appendix-II; Notes on Techniques .

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

**Abbreviations used in the book :**

adj : Adjective

BS : Brain Storming

MCQs : Multiple Choice Questions

MT : Mental Talk

n : Noun

phr : Pharse

SGP : Sense Group Paragraph

v : Verb

VMDT : Visual Memory Development Technique



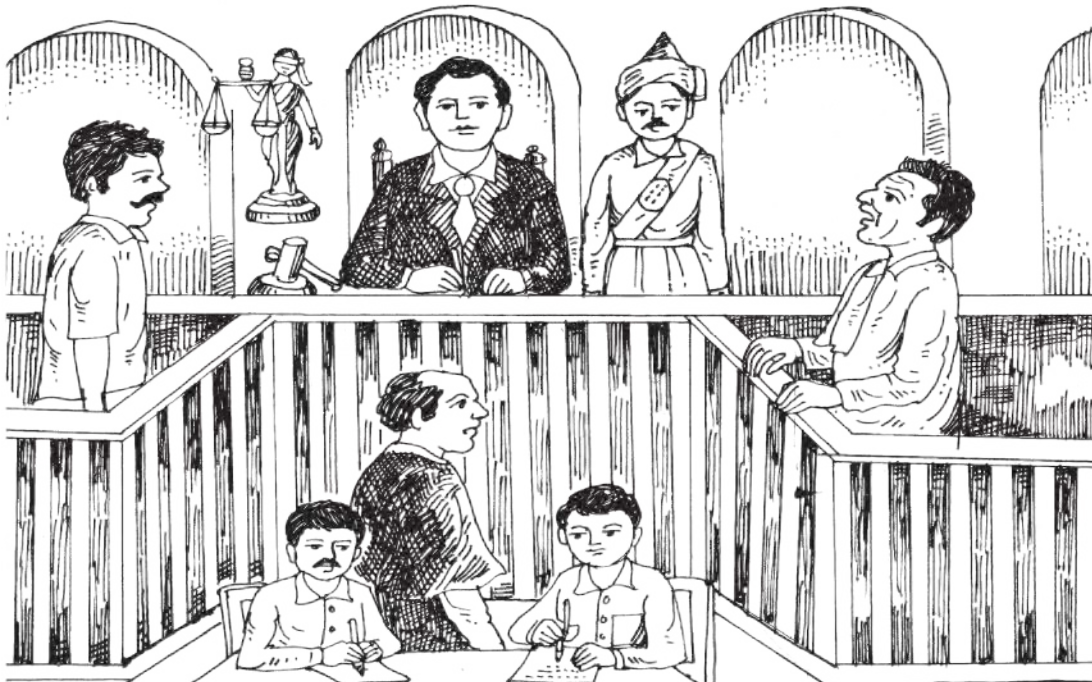
# ALI MADE IMPOSSIBLE POSSIBLE

Session - 1



## PRE-READING

- Socialisation :
- Look at the picture and the title of the story. What do you see in the picture ? Who are there in the picture ? Can you guess what the story will be about ?



## WHILE-READING

- SGP-1
- Read part -1 and answer the questions that follow..
  1. Once a thief was caught for stealing a purse from a man. The thief was handed over to the police. The police sent him to jail. The person who was arrested had to be tried out in a court.

On the day of the trial, the man whose purse was stolen hired a lawyer and three witnesses. The witnesses were present when the purse was stolen. The third witness had some problems. He could not come.

At the time of trial, the first witness was called to the witness box.

The judge asked, "When was the theft made ? Was it day or night?"

The first witness replied, "It was day, My Lord".

The second question the judge asked, "How many persons were there at the time of the theft ?"

"Five, Your Honour," said the witness. The judge's third question was, "What the colour of the stolen purse was ?"

"Black, Your Honour", replied the witness.

- **Comprehension Questions:**

1. Who are there in this part of the story ?
2. What did the thief steal ?
3. Who arrested the thief ?
4. Where did the police send him to ?
5. Who hired a lawyer and three witnesses ?
6. Why couldn't the third witness come to the court ?
7. What was the judge's first question ?
8. What did the witness reply ?
9. What was the judge's second question ?
10. What did the first witness reply ?
11. What was the judge's third question ?
12. What did the first witness reply ?

Can you guess who is going to be called next? Read the next part and see.



- **SGP-2**

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

2. Next, the second witness was called to the witness box. The judge asked him, "When was the theft made ? Was it day or night ?"

The second witness replied, "It was night, Your Honour".

The judge next asked, "How many persons were there at the time of the theft ?"

The witness replied, "Twenty five, My Lord".

The judge finally asked the last question, "What was the colour of the purse?"

"White, Your Honour", replied the witness.

- **Comprehension Questions:**

1. Who was called next?
2. How many questions did the judge ask to the second witness?
3. Did he ask the same questions?
4. What about the answers? Are they similar?
5. The first witness said that the theft was committed during day time. What did the second witness say?
6. The first witness said that the colour of the purse was black. What did the second witness say?

The questions were the same. But the answers of the second witness were very different from the answers of the first witness. Do you think the man whose purse was stolen will win the case? Let's read the rest of the story and see.

- **SGP-3**

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

3. The trial was postponed for the next day. But the lawyer was terribly upset. He scolded the witnesses for giving contradictory facts. But each of the witnesses told that he had told the truth. "The case is lost. There is no hope of saving the case. No need for sending a third witness," grumbled the angry lawyer.

Ali, the lawyer's cook, was listening to all this. He said, "Take me as the third witness. I can save the case". The lawyer laughed and said, "This is impossible as you are a mere cook. You should know this, Ali". Ali, in his faulty English, said, "Sir, I have been cooking you for the last ten years and you know I can also cook the judge and the Governor. I'm an excellent cook. I know how to make impossible possible. Give me a chance, Sir".

- **Comprehension Questions:**

1. Why was the lawyer not happy?
2. Whom did he scold?
3. What did the witnesses reply?

4. Do you believe that they told the truth ? How ?
  5. Who was listening to all that happened ?
  6. Who was Ali ?
  7. What did Ali say to the lawyer ?
  8. Did the lawyer believe him ? Why ?
  9. How was Ali's English ?
  10. There were errors in Ali's English. Which was the first error ? And the second error ?
  11. Did the errors change the meanings ?
  12. Can you correct the errors ?
- Do you think the lawyer will agree to Ali's suggestions? Let's read the last part and see.

### Session - 3

- **SGP-4**

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

5. The lawyer agreed, and the next day Ali was called to the witness box. The judge asked, "When was the theft made ? Was it day or night? Ali replied, "You may call it a day, Your Honour. You may also call it a night". "How ?", the judge asked.

"When the theft was committed there was light, My Lord. But slowly it became dark. It was the meeting time of day and night, Your Honour".

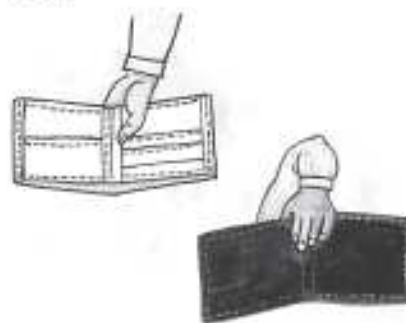
The judge seemed to nod his head in agreement and asked the next question,

6. "How many persons were there at the time of the theft ?" Ali said, "Sir, you can say five or twenty five, Your Honour". When the judge asked, 'How ?.' Ali said, "When the theft was committed, there were only five persons, but slowly the number increased to twenty five".

The judge seemed to nod his head in agreement.

7. The third question the judge asked, "What was the colour of the purse ?"

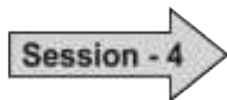
Ali said, "You can call it black and you can also call it white, My Lord". When the judge asked 'How?' Ali showed a purse which was white inside and black outside.



The judge smiled an unusual smile and nodded his head in full agreement.

• **Comprehension Questions :**

1. Did the lawyer agree to take Ali as the third witness ?
2. Did the judge ask the same three questions ?
3. What was Ali's answer to the first question ?
4. Is it possible that the theft time was both day and night ?
5. Is it possible that the number of persons present in the court was both five and twenty five ? How ?
6. What did Ali do when the judge asked about the colour of the purse ?
7. Was the judge satisfied? How do you know ?
8. Was Ali clever enough to save the case ?
9. Did Ali make impossible possible ?
10. Is Ali intelligent ?
11. Do you like Ali? Why?
12. Can you think of giving another title to the lesson?



III

**POST-READING**

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

Whole Text : Take the photograph of the whole lesson in your eye cameras. The lesson has 4 parts. In which part does Ali solve the problem ? Which part is about the second witness? Which part is on the first witness? Which part is on Ali as a cook?

Last Part : Take the photograph of the last part. Listen to your teacher and put your finger on – full agreement, the first question, the third question, the second question.

## 2 Comprehension Activity :

- i. MCQs : Choose the correct alternatives and complete the sentences.
- The most important character / person in the story is \_\_\_\_\_.
    - the judge
    - the lawyer
    - Ali
    - the witness
  - The three witnesses except Ali \_\_\_\_\_.
    - were present at the time of theft
    - were not present at the time of theft
    - were present in the court
    - were not present in the court
  - The first question was answered by \_\_\_\_\_.
    - the first witness as night
    - the second witness as day
    - Ali as both day and night
    - both the witnesses as night.
  - The second question was answered by \_\_\_\_\_.
    - the second witness as five
    - the first witness as twenty five
    - Ali as five and twenty five.
    - the second witness as five and twenty five.
  - The third question was answered by \_\_\_\_\_.
    - the first witness as 'black'
    - Ali as 'black'
    - the second witness as 'black and white'
    - both witnesses as 'white'
  - The judge nodded his head at the end showing \_\_\_\_\_.
    - half agreement
    - no agreement
    - full agreement
    - indifference

- (ii) Match the paragraphs under 'A' with the contents/themes under 'B'. Write the numbers of 'A' in brackets of 'B'.

A Paragraphs	B Contents/themes
1.	( ) Ali, offered to be witness
2.	( ) the second witness
3.	( ) Ali convinced the judge
4.	( ) stealing of the purse and the trial

**Session - 5**

**3 Listening :**

- (a) Your teacher will read some of the words / phrases aloud. Tick those which your teacher reads aloud.

purse, court, witness, postponed, witness - box, upset, grumble, in full agreement, unusual

- (b) Your teacher will read aloud a paragraph. You listen to him/her and fill in the blanks.

The \_\_\_\_\_ agreed and the \_\_\_\_\_ day Ali was \_\_\_\_\_ to the witness \_\_\_\_\_. The \_\_\_\_ asked, "When was the \_\_\_\_\_ committed?" Was it \_\_\_\_\_ or night? \_\_\_\_\_ replied, "You \_\_\_\_\_ call it a day, Your Honour. You may \_\_\_\_\_ it a night".

**4 Speaking :**

- a. Chain-drill (i) I know how to make impossible possible.  
(ii) You may call it a day or a night, sir.
- b. Dialogue – [Rehearsal: Teacher vs. students, students vs. students with change of roles]

Judge : When was the theft committed? Was it day or night?

Witness : It was day, Your Honour.

Judge : How many persons were there?

Witness : Five, Your Honour.

Judge : What was the colour of the purse?

Witness : Black, My Lord.

- c. If in a word, there is 'ie, ee, oo, ea', this part of the word is usually pronounced with a long sound taking more time. Pronounce the following words.

thief, need, agree, meeting, seem, increase

**Session - 6**

**5 Vocabulary :**

(Spelling)

English spelling is very tricky. One way of learning spelling is to see a word, cover it, next write and finally verify. Do this with the following words.

Four steps: First, look at the word; second, cover the word with your left palm; third, write; finally, verify and correct if not correct.

steal

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

lawyer

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

colour

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

trial

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

postpone

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

grumble

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

agree

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

judge

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

possible

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

**6 Usage :**

Read what Ali said:

“ Sir , I have been cooking you for the last ten years and you know, I can cook the judge and the Governor”.

What errors did Ali make here in his English ? Can you correct his English? His mistake is dropping the preposition 'for' after 'cooking'. See, how the meaning becomes so different in the absence of a simple preposition 'for'. So you have to be very careful about using prepositions in your writing. Prepositions act as gum to join words in sentences.



**7 Writing :**

a. Answer the following questions.

(i) Who are there in the story ?

There are \_\_\_\_\_, a \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_

(ii) What did the thief steal ?

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

(iii) Where did the police send the thief ?

The police sent \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(iv) How many questions did the judge ask ?

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

(v) Who is intelligent in the story ?

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

b. Let's keep a record of the trial in the court of law in the format given below. You may consult your lesson for getting the facts you need to fill in. Some support is given.

Questions by the judge	Reply by Witness-1	Reply by Witness-2	Reply by Ali
1.			
2. How many persons were there at the time of theft ?			
3.			

**8 Mental Talk :**

“You may call it white; you may call it black, My Lord.”

**9 Let’s Think :**

“Are only educated and well-placed people intelligent ?”



## LESSON - 2

# THE RAINBOW

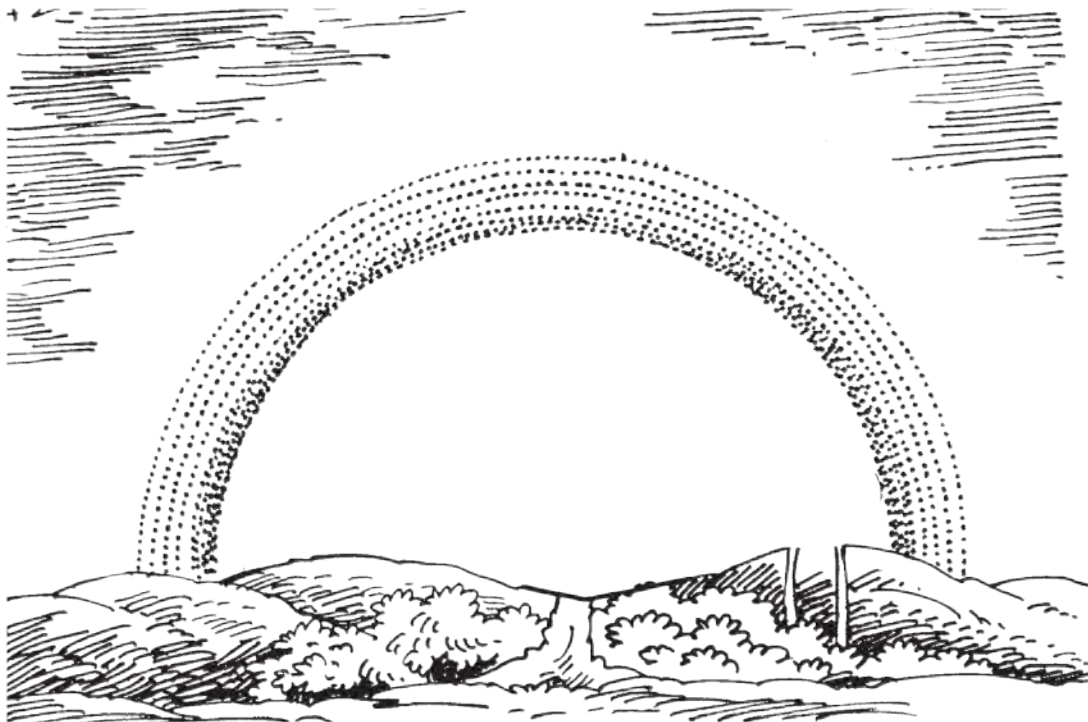
Session - 1

### PRE-READING



I

- Socialisation :
- Look at the picture. What do you see ? Do you like it ? Let's read a poem and know more about it.



II

### WHILE-READING

- *Your teacher reads aloud the poem; you listen to him/her without opening your book.*
- *Your teacher reads aloud the poem; you listen to him/her and see the poem in your book.*
- *Read the poem silently and try to answer the questions that follow.*

## Text



Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky  
Are prettier far than these.



There are bridges on the rivers,  
As pretty as you please;  
But the bow that bridges heaven,  
Over the tops of trees,  
And builds a road from earth to sky,  
Is prettier far than these.



### • Comprehension Questions:

1. What sail on the rivers ?
2. What sail on the seas ?
3. What sail across the sky ?
4. What are the boats and ships compared to ?
5. What are the rivers and seas compared to ?
6. Which are prettier- the boats sailing on rivers or the clouds sailing across the sky ?
7. Where are the bridges? Do they look pretty ?
8. What does 'the bow' in the poem refer to ?
9. What builds a road from the earth to the sky ?
10. What is the rainbow compared to ?
11. Which is prettier- the bridge on a river or the rainbow across the sky ?
12. Which things in the poem are made by nature ?
13. Which things in the poem are man-made ?
14. Which things are more beautiful- the things made by man or the things made by nature ?

III

## POST-READING

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

Whole poem : Take the picture of the whole poem in your eye-cameras.  
And place your index finger on - tops of trees, boats, from  
earth to sky, ships, clouds.

Part : Second Stanza: Put your index finger on the following  
words and phrases.  
bow, rivers, builds a road, prettier.

**2 Comprehension Activities :**

- a. MCQs : Complete the sentences choosing the correct alternatives. Put a tick (✓) mark against the correct options.
1. The bow in the poem refers to the \_\_\_\_\_.  
 (A) boat  
 (B) ship  
 (C) rainbow  
 (D) road
  2. What sails across the sky ?  
 (A) Bow  
 (B) Cloud  
 (C) Wind  
 (D) Rainbow
  3. Which is the prettiest of all ?  
 (A) Rainbow  
 (B) Cloud  
 (C) Ship  
 (D) Boat
  4. In the poem, the poet gives more importance to the rainbow because \_\_\_\_\_  
 (A) the title is "The Rainbow".  
 (B) there are more lines on the rainbow .  
 (C) it is compared to a bow.  
 (D) the rainbow is more beautiful.

- b. Match the items under A with the items under B. Write the numbers of 'A' in brackets of 'B'.

A	B
(i) clouds	( ) bow
	( ) ships
	( ) boats
(ii) rainbow	( ) bridge

**Session - 3**

**3 Listening:**

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

[ river, ship , rainbow, bridge, across, prettier, heaven]

- (b) Your teacher will read aloud the first stanza slowly .You listen to him/her and fill in the gaps.

Boats \_\_\_\_\_ on the rivers,  
And ships sail on the \_\_\_\_\_;  
But \_\_\_\_\_ that sail across the \_\_\_\_\_  
\_\_\_\_\_ prettier far \_\_\_\_\_ these.

- (c) Your teacher will dictate some words from the poem. Write them.  
(Teacher dictates only 3-4 lettered simple words.)

**4 Speaking:**

- (a) Chain –drill : “Boats sail on the rivers,  
And ships sail on the seas.”
- (b) Reading aloud the poem: Teacher vs. students, students vs. students finally in pairs. (one line, one line)

**5 Vocabulary :**

There are seven colours in a rainbow. Complete the colours of the rainbow in this cross-word puzzle with the help of clues.

1	V		O			T
2	I	N			G	
3	B				X	X
4	G		E			X
5	Y		L			W
6	O	R			G	
7	R			X	X	X

**Clues:**

1. a mixture of blue and purple colours
2. a mixture of blue and red colours
3. the colour of the sky
4. the colour of a leaf
5. the colour of a ripe mango or banana or lemon
6. the colour of the setting sun. It is also the name of a fruit.
7. the colour of blood or fire

**6 Usage :**

Some words are used both as verbs and nouns . See these four words in the poem. First say which of them are used as verbs and which are as nouns. Next try to use them as nouns or verbs. Use the verbs in the poem as nouns and nouns in the poem as verbs in sentences. Tips are given.

sail (v) -1. Boats sail on rivers.

sail (n) -2. Boats need sails to sail.

bridge ( ) 1. \_\_\_\_\_.

bridge ( ) 2. \_\_\_\_\_.

bow ( ) 1. \_\_\_\_\_.

bow ( ) 2. \_\_\_\_\_.

top ( ) 1. \_\_\_\_\_.

top ( ) 2. \_\_\_\_\_.

**7 Writing :**

a. Answer the following questions.

(i) What sail on the rivers ?

Boats \_\_\_\_\_

(ii) What sail on the seas ?

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

(iii) What sail across the sky ?

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

(iv) What are prettier- the clouds or the boats and ships?

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

(v) Which is the prettiest of all - boats, ships, clouds, bridges, rainbow ?

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

b. Look at the matching activity you did in (2) (b). Now write sentences. One is given for you.

(i) Clouds are compared to boats.

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

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

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



**Session - 6**

- c. Given below is a poem on 'rainbow' written by a child of your age (You can also write one.). Some words and lines are missing. Read the poem and fill in the blanks choosing words / lines provided in brackets below.

Rainbow ! \_\_\_\_\_

When and how do you

Come to the \_\_\_\_\_ ?

But you live for a short while

And away you fly !

Where from you

Get your \_\_\_\_\_ ?

Violet \_\_\_\_\_

Red and \_\_\_\_\_

Yellow \_\_\_\_\_ and indigo.

But why don't you live long in the sky ?

\_\_\_\_\_ ?

(Words: colours, orange, blue, rainbow, sky, green,

Line : Why ? Why ? And why ?)



## LESSON - 3

# MONGOOSE

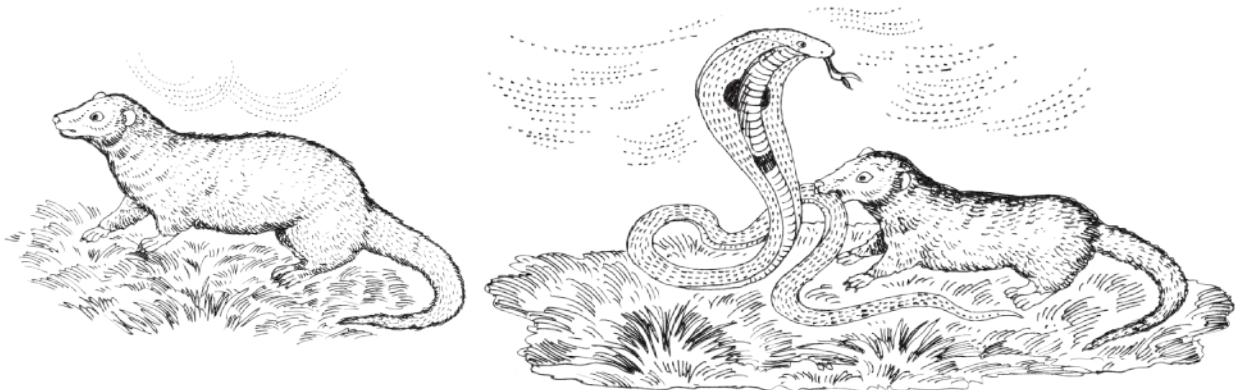
Session - 1



### PRE-READING

I

- Socialisation :
- What do you know about mongooses? (Your teacher jots down on the black board what you say.)
- See the picture. Can you guess something more about mongooses? Can they be kept as pets?



II

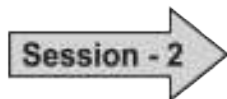
### WHILE-READING

- **SGP-1**
- Read paras- 1 and 2 silently and answer the questions that follow:
  1. Mongooses like to hunt together, but they always keep a look out for dangerous hunting animals nearby. While poking their noses into holes, overturning rocks with their paws and scratching the ground with their sharp claws, mongooses look very amusing. A common sight in many parts of Africa, they travel in groups of about twenty to look for beetles, millipedes and other small creatures.
  2. They like to hunt together, keeping in touch whenever they go out of sight behind rocks or bushes by twittering and calling. Always on the

look out for danger- hawks, eagles – they warn one another with a special alarm call if they spot anything suspicious.

- **Comprehension Questions:**

1. What are the paras about ?
  2. Both the paras talk about one very common nature of mongooses. What is that common nature ? (See the first lines of both the paras.)
  3. Mongooses do two kinds of things. In other words their activities or work can be divided into two kinds. What are they ?
  4. One of them is looking for food.What do mongooses normally eat ? (See the last part of para-1.)
  5. They eat beetles, millipedes etc. But the mongooses are also eaten by other creatures. Who are these big creatures?
  6. They look for food but they also look out for \_\_\_\_\_.
  7. One very common nature of mongooses is living and hunting together. Both the paras talk about this common feature. Give some examples in support of this from these two paras. (See last part of para-1.)
  8. How do they keep in touch with one another ? (para-2, first part)
  9. How do they warn each other when they see anything dangerous and suspicious ?
  10. The writer calls the mongooses very amusing animals. When do they look amusing ?
- Did you know all these facts about mongooses before you read these paras ? Do you want to know more about them ? Read the next two paras.



**Session - 2**

- **SGP-2**
- Read silently paragraphs 3 and 4 and answer the questions that follow:
  3. Mongooses are famous for being able to kill snakes without getting hurt themselves. Their reactions are so fast that they can dodge each time the snake strikes. They continually dodge snakes attack until, after a while, the snake gets tired. Then they quickly dive in for the kill.
  4. All the female mongooses have their kitten at about the same time. They are raised by the whole group in a den made inside an old termite hill or hollow log. When most of the adults are out looking for food, one

or two males stay behind to stand guard until the others return for the night.

• **Comprehension Questions:**

1. What is the first para about?
2. What are mongooses famous for?
3. What is very special about their killing snakes?  
(They kill snakes without.....)
4. What do they do when the snake strikes?  
(See the meaning of the word 'dodge' in the dictionary at the end of the lesson.)
5. Who is quicker- the snake in its strikes or the mongoose in dodging the strike?
6. When do they kill the snake, immediately or making it tired?
7. Where do mongooses live?
8. You already know from para 1 and 2 that mongooses live together. What other things of this togetherness do you find in para 4 ?
9. Who looks after the kitten, the small ones, when most of them go out for food – the males or the females?
10. Can you guess why do the males stay behind ?  
(See the two words in the last but one line of para-4)



III

**POST-READING**

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

Whole Text : Mongooses and snakes- which para?  
Lookout for hawks, eagles.....  
Their living place; amusing animals

Part : ( paragraph-4) kitten, den, termite hill, stand guard

**2 Comprehension Activities :**

a. MCQ:

Answer the following questions choosing the most appropriate alternatives.

1. The enemy of mongooses is \_\_\_\_\_.  
A. beetle  
B. hawk  
C. millipede  
D. small creature
2. Mongooses are famous for \_\_\_\_\_.  
A. living together  
B. killing snakes without getting hurt  
C. twittering sad messages  
D. looking out for dangers
3. Before killing a snake, mongooses \_\_\_\_\_.  
A. call one another by twittering  
B. allow the snake to get into termite hole  
C. play with the snake  
D. make the snake tired
4. Mongooses look amusing when they \_\_\_\_\_.  
A. poke their noses into holes  
B. overturn rocks with their paws  
C. scratch the ground with their sharp claws  
D. all the above

b. Stated below are some words and phrases. Place them under 4 paras in which these are found.

termite hills, snakes, twittering, amusing animals, travelling in groups, dodging attacks, den, kitten, stand guard, poking noses into holes, scratching ground, special alarm call.

Para-1	Para-2	Para-3	Para-4
amusing animals	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



## Session - 4

### 3 Listening :

- Listen to your teacher and fill in the gaps. (Teacher reads the para aloud.)  
All the female mongooses have their \_\_\_\_\_ at about the same \_\_\_\_\_. They are raised by the \_\_\_\_\_ group in a \_\_\_\_\_ made inside an \_\_\_\_\_ termite hill or hollow \_\_\_\_\_. When most of the \_\_\_\_\_ are out looking for \_\_\_\_\_, one or two \_\_\_\_\_ stay behind to stand guard until the \_\_\_\_\_ return for the \_\_\_\_\_.

### 4 Speaking :

- (a) Chain-drill “Mongooses are amusing animals.”
- (b) Your teacher reads aloud one sentence, you repeat after him/her in chorus all the lines.

“Mongooses are amusing animals. They live in termite hills. They eat beetles, millipedes and other small creatures. They love to live and travel together. They are famous for killing snakes.”



## Session - 5

### 5 Vocabulary :

Some words are used both as verbs and nouns in your lesson. Given below a list of the words from the text which can be used both as verbs and nouns. First see the text and tell which of them are used as verbs and which, nouns. Next read the sentences in pairs to see how the same word can be used as verb and noun.

dive, kill, stay, guard, scratch, travel, touch

#### **dive**

- (V) The coast guard dived into the sea to save a drowning man.
- (N) He takes two to three dives every day to save life of tourists on the sea beach.

#### **kill**

- (V) The tiger killed the deer.
- (N) But it had to wait long for the kill.

**stay**

(V) Sidharth stayed long at home.

(N) His employer did not like sidharth’s long stay at home.

**guard**

(V) He guards at the gate of the office.

(N) But the new guard is irregular in his duties.

**scratch**

(V) Smita scratched all our books.

(N) Her mother did not like the scratches.

**travel**

(V) Dibya travels a lot.

(N) Her frequent travels spoil her health.

**touch**

(V) Rashmi touched the touch-me-not plant.

(N) Even her soft touch made the plant close all her leaves.

**6 Usage :**

a. Mark the use of ‘look’ in the following sentences.

1. A common sight in many parts of Africa, mongooses travel in groups of twenty looking for food.
2. While overturning rocks, they look amusing.
3. Always on look out for danger, they warn one another by twittering.

b. Read the following sentence.

While overturning rocks, mongooses look amusing. Now use the following words with ‘look’ and make similar sentences of your own.

beautiful, tired, happy, unhappy, serious

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**7 Writing :**

Answer the following questions in the space provided.

(i) What are mongooses famous for ?

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(ii) What is special about their killing snakes ?

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---

(iii) Where do mongooses live?

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---

**8 Mental Talk :**

- Mongooses have unity. They hunt together.

**9 Let's Think :**

- What other activities do the mongooses do?
- Take up a project on 'Desert Animals'. Collect information with pictures about them from different sources.





# THE RIDDLE MASTER

Session - 1

## PRE-READING



I

- Socialisation :
- Your teacher introduces the lesson in the following way.

Do you know what a 'riddle' is ? Here are some riddles. Try to solve them.

- "Who has eyes but cannot see?"
- "Fire up, fire down  
Inside sleeps a man  
Whose face is black and brown?"
- "I'm kicked right and left  
Air is my only food.  
Tell, who "I" am if you are good.

To know more riddles, let's read the lesson "The Riddle Master".

The Santals are very good at riddles. Some of them are very good at making riddles. Here you will read about one Santal riddle master and his riddles.

II

## WHILE-READING

### Text

- **SGP-1**
  - Read paragraphs-1 and 2 silently and answer the questions that follow.
1. Every evening children sit round Budhu Hadam to listen to his stories. There is no one in the village who can tell stories like

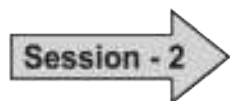


Budhu Hadam. He can tell you about 'The Thieves and the Widow's Son', 'Seven Brothers and One Sister'. He can also tell you the story of the 'Wicked Jackal'. There is no end to his stories. He is also very good at riddles and his stories are also full of riddles. There is no riddle which he cannot solve. So everyone calls him the 'Riddle Master'. People need him more during marriages. The bridegroom's party has to pay a goat or a pig if they fail to answer the riddle of the bride's party. If Budhu Hadam is with them, the bridegroom's people are safe. They need not pay the fine.

2. Budhu Hadam's talk is also full of riddles. During hunting, he will never call a leopard a leopard. 'If you call a leopard by name', he says, 'he will know and kill you.' So he calls it a 'wild cat' or a 'hornless bullock'. Similarly he calls a bear a 'hairy caterpillar'. He does not want to hurt anyone. When he finds someone losing his teeth, he will say, 'Your white stones are falling'. When someone is dead, he says, "He has gone to herd the alligator".

- **Comprehension Questions:**

1. What are these paragraphs about ?
2. Name two stories that Budhu Hadam usually tells his listeners.
3. Why do people call him 'Riddle Master' ?
4. If a bridegroom's party fails to answer a riddle, what do they pay ?
5. Why do people need Budhu Hadam during marriages ?
6. Why does not Budhu Hadam call a 'leopard' a leopard ?
7. What does he call a leopard ?
8. What does he call a bear ?
9. Which line gives you the main idea of the second paragraph ?
10. What does he mean to say so ?
11. What does he say when someone is dead ?



**Session - 2**

- **SGP-2**
- Read paragraphs-3 to 7 silently and answer the questions that follow.
- 3. One evening when Budhu Hadam came out of his room, he found the children waiting to hear his stories. One of them shouted, 'Grandfather, today you tell us a story from your life'.

4. 'Grandfather, tell us how you cheated the money-lender', added another; and all the children shouted 'yes, yes'. The old man took a little red tea, then he began: "In my young days I once owed money to a money-lender. He used to come every day for money. But I had no money to pay him. So I ran away to the forest asking my wife to tell him that I had gone for backward and forward dance. Next day, the money-lender came. My wife told him where I had gone. He did not understand what she meant by backward and forward dance. He wanted to learn it from me. If I taught him the dance and answered three of his riddles, he would not take his money from me!" "Grandfather, are not the money-lenders very cruel?", asked one boy who was still very attentive.

5. "Yes, they are. But this money-lender was less cruel than the rest. In no case will the other money-lenders agree to give up their money".

6. "So, with two other people as witnesses I met the money-lender. All of us went to the forest. It was very cold morning. I asked him to take off his warm clothes. Then I gathered some dry leaves and wood to set fire to them. We sat very close to the fire. When it blazed, it was very hot and he moved backward, I also moved backward. When the fire was less hot he felt cold and moved forward. In this way he went on moving backward and forward. Then he asked me when I would teach him the dance. He got angry when I told him I had already taught him!"

"You have cheated me!" he shouted, and said, "Alright, answer my riddles—"The Raja's plate which you cannot wash."

"A coiled up snake", I replied immediately.

"A bamboo with seven eyes", came the next.

"Flute", I replied within no time.

7. He looked quite disappointed. He had only one riddle left—the last one. If I answered that one also, he would lose his money. Taking a little time he asked me a long and difficult riddle- -


'He has a crown but is not a king. He wakes up man but is not a watchman'.

Then he shouted, 'Tell me what it is!'

When I replied 'cock', his face turned pale and in no time did he leave the place even without looking back once.

- **Comprehension Questions:**

1. What kind of story did the children want to hear from Budhu Hadam?
2. What is the story about?
3. Why did he run away to the forest?
4. What did Budhu's wife say when the money-lender came?
5. What did the money-lender want to learn from Budhu Hadam ?
6. He will not take the money if Budhu Hadam \_\_\_\_\_  
\_\_\_\_\_.(Complete the sentence )
7. Why did Budhu take two witnesses with him?
8. What was backward and forward dance?
9. What was the money-lender's first riddle?
10. What was his second riddle?
11. What was his third riddle?
12. Did Budhu Hadam answer all the riddles of the money-lender?



**Session - 3**

- **SGP-3**

- Read the last part of the story silently and answer the questions that follow.
8. All the boys, who had been listening attentively, laughed at once. All of them still sat looking at Budhu Hadam who was sitting close to the wall. The boys knew, once he finished taking red tea, he would ask them a riddle. They were getting ready for the test .When the red tea went in, the riddle came out-‘The bullock that raises its tail when it eats belly- full.’ Thrice he repeated the riddle. “He who can answer the riddle will be the little riddle-master today”, added the old man.
  9. Everyone was quiet. No sound, no movement. Everyone was trying his best to find an answer. When no reply came for a long time, Budhu Hadam allowed them to guess the answer.  
“Is it an animal?”, asked one boy.  
‘No’, came the reply.  
‘Is it food?’, suggested another boy.  
‘No’, said the old man.

10. A boy who was all the time sitting silently in front of the old man suggested at last, "Is it a thing used by a businessman?"

"Yes, but tell me what it is."

"A weighing balance," said the boy.

The old man stood up laughing and took the boy in his arms shouting "Here is the little riddle- master, here is the little riddle master!"

• **Comprehension Questions:**

1. The previous section was about Budhu Hadam and the money-lender, how Budhu Hadam cheated the money-lender. What is this section about ?
2. What riddle did Budhu Hadam ask the children ?
3. Was it a difficult riddle ?
4. Who was called 'the little riddle master' ?
5. Name at least 10 tribes of Odisha.



III

**POST-READING**

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

Whole Text : children sitting round Budhu Hadam  
riddle master – wild cat – money - lender – Raja’s plate

Part - SGP-3 : flute, cock, weighing balance

**2 Comprehension Activities :**


a. **MCQ**

Fill in the blanks with correct alternatives.

1. Budhu Hadam was a \_\_\_\_\_.  
A. money - lender  
B. wood - cutter  
C. farmer  
D. story - teller

2. Budhu Hadam called a tooth a \_\_\_\_\_.
- wild cat
  - hairy caterpillar
  - white stone
  - hornless bullock
3. Who has a crown but is not a king?
- Cock
  - Hen
  - Crow
  - Peacock
4. A bamboo with seven eyes is the \_\_\_\_\_.
- harmonium
  - guitar
  - flute
  - sitar

b. Match the paragraphs with their contents. One has been done for you.

Paragraph	Content
1. 	a. Budhu Haldam's talk is full of riddles.
2.	b. Budhu can tell stories like 'The Thieves and the Widow's son' and the 'Wicked Jackal'.
3.	c. The long and difficult riddle of the money-lender solved by Budhu.
4.	d. choosing the little riddle master.
5.	e. When the red tea went in, the riddle came out.
6.	f. Budhu cheated the money-lender.
7.	g. The money -lender went on moving forward and backward.

**3** Listening:

- Your teacher will read aloud the following paragraph. Listen to him/her and fill in the blanks.

So, with two other people as \_\_\_\_\_ I met the money-lender. All of us went to the \_\_\_\_\_. It was very cold \_\_\_\_\_. I asked him to take off his warm clothes. Then I gathered some dry \_\_\_\_\_ and wood to set fire to them. We sat very \_\_\_\_\_ to the fire. When it \_\_\_\_\_, it was very hot and he moved \_\_\_\_\_, I also moved backward. When the fire was less hot, he felt cold and moved \_\_\_\_\_. In this way he went on moving backward and forward.

**4** Speaking:

Let's practise the following dialogues.

(Teacher vs. students, students vs. students.)

Money-lender : Pay my loan, Budhu.

B. Hadam : I don't have money, Sir.

Money-lender : Then answer my riddles.

B. Hadam : Yes, sir.

Money-lender : 'Raja's plate that can't be washed'-what is it?

B. Hadam : A snake.

Money-lender : A bamboo with seven eyes?

B. Hadam : A flute.

Money-lender : You've answered all my riddles. You need not pay my money back, Budhu .

B. Hadam : Thank You, Sir !

**5 Vocabulary :**

- a. Match the riddles with the words from the lesson. Write the riddle numbers inside brackets.

Riddles	Answers
(i) A hornless bullock	( ) flute
(ii) White stones	( ) cock
(iii) Hairy caterpillar	( ) leopard
(iv) Raja's plate that can't be washed	( ) teeth
(v) A bamboo with seven eyes	( ) bear
(vi) Who has crown but is not a king	( ) snake

- b. Match the riddles with their answers.

Riddles	Answers
1. I am one of an endless family, My brothers and sisters Never far behind. I crash and I swirl. Grind pebbles, growl And gnaw the bones of the land Like a great wet dog.	Fire
2. Little cow Rani She sleeps in her stall. Give her little or much She'll eat it up all. Give her water, she will die. Give her butter, she will fly.	Stars
3. At night the king had cows many, But in the morning there was not any.	The Letter 'e'
4. I am once in tea Twice in coffee But not in sugar Who am I?	Newspaper
5. It is black and white and we read it all over. What is it ?	Wave



c. **Create some riddles. One is given with answer.**

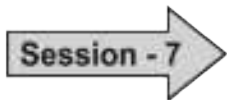
Who has teeth but cannot bite. = Comb

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**6 Usage :**

a. **Look at the underlined words in the following sentences taken from the text.**

- (i) Every evening children sit around Budhu Hadam to listen to his stories.
- (ii) There is no one in the village who can tell stories like Budhu Hadam.
- (iii) He is very good at riddles.
- (iv) His stories are full of riddles.

Do you know what the underlined words in the sentences above are called?

They are called prepositions. Prepositions are used before nouns or pronouns. They show place, position, time, etc.

In the first sentence 'around' connects two words – sit and Budhu Hadam. Here 'sit around Budhu Hadam' means sit in a position surrounding Budhu Hadam.

In the second sentence 'in the village', 'in' speaks of inside the village.

There is also another preposition 'like' in the second sentence. It means 'similar to' or 'the same as'.

In the third sentence 'good' is followed by 'at' to connect 'riddles'. The preposition 'of' in the last sentence speaks of 'containing' i.e. His stories contain riddles.

- Fill in the gaps in the following sentences choosing the right prepositions given in brackets.

[around, in, like, of]

- (i) There is a market place \_\_\_\_\_ our village.
- (ii) His bag is full \_\_\_\_\_ peanuts.

- (iii) Nobody in my class can speak \_\_\_\_\_ Rajat .
- (iv) There is a big wall \_\_\_\_\_ our school.
- (v) Here are two pens \_\_\_\_\_ my pocket.
- (vi) When Budhu started his story, children sat \_\_\_\_\_ him.
- (vii) He bought two tins \_\_\_\_\_ petrol.

**b. Look at the following sentences taken from the text.**

i. Is it an animal?

No, it is not.

ii. Is it a thing used by businessmen?

Yes, it is.

They are all 'yes/no'-answer type questions. Each of the questions is followed by a short response. Now let us frame some questions to get the responses given. One is done for you.

i. Is he very good at riddles?

Yes, he is.

ii. \_\_\_\_\_

Yes, his stories are full of riddles.

iii. \_\_\_\_\_

No, he will not call a leopard a leopard.

iv. \_\_\_\_\_

Yes, Budhu had already taught the money lender the backward and forward dance.

v. \_\_\_\_\_

No, it is not food.

vi. \_\_\_\_\_

No, the small boy was not sitting silently all the time.

**7 Writing :**

**a. Write answer to the following questions.**

(i) Name two stories that Budhu Hadam usually tells his listeners.

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---

(ii) Why do people need him during marriage time ?

---

---

(iii) What does he call a leopard and a bear ?

---

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---

(iv) Why did he run away to the forest ?

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(v) What was the first riddle of the money - lender ?

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(vi) What was the answer?

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(vii) What riddle did Budhu Hadam ask the children finally ?

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(viii) Who answered it ? What reward did he get ?

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**Session - 9**

b. In [2] Comprehension Activities (b) of this lesson, you have already matched the paragraphs with their themes. Write seven sentences. One is done for you.

(i) Paragraph-1 – Budhu Hadam can tell stories like ‘ The Thieves and the Widow’s Son’ and ‘The Wicked Jackal’.

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

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

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

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

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

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

**8 Mental Talk :**

Mentally repeat the following riddles.

1. I’m kicked right and left  
Air is my only food.  
Tell, who “I” am if you are good.
2. He has a crown but is not a king.  
He wakes up man but is not a watchman.

**9 Let’s Think :**

“Making and answering riddles sharpen our minds.”



## FOLLOW- UP LESSON:

# A SLAVE'S RIDDLE

Session - 1

I

### PRE-READING

- Socialisation :
- The teacher finds a pre-reading activity by asking students to read the title and makes them guess the theme. The teacher may link this lesson with the main lesson.

II

### WHILE-READING

#### Text

- **SGP-1**  
(This is a riddle story from America. The story is about an American black man.)
- Read paragraphs 1 - 2 and answer the questions that follow.
  1. Jim was an old slave. He worked under his master for a long time. His master had bought him from a slave market when he was a young boy of eleven.
  2. His master's children liked him very much. They liked him for his stories. He was a very good story-teller. He was also a very good singer. But among the other slaves, he was famous as a riddle maker. He could make riddles out of nothing and make a fool of others. He made songs out of riddles in his stories. So everyone liked Jim. His master also liked him because he was faithful.
- **Comprehension Questions:**
  1. Who is this paragraph about ?
  2. What was he ?

3. Where did he work for a long time ?
4. Where had his master bought him from ?
5. How old was Jim then ?
6. Who liked him very much?
7. Why did they like him ?
8. He was good at two things. What were they?
9. How was he famous among the slaves?
10. How could he make a fool of others?
11. Did everyone like Jim? His master also? Why?



**Session - 2**

- **SGP-2**
- Read paragraph -4 silently and answer the questions that follow.
  4. Everyone thought that Jim was happy. But he was very sad at heart because he was a slave. He had no freedom. In those days if one was born a slave, he died a slave. Only if a master wanted his slave to be free, he could be free. But no master ever wanted his slave to be free.
- **Comprehension Questions:**
  1. What did everyone think of Jim ?
  2. Was he really happy ?
  3. Why was he sad ?
  4. What happened to slaves in those days ?
  5. But there was a chance for a slave to be free. What was that ?
  6. Did any master ever want his slave to be free ?
  7. Do you think Jim will be set free ? Let us read the next part to see.

- **SGP-3**

- Read paragraphs 5-8 and answer the questions that follow.

5. But Jim's master was a kind man and he wanted to set Jim free. So one day he called Jim and said, "Jim, you have served me well. I want to set you free. But you have to make a riddle. If we fail to solve it, I'll give you freedom". Jim was really very happy. Making a riddle was not difficult for him. But he had to make it both interesting and difficult. He took a little time, and then came out with the following riddle:

6. As I went out and in again,  
Out of the dead the living came.  
Seven there were, but six there be  
As I'm a good slave, set me free.  
Seven there were, but six there be.



7. Every one enjoyed the song and the riddle. But no one was able to solve it. So his master asked Jim to explain the riddle. Jim explained, "As I came out of my house, I saw my old hen with six chicks. It laid seven eggs, out of which only six hatched. One got spoiled".

8. Everyone laughed. They praised Jim for his wit and the master set Jim free.

- **Comprehension Questions :**

1. Why did Jim's master want to set him free?
2. Why did he call Jim one day?
3. What condition did his master set to make him free ?
4. Making a riddle was not difficult for him. But he had to make it both \_\_\_\_\_ and \_\_\_\_\_.
5. Do you think someone would be able to solve his riddle?
6. Did it happen so?
7. What did Jim's master ask him ? (para-7)
8. What was the riddle about?
9. Was Jim set free?

III

POST-READING

1 Writing :

a. Answer the following questions.

(i) What was Jim ?

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---

(ii) Was he happy? Why ?

---

---

(iii) Why did everyone like him ?

---

---

(iv) What condition did his master set to make him free ?

---

---

(v) What was his riddle about ?

---

---

(vi) Was the riddle difficult but interesting ?

---

---

(vii) Was Jim set free ?

---

---



b. Jim is narrating to one of his friends how he got freedom from being a slave to one of his friends. There are some gaps there. Fill in the gaps to complete it.

“I was an old \_\_\_\_\_. I worked under a \_\_\_\_\_ for a long time. I was \_\_\_\_\_ when I was a small \_\_\_\_\_. Everyone loved me because I was good at \_\_\_\_\_ and making \_\_\_\_\_. I was not happy because I wanted to be \_\_\_\_\_. For this, my master laid a condition. If I made a riddle which they could not solve, then only I would get my \_\_\_\_\_. I made an interesting and \_\_\_\_\_ riddle. Nobody was able to \_\_\_\_\_ it. I was set \_\_\_\_\_. I felt like a free bird.

### WORD NOTE

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

alligator (n)	-	crocodile, କୁସୀର
attentive (adj)	-	one who pays careful attention, ମନଯୋଗୀ
blazed (blaze) (v)	-	burnt strongly brightly with flame, ଖୁବ୍ ଜୋରରେ ଜଳିଲା ।
bullock (n)	-	bull-used for ploughing, ବଳଦ
cheated (cheat)	-	did not behave truthfully, ଠକିଲ
cruel (adj)	-	hard - hearted, ନିଷ୍ଠୁର
disappointed (adj)	-	unhappy ନିରାଶ, ଦୁଃଖୀ
hatched, (hatch) (v)	-	chicks came out from eggs, ଅଣ୍ଡାରୁ ଛୁଆହେଲେ ।
hornless (adj)	-	having no horns, ଶିଙ୍ଗନଥିବା
leopard (n)	-	a type of tiger (ଲେପର୍ଡ) ଚିତାବାଘ
money-lender (n)	-	one who lends money to get it back with interest, ସୁଧରେ ଟଙ୍କାଧାର ଦେଉଥିବା ବ୍ୟକ୍ତି ।
riddle (n)	-	puzzle, ଧନ୍ଦା, ଗୁଡ଼ ଅର୍ଥବୋଧକ କଥା ବା କବିତା
slave (n)	-	servant, ଦାସ, କ୍ରୀତଦାସ
suggested, (v)	-	said କହିଲେ, ଉତ୍ତର ଦେଲେ
weighing balance (n)	-	hand-weighing instrument, ନିକିତି ବା ଡରାଢୁ

## LESSON - 2

# ACCIDENT



### Session - 1

#### I PRE-READING

- Have you ever seen any road accident ? Why do road accidents happen ? What can we do to avoid road accidents ?
- When you want to cross a busy road, what should you do first ? Do you know any rules of the road ?  
Let's read a poem to know more.

#### II

#### WHILE-READING

- *Your teacher reads the poem aloud .You listen to him/her without opening the book.*
- *Your teacher asks you: Who is talking in the poem ? To whom ?*
- *Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem.*
- *You read the poem silently and answer the following questions.*

#### Text

1. He walked up the street,  
With his head in the air.  
He didn't see the car,  
He didn't take care.  
He didn't look left,  
He didn't look right.  
He started to run.  
Then he heard his friend cry:  
Accident! Accident!  
Don't have an accident !

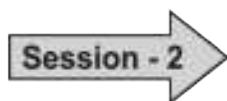


2. Stop, look and listen,  
Stop, take care.  
Stay where you are,  
When a car is there.  
Walk, don't run,  
When the road is clear.  
Look where you're going.  
You don't want to hear:  
Accident! Accident !  
Don't have an accident !



• **Comprehension Questions:**

1. What is the poem about ?
2. How many persons are there in the first stanza ? Who are they ?
3. What are they doing ?
4. How did he walk up the street ? Did he look left and right ?
5. Which line in the first stanza says that he was unmindful ?
6. The poet has used 'didn't' four times in the poem. Why ?
7. He didn't do these four things, but he did one thing. What was it ?
8. Are the first stanza and the second stanza similar or different? How ?
9. What should you do when you want to cross the road ?
10. How many times the word "He" is used in the poem? Why ?
11. Who does 'You' in the 2nd stanza refer to ?
12. What advice does the poet give us through this poem ?
13. What rules should we follow for road safety ?
14. Can you suggest some other ways for road safety ?
15. When do we observe road safety week ?



III

**POST-READING**

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

- Whole Text : Which stanza talks about : head in the air, car, accident, he heard his friend cry, take care, left, right....
- Part : Stanza- 3- take care, car, the road is clear, hear

## 2 Comprehension Activities :

a. Complete the sentences under 'A' using the right phrases given under 'B'.

A	B
He walked up the street with his head .....	his friend cry.
He didn't.....	look right.
He didn't.....	to run.
He didn't.....	see the car.
He didn't.....	in the air.
He started.....	look left
Then he heard.....	take care.

b. Answer the following questions choosing the most appropriate answer from the options.

1. He walked up the \_\_\_\_\_.  
A. street    B. road    C. bridge    D. park
2. 'You' in the poem is used for the \_\_\_\_\_.  
A. poet    B. child    C. friend    D. readers
3. He heard his friend \_\_\_\_\_.  
A. laugh    B. sing    C. talk    D. cry
4. If you want to cross the road, you should look \_\_\_\_\_.  
A. left    B. front    C. right    D. both left and right



## 3 Listening :

- a. TPR: Stand up. Sit down. Stand up. Walk up the door. Look left. Look right. Go past the door. Go straight to the blackboard. Stop, Start walking. Don't run. Walk to your seats. Sit down. etc.

b. Listen to the first stanza and fill in the gaps. (Teacher reads aloud.)

1. He walked up \_\_\_\_\_.  
With \_\_\_\_\_ in the air.  
He didn't see \_\_\_\_\_.  
He didn't \_\_\_\_\_.  
He didn't look \_\_\_\_\_.  
He didn't look \_\_\_\_\_.  
He started to \_\_\_\_\_.  
Then he heard his \_\_\_\_\_.

c. Listen to the statements and say which one is TRUE and which one is FALSE.

- (i) The poet wants us to look left and right when we walk up the street.
- (ii) The poet is serious about the safety of our life.
- (iii) His friend didn't take care of himself.
- (iv) We should look up to the sky while walking up the street.
- (v) One should look where she/he is going.

## Session - 4

### 4 Speaking:

#### a. Reading aloud

- (i) Teacher reads the poem aloud one line, students repeat after him/her in chorus. Then two lines at a time.
- (ii) Teacher reads out the following pairs of rhyming words and students listen. Then, the teacher reads out one word and students read aloud its rhyming word.

rhyming words: air - care      care - there      clear - hear

#### b. Chain-drill





















- (i) Keep to the left while walking along the road.
- (ii) Stop, look and listen.  
Stop, take care.  
Stay where you are  
When a car is there.

**5 Vocabulary :**


a. Find the words with opposite meanings of the following words in the poem and write against each in the space provided. Refer to the line numbers given as clues in brackets.

- (i) finished \_\_\_\_\_ (line 7)
- (ii) begin \_\_\_\_\_ (line 11)
- (iii) go \_\_\_\_\_ (line 13)
- (iv) here \_\_\_\_\_ (line 14)
- (v) unclear \_\_\_\_\_ (line 16)

b. Read the instructions for each symbol given below.

 STOP	 GIVE WAY	 STRAIGHT PROHIBITOR NO ENTRY	 PEDESTRIAN PROHIBITED	 HORN PROHIBITED
 NO PARKING	 NO STOPPING OR STANDING	 SPEED LIMITED	 RIGHT HAND CURVE	 LEFT HAND CURVE
 RIGHT HAIR PIN BEND	 LEFT HAIR PIN BEND	 NARROW ROAD AHEAD	 NARROW BRIDGE	 PEDESTRIAN CROSSING
 SCHOOL AHEAD	 ROUND ABOUT	 DANGEROUS DIP	 HUMP OR ROUGH ROAD	 MEN AT WORK

- Now, draw the symbols in column 'B' for each of the instructions given in column 'A'. One is done for you.

A	B
Stop. Don't walk. No horn No parking No stopping or standing Narrow road ahead Walking pedestrian crossing School ahead Hump or rough road Speed limit	

**Session - 6**

**6 Usage :**

- a. Write the second (past) forms of the following words (verbs). One is done for you.

walk- walked, see- \_\_\_\_\_, take- \_\_\_\_\_, look- \_\_\_\_\_,  
 start- \_\_\_\_\_, run- \_\_\_\_\_, cry- \_\_\_\_\_, stop- \_\_\_\_\_  
 listen - \_\_\_\_\_, go- \_\_\_\_\_, want- \_\_\_\_\_, do- \_\_\_\_\_

- b. 1. He didn't see the car.    2. He saw the car.

- Mark the two sentences above. The first one is a negative sentence The second one is without 'not'. Now rewrite the following sentences like the first or second sentence.

- (i) He didn't take care. \_\_\_\_\_
- (ii) He didn't look left. \_\_\_\_\_
- (iii) He didn't look right \_\_\_\_\_
- (iv) He started to run. \_\_\_\_\_
- (v) He heard his friend cry. \_\_\_\_\_

c. Mark the following sentences.

1. He did not see the car. 2. He didn't see the car.

Here, sentence-1 is in full form and sentence-2 is in contracted (short) form - 'not' is written as '-n't'.

• Now, change the following sentences and write in their short forms like the above example.


(i) He did not look his left. \_\_\_\_\_

(ii) He did not look his right. \_\_\_\_\_

(iii) He did not wait for the car. \_\_\_\_\_

(iv) His friend did not cry. \_\_\_\_\_

(v) The car did not stop. \_\_\_\_\_

**Session - 7** 

**7 Writing :**

a. Answer the following questions.

- (i) What is the poem about ?

\_\_\_\_\_

- (ii) Which line in the first stanza says that he was unmindful ?

\_\_\_\_\_

- (iii) Are the first stanza and the second stanza similar or different ? How ?

\_\_\_\_\_

- (iv) Who does 'You' in the 3rd stanza refer to ?

\_\_\_\_\_

- (v) What advice does the poet give us through this poem ?

\_\_\_\_\_



**Session - 8**

b. Given below are six lines from the first stanza. They are not in order. arrange them.

- He didn't see the car, \_\_\_\_\_
- He didn't look left, \_\_\_\_\_
- With his head in the air. \_\_\_\_\_
- He didn't look right. \_\_\_\_\_
- He walked up the street, \_\_\_\_\_
- He didn't take care. \_\_\_\_\_

c. Here are some rules of the road. But they are not in the right order. Put them in order and write them inside the box.

- 1. Look right.
- 2. Look left.
- 3. Stop.
- 4. Walk across the street.
- 5. Look where you're going.
- 6. Look left and right again.

1.
2.
3.
4.
5.
6.

d. Order the words given in brackets related to 'accident'. Then use them and write sentences. The first one is done for you.

(doctor, medicine, prescription, careless driving, ambulance, accident hospital, cure, injury)

careless driving, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

- (i) If there is careless driving, there is an accident.
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_
- (vi) \_\_\_\_\_
- (vii) \_\_\_\_\_
- (viii) \_\_\_\_\_

**8** **Mental Talk :**

Obey the rules of the road and avoid accidents.

**9** **Project :**

Collect 'Rules of the Road' of the Government of Odisha and prepare a sign board. Give the title as "Dos and Don'ts of Road Safety"



**FOLLOW- UP LESSON:**

- Read the poem and answer the questions that follow.

## SAFETY FIRST

Up the street I look to see  
If any traffic's near to me;  
Down the street I look as well,  
And listen for a horn or bell.  
There's something coming- wait a bit!  
If I run out I may be hit !  
But now the road is really clear,  
No car or motor or bus is near,  
I'll run across the road so wide.....  
HURRAH! I'm safe the other side!



Enid Blyton

- Write the answers to the following questions:

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

---

(ii) What does the poet look to see when he is walking up to the street ?

---

---

(iii) What does the poet look and listen when he is coming back from the street ?

---

---

(iv) When does the poet wait a bit?

---

---

(v) Why does he wait?

---

---

(vi) What will happen if someone does not wait?

---

---

(vii) When does he cross the road?

---

---

## WORD NOTE

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

- across the road (phr) - from one side to the other, ରାସ୍ତାର ଗୋଟିଏ ପାର୍ଶ୍ଵରୁ ଅନ୍ୟପାର୍ଶ୍ଵକୁ
- head in the air (phr) - not being careful, unmindful, ଅନ୍ୟମନସ୍ତ ଭାବେ
- safe - without any danger or risk, ନିରାପଦ
- take care (phr) - ସତର୍କ ରହିବା, ଦେଖିବାକୁ ଦିବା
- traffic (n) - vehicles running on the road, ଯାନବାହାନ ଭିଡ଼
- wait a bit (v) - just wait a little, ଟିକିଏ ରହିଯାଅ ।



## LESSON - 3

# THE OLYMPIC GAMES

Session - 1



### PRE-READING

I

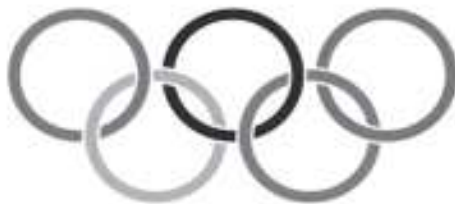
- Socialization :
- Look at the following pictures /symbols. Can you recognise them? All are related to one theme/subject. (Teacher will tell about the pictures if the students fail to recognise them) All are related to the Olympic Games.

Can you say when the Olympic Games started ?

What does the Olympic symbol stand for ?

Is the Olympic Games held every year or after a gap of some years?

Let us read to know about it.



II

### WHILE-READING

- SGP-1
  - Read paragraphs 1-3 silently and answer the questions that follow.
1. The ancient Olympic Games began in the valley of Olympia in Greece, thousands of years ago. We don't know how, why or when they first started.

One of the stories about how the Olympic Games began mentions the great hero, Hercules.

2. Hercules was famous for his strength. The king of Mycenae was jealous because Hercules was more famous than he was. So, he ordered Hercules to do many difficult and dangerous tasks. He was sure that Hercules would die while trying to do them. However, Hercules was not only strong, but also very clever. He found the ways of completing all the twelve dangerous and difficult tasks.
3. Zeus, the king of Gods, was so happy that he took Hercules to Mount Olympus to live among the Gods. He also began the Olympic Games in the honour of Hercules.

- **Comprehension Questions:**

1. Where did Olympic Games begin?
2. When did it begin?
3. Who was Hercules ?
4. What was he famous for ?
5. Why was the king of Mycenae jealous of Hercules ?
6. What did the king order Hercules to do ?
7. What was the king sure of ? Why ?
8. Was Hercules strong ? Which sentence says so ?
9. How many tasks did he have to complete ?
10. What did Hercules find to do the tasks ?
11. Who was the king of Gods ?
12. Why was Zeus happy with Hercules ?
13. Where did he take Hercules to? Why ?
14. What did he do in the honour of Hercules ?

- **SGP-2**
- Read paragraphs 4-6 silently and answer the questions that follow.
- 4. Many hundred years later, in 1896, a young Frenchman named Baron Pierre de Coubertin started the modern Olympic Games. He wanted people from all over the world to come together and compete in a friendly spirit.
- 5. The Olympic Games are held once in every four years. The Olympic symbol with five rings stands for the unity of the five continents. At least one of the colours of the rings - blue, black, red, yellow and green- appears in the flag of each country that takes part. The Olympic motto written in Latin is - "Swifter, Higher and Stronger". Coubertin felt it described the aim of great athletes all over the world.
- 6. Weeks before the games begin, a woman dressed in Greek robes lights the Olympic torch in the Olympia valley in Greece. Many participants take turns with the torch through different countries. The final runner carries it to the stadium just before the games begin. The Olympic flame is then kept burning until the Games close. The flame is put out at the closing ceremony. It is time for all the athletes to return home. There are some winners and many losers. The winners think about the hard work and training that they had to do to come to the games. And many of them feel happy that, although they did not win, they had the chance to compete against the best players in the field. Perhaps, they also remember the wonderful advice that Baron de Coubertin gave. His message to all the Olympic participants was, "The most important thing in the Olympic Games is not to win but to participate."
- **Comprehension Questions:**
  1. When did the modern Olympic Games start ?
  2. Who started them ?
  3. What country did he belong to ?
  4. Why did he start it ?
  5. At what intervals are the Olympic Games held ?
  6. How many rings are there in the Olympic symbol ?
  7. What do the five rings stand for ?
  8. What are the colours of the rings ?
  9. What is the Olympic motto ?

10. What did Coubertin feel about these three words ?
11. Who lights the Olympic torch? Where ?
12. Who take turns with the Olympic torch through different countries ?
13. How long is the Olympic torch kept burning ?
14. When is the flame put out ?
15. When do the participants return home ?
16. What do the winner participants think about ?
17. And what about those who do not win ?
18. What is the most important thing in the Olympic Games according to Coubertin ?
19. The Olympic Games originated in Greece. Which two things are done at the start of the games to justify this ? (para-6, the opening sentence)



**Session - 3**

III

**POST-READING**

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

Whole Text : Locate the following expressions.

Beginning of the game in the valley of Olympia  
 Hercules was famous for his strength.  
 Coubertin started the modern Olympic Games.  
 The three words-Swifter, Higher, Stronger  
 The Olympic flame is kept burning until the games close.

Part Text : Paragraph -6

Take a photograph of paragraph-6 with your eye cameras.  
 Touch the words/phrases your teacher reads aloud using your index finger.

A woman dressed in Greek robes lights the Olympic torch-the final runner- stadium- put out - closing ceremony- some winners - many losers- not to win but to participate.



## 2 Comprehension Activities :

(a) MCQs : Fill in the blanks choosing the correct options.

- (i) \_\_\_\_\_ started the modern Olympic Games.  
 A. Zeus            B. the king of Mycenae    C. Hercules    D. Coubertin
- (ii) Hercules was not only strong but also \_\_\_\_\_.  
 A. wild            B. clever            C. dangerous            D. foolish
- (iii) The Olympic Games are held once in every \_\_\_\_\_ years.  
 A. two            B. three            C. four            D. five
- (iv) The Olympic motto is \_\_\_\_\_.  
 A. Swifter , Higher , Stronger            B. Swifter , Nearer, Stronger  
 C. Swifter , Quicker , Stronger            D. Swifter, Weaker , Stronger
- (v) The most important thing in the Olympic Games is \_\_\_\_\_.  
 A. to win    B. not to win but to participate  
 C. to participate to win                        D. to become a winner

(b) Match paragraphs under A with their themes under B.

Write the paragraph numbers in brackets. One has been done for you.

A	B
1.	( ) A young Frenchman, Coubertin started the Modern Olympic Games.
2.	( ) Zeus, the king of Gods took Hercules to Mount Olympus.
3.	( 1 ) The ancient Olympic Games began in the valley of Olympia.
4.	( ) The tradition of starting and closing the Olympic ceremony.
5.	( ) The king of Mycenae was jealous of Hercules as he was more famous than him.
6.	( ) The Olympic Symbol with five rings stands for the unity of the five continents.

**Session - 4**

**3 Listening :**

The teacher reads the following paragraph aloud. Students listen to him/her carefully and fill in the blanks.

Hercules was \_\_\_\_\_ for his strength. The king of Mycenae was \_\_\_\_\_ because Hercules was more famous than he was. So, he ordered Hercules to do many \_\_\_\_\_ and dangerous tasks. He was sure that Hercules would \_\_\_\_\_ while trying to do them. However, Hercules was not only strong, but also very \_\_\_\_\_. He found the ways of completing all the \_\_\_\_\_ dangerous and difficult tasks.

**4 Speaking :**

- (i) Chain drill : "The most important thing in the Olympic Games is not to win but to participate."
- (ii) Reading Aloud : Your teacher will read aloud the fifth paragraph line by line. You repeat after him/her taking turns.

**Session - 5**

**5 Vocabulary :**

- (i) Look at these words; i. difficult tasks ii. wonderful advice

Here 'difficult', 'wonderful' are describing words or adjectives and 'tasks' and 'advice' are nouns.

Some describing words naturally go with certain nouns. Match the describing words given in group A that go with nouns in group B.

<b>A</b>	<b>B</b>
hard	idea
deep	feeling
good	advice
strong	trouble
main	work
heavy	traffic

**6 Usage :**

- (a) When we talk about past events, we use simple past. See the sentences below.

The ancient Olympic Games began in the valley of Olympia.

Now find similar sentences with simple past in the first four paragraphs.

Write at least five sentences in the space below.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

- (b) We use simple present to say about actions that usually happen. See the sentence given below.

A woman dressed in Greek robes lights the Olympic torch.

Now find similar sentences with simple present in paragraph-5.

Write at least four such sentences in the space below.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

**Session - 6**

**7 Writing :**

- a. Write answers to the following questions.

- (i) Where did Olympic Games begin?

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

- (ii) Who was Hercules?

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

(iii) What did the king order Hercules to do ?

---

---

(iv) Who started the modern Olympic Games ?

---

---

(v) What is the time gap between one Olympic Games and the other ?

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---

(vi) What do the five rings stand for ?

---

---

(vii) Who lights the Olympic torch ?

---

---

(viii) How long is the Olympic torch kept burning ?

---

---

(ix) What do the winner participants think about ?

---

---

(x) What is the most important thing about the Olympic Games? Whose message is it ? For whom ?

---

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**Session - 7**

(b) See [2] (b) You have already matched the paragraphs with their themes. Write six sentences as per the example given below.

(i) The first paragraph is about the ancient Olympic Games that began in the valley of Olympia.

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

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

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

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

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

**8 Mental Talk :**

Mentally repeat the following sentence.

"The aim is to participate, not to win."

**9 Let's Think :**

"Very small and poor countries win many Olympic medals. But India fails to do so. Why?"

## FOLLOW- UP LESSON:

# THE OLYMPIC CHAMPION AND THE DUCKS

Session - 1

I

### PRE-READING

- Socialisation :
- In the main lesson you read about the Olympic Games. See the picture and guess the theme. How can an athlete be related to ducks ? Let us read and see.



II

### WHILE-READING

- **SGP-1**
- Read paragraph 1 and answer the questions that follow.
- 1. Bobby Pearce was born in Sidney in Australia. His father was a great sculling champion. When Bobby was five, he was rowing around Sidney harbour in a small boat. A little later he won his first race, competing against fourteen - year-olds. One of the judges asked him, "How old are you, Bobby?" And he replied, proudly, "Six, Sir!"
- **Comprehension Questions :**
  1. Where was Bobby Pearce born ?
  2. What was his father ?

3. What do you mean by 'sculling' ? First try to guess the meaning from the text and the picture then see the dictionary at the end of the lesson.
4. At what age did he start rowing boats ?
5. How old was he when he won the first race ?
6. How old were his competitors ?
7. Who asked about his age ?

## Session - 2

- **SGP-1**

- Read the rest of the paragraphs silently and answer the questions that follow.
2. By the time he was twenty, Bobby was the sculling champion of Australia. The following year, 1928, he went to Amsterdam to compete in the Olympic Games. In the finals, he competed against Ken Myers of America. From the start of the race Bobby was in the lead. At the halfway stage he was still leading, and very much ahead of Myers. It seemed that Bobby would easily win.
  3. Then suddenly something happened. Bobby heard a shout from the bank and looked over his shoulder. He saw a duck and her ducklings swimming across the canal. They were swimming into the course of his boat and the boat was going to run into them. The poor birds had no idea that they were in the middle of an Olympic race!
  4. Immediately Bobby slowed his boat down. Myers was catching him very fast. The people on the shore were shouting as if they were mad. But Bobby waited patiently until all the ducklings were out of harm's way. Then he picked up speed again and went to win the race easily.
  5. Of all the Olympic heroes, it was he who won everybody's heart. A Dutch newspaper wrote, "He won the goodwill of the children of Amsterdam". His friends in the Australian Olympic team were not surprised by the incident of the ducks. "Bobby is that kind of bloke," they said.  
From the age of six, Bobby Pearce competed in races for thirty-three years and retired from sports in 1945. How many of these races do you think he lost? Not a single race!

- **Comprehension Questions:**

1. At what age did Bobby become the sculling champion of Australia ?
2. In which year did he start to compete in the Olympics ?
3. Who did he compete against in the finals ?

4. Who was in the lead ?
5. What did Bobby see ?
6. If Bobby had not stopped, what would have happened ?
7. Did he wait for sometime to let the ducks pass ?
8. Did Bobby win the race in spite of the delay ?
9. Why did he win everybody's heart- for winning the race or for waiting to let the ducks pass ?
10. What did the Dutch newspaper write about him ?
11. Why were his Australian friends not surprised ?
12. Do you like Bobby ? Why ?

**Session - 3**

III

**POST-READING**

**1 Comprehension Activities :**

(a) MCQs : Fill in the blanks choosing the correct options.

1. Bobby Pearce belongs to \_\_\_\_\_.  
 A. Holland      B. Poland      C. Australia      D. France
2. He won the first race when he was \_\_\_\_\_.  
 A. five      B. six      C. twenty eight      D. thirteen
3. He went to participate in the Olympic Games for the first time in \_\_\_\_\_.  
 A. 1947      B. 1928      C. 1948      D. 1938
4. When Bobby saw the ducks, he \_\_\_\_\_.  
 A. slowed down      B. changed his direction  
 C. waited      D. both A and C.
5. Bobby won \_\_\_\_\_.  
 A. a race      B. everybody's heart  
 C. hearts of his Australian friends      D. both 'a' and 'b'.



(b) Match: Who said what?

What ?

Who Said ?

(i) "He won the goodwill of the children of Amsterdam.

• Bobby's friends

(ii) "Six, sir."

• One of the judges

(iii) "Bobby is that kind of bloke."

• The Dutch newspaper

(iv) "How old are you, Bobby?"

• Bobby

**6 Writing :**

(a) Answer the following questions in complete sentences.

(i) Where was Bobby Pearce born?

---

---

(ii) At what age did he learn how to row boats?

---

---

(iii) At what age did he win the first race?

---

---

(iv) In which year did he participate in the Olympic Games?

---

---

(v) How did Bobby win the hearts of everyone?

---

---

(b) Write five/six sentences about Bobby ?

Bobby was born \_\_\_\_\_

---

---

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Session - 4

Tail-piece :

1. Look at the following picture from the Olympic Games of 2016 at Rio. Read the title below the picture.



**Rio athletes embody 'Olympic spirit' during mid-race fall**

Similar spirit was shown by two athletes; Hamblin of New Zealand and D' Agostino of America. Hamblin tripped and fell on Agostino. Agostino instead of running helped Hamlin get up. After sometime Agostino fell down. Hamblin helped her to get up. Then both ran together to the finishing point. For showing the Olympic spirit, both are given Olympic Fair Play Award, the only award of its kind in this Olympics.

## 2. An Interview with P. V. Sindhu

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

At the Rio Olympics Games 2016, P. V. Sindhu from India won the silver medal in the women's badminton final event.

Here is an interview between Sindhu and PTI.

Reporter : Hi Sindhu! How are you ?

Sindhu : I'm fine. Thank you.

Reporter : Well Sindhu, you hoped for a gold for India but you won a silver. How do you feel about it ?

Sindhu : I ended up with a silver medal but I'm really happy and proud of it.

Reporter : How about the match you lost to World No. 1 Carolina Marin ?

Sindhu : I really worked hard, gave my heart out but it was Carolina's day. I congratulated her.

Reporter : Thank you very much.

Sindhu : You're most welcome.

- **Comprehension Questions :**

1. Who do you see in the picture ?
2. What is she kissing ?
3. Where did she win the medal ?
4. In which event did she win it ?
5. Who are there in the interview ?
6. What did she hope for India ?
7. Did she get it ?
8. How did she feel about it ?
9. How did she work for the event ?
10. Who did she lose to ?
11. Who won the game ?
12. How did she greet Carolina on her win ?



## WORD NOTE :

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

ancient (adj)	- (of time) long past, ପୁରାତନ / ପ୍ରାଚୀନ
athletes (n)	- sports persons, ଖେଳାଳି, କ୍ରୀଡାବିତ୍
bloke (n)	- fellow (used in an informal way), ସାଥୀ ଲୋକ
ceremony (n)	- a social or religious event (observed), ଉତ୍ସବ
compete (v)	- take part in a contest, ପ୍ରତିଯୋଗିତା କରିବା
continent (n)	- big land area, like Asia and Africa, ମହାଦେଶ
dangerous (adj)	- harmful, ବିପଦପୂର୍ଣ୍ଣ
ducklings (n)	- baby ducks, ବତକଛୁଆ
flame (n)	- (Olympic) flame, ଅଲମ୍ପିକ ମସାଳ ବା ଜ୍ୟୋତି
harbour (n)	- port, the place where ships stay, ବନ୍ଦର ପାଣିକାହାଜ ରହୁଥିବା ସ୍ଥଳ
harm's way (n)	- danger zone / way, ବିପଦପୂର୍ଣ୍ଣ ରାସ୍ତା, ସାମ୍ବାବ୍ୟ ଦୁର୍ଘଟଣା ଅଞ୍ଚଳ
in honour of (phrase)	- in order to show respect, ସମ୍ମାନାର୍ଥେ
jealous (adj)	- a feeling of intolerance, envious, ଇର୍ଷାପରାୟଣ
looked over his shoulder (phrase)	- looked briefly raising his head, ମୁଣ୍ଡ ଉଠେଇ ଚାହିଁଲେ
losers (n)	- those who do not win, ପରାଜିତ ଖେଳାଳି ବା ବ୍ୟକ୍ତି
participants (n)	- those who take part in some events, ଅଂଶଗ୍ରହଣକାରୀ
robes (n)	- a type of dress, ପୋଷାକ
rowing race (n)	- boat racing competition, ନୌକା ଚାଳନା ପ୍ରତିଯୋଗିତା ।
sculling (n)	- single man-boat racing competition, ଏକ ଚାଳକ ବିଶିଷ୍ଟ ନୌକା ଚାଳନା ପ୍ରତିଯୋଗିତା ।
swifter (adj)	- faster, ଖୁବ୍‌ଶୀଘ୍ର ଯାଇପାରୁଥିବା, ଦ୍ରୁତଗତ
run into (pv)	- hit, ଧକାହେବା, ଦୁର୍ଘଟଣା ହେବା



## TEST - 1

Full Marks - 100

Marks

1. Your teacher gives you dictation of seven words. Write them. 07  
(Teacher gives dictation of 3-4 letter simple words.)

---

---

---

2. Your teacher reads aloud the following lines. Listen to him/her and fill in the gaps. 07

Every \_\_\_\_\_ children sit \_\_\_\_\_ Budhu Hadam, to \_\_\_\_\_ to his \_\_\_\_\_. There is no one in the \_\_\_\_\_ who can \_\_\_\_\_ stories like Budhu Hadam. He can \_\_\_\_\_ you \_\_\_\_\_ " The \_\_\_\_\_ and The Widow's \_\_\_\_\_," \_\_\_\_\_ Brothers and One \_\_\_\_\_. He can also tell you the \_\_\_\_\_ of the ' \_\_\_\_\_ Jackal'.

3. Given below is a list of words. Your teacher reads aloud eight of them. You listen to him/her and tick those words. 08

Word List:

purse, lawyer, cook , impossible, riddle, widow , bridegroom, alligator, backward, difficult, bridge , impolite

4. Language is for communication and while communicating, we mostly exchange information. The information is there in some words and phrases. These are called message-carrying words. When we speak language, these message-carrying words are spoken with greater force. Now, read the following lines and underline the message-carrying words. One is done for you. 12

"Zeus , the king of Gods , was so happy that he took Hercules to Mount Olympus to live among the Gods. He also began the Olympic Games in honour of Hercules."

5. Read the following paragraph and do the tasks that follow :

Hercules was famous for his strength. The king of Mycenae was jealous because Hercules was more famous than he was. So, he ordered Hercules to do many difficult and dangerous tasks. He was sure that Hercules would die while trying to do them. However, Hercules was not only strong, but also very clever. He found ways of completing all the twelve dangerous and difficult tasks.

(a) Answer the following questions in complete sentences. 10

(i) What is this paragraph about ?

\_\_\_\_\_

(ii) What was Hercules famous for ?

\_\_\_\_\_

(iii) Why was the king jealous of Hercules ?

\_\_\_\_\_

(iv) What did the king order Hercules to do ?

\_\_\_\_\_

(v) How many difficult tasks did the king give Hercules to do ?

(b) Write five simple sentences about Hercules. 05

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Read the following stanza and do the tasks that follow. 12

Boats sail on rivers,  
And ships sail on the seas.  
But clouds that sail across the sky  
Are prettier far than these.

a. Answer these questions in complete sentences.

(i) What sail on rivers ?

\_\_\_\_\_

(ii) What sail on the seas ?

---

(iii) What sail across the sky ?

---

(iv) What are the boats and ships compared to ?

---

(v) What are the rivers and the seas compared to ?

---

(vi) Which is prettier- the boat sailing on the rivers or clouds sailing across the sky ?

---

b. Read the following paragraph and do the tasks that follow.

Uttanapad , a great ruler of ancient India , had two queens - Suniti and Suruchi . Suniti, the elder of the two , had a son named Dhruba. The king was very fond of Dhruba but Suruchi, the younger queen was jealous of her step son. She wanted her son Uttam to become the king . The King, Uttanapad liked Queen Suruchi more than Queen Suniti. He did not want to annoy her in any way. Now Dhruba, being older than Uttam, was the legal heir to the throne. Realising this, Suruchi persuaded the king to send Dhruba and his mother out of the palace into exile. Suniti left the palace with Dhruba and started living in a cottage near a forest.

Answer the questions in complete sentences.

12

(i) Who was Uttanapad ?

---

(ii) How many queens did he have ?

---

(iii) What were the names of the queens ?

---

(iv) Who was the son of Suniti ?

---

(v) Who was the son of Suruchi ?

\_\_\_\_\_

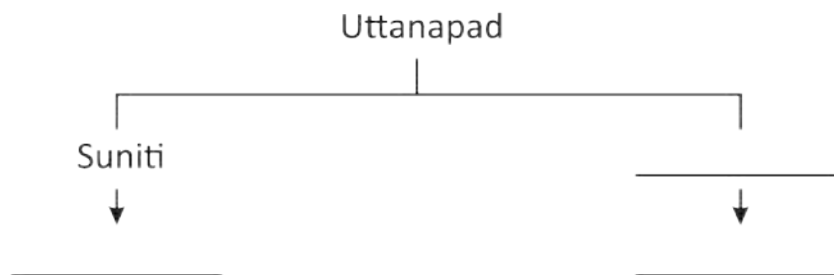
(vi) Who did the king like more - Suniti or Suruchi ?

\_\_\_\_\_

\_\_\_\_\_

7. First fill in the gaps in the following diagram with facts from the passage under 6. (b):

10



Next write a paragraph filling in the gaps based on the diagram.

Uttanapad was the king of \_\_\_\_\_. He had two \_\_\_\_\_. They were \_\_\_\_\_ and \_\_\_\_\_. The name of Suniti's son is \_\_\_\_\_.

\_\_\_\_\_

8. Read the following poem and do the tasks that follow :

### **GROWTH OF A TREE**

I'm a little maple , oh so small,  
In years ahead, I'll grow so tall!  
With a lot of water , sun and air ,  
I will soon be way up there!

Deep inside the soil my roots are found ,  
Drinking the water underground.  
Water from the roots my trunk receives,  
Then my trunk starts making leaves.

(a) Write answers to the following questions :

10

(i) What is the poem about ?

\_\_\_\_\_



(ii) What is the name of the tree ?

\_\_\_\_\_

(iii) What will the maple tree take to grow ?

\_\_\_\_\_

(iv) What parts of the maple tree will drink water ?

\_\_\_\_\_

(v) Which part will make leaves ?

\_\_\_\_\_

(b) List the rhyming words in the poem. One is done for you.

07

small - tall

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## LESSON - 4

# THE MOUNTAIN AND THE SQUIRREL

Session - 1



### PRE-READING

I

- Socialisation :
- Look at the picture below. Can you name them? Can they talk like human beings? Do you think they show themselves off? We people do so. Now let us read a poem how an object and a creature in the poem talk like human beings to show themselves off.

II

### WHILE-READING

- *Your teacher reads the poem aloud first and you listen to him/her with your books closed.*
- *Your teacher reads the poem aloud for the second time and you listen to him/her and follow the poem in your book.*
- *Now read the poem silently and answer the questions that follow.*

### TEXT



The mountain and the squirrel  
Had a quarrel;  
And the former called the latter 'Little Prig.'  
Bun replied,  
"You are doubtless very big ;  
But all sorts of weather  
Must be taken in together,  
To make up a year  
And a sphere.  
And I think it no disgrace  
To occupy my place.  
If I'm not as large as you,  
You are not as small as I,  
And not half so spry.  
I'll not deny you make  
A very pretty squirrel track;  
Talents differ; all is well and wisely put;  
If I cannot carry forests on my back,  
Neither can you crack a nut."

Ralph Waldo Emerson

- **Comprehension questions:**

1. What is the poem about ?
2. Who had a quarrel ?
3. What does 'the former' refer to? And 'the latter' ?
4. Who started the quarrel ?
5. Who called whom "Little Prig" ?
6. Did the squirrel take it easy ?
7. How did he feel about it ?
8. What makes up a year ?
9. What makes up the sphere ?

10. Does the squirrel feel inferior to be a tiny creature ?  
Which line tells this ?
11. The mountain is big. What can it do and what cannot ?
12. The squirrel is small. What can it do and what cannot ?
13. Who does 'I' in the last two lines refer to ?
14. How are they different from each other ?
15. What do you mean by 'all is well' ?
16. 'Wisely put' means \_\_\_\_\_
17. Who talks more in the poem ?  
Do you think he is a little bit quarrelsome ?
18. Do we find such people among us ?
19. Who of the two do you like more ? why ?
20. Find the rhyming words in the poem ?

**Session - 2**

III

**POST-READING**

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

Whole Text : Picture of the mountain , squirrel , squirrel track in it  
The title of the poem

Little prig- And I think it no disgrace-Talents differ- Neither  
can you crack a nut

Part : Stanza-2 - disgrace –occupy my place –large-small-  
deny- pretty – squirrel track – talents- carry forests- crack a  
nut

**2 Comprehension Activities :**

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

1. 'And I think it no disgrace to occupy my place' means \_\_\_\_\_  
A. nothing in the world has any value.  
B. everything in the world has no value.  
C. one should not feel inferior to others.  
D. one should think himself to be superior to others.

2. The squirrel has the talent to \_\_\_\_\_
- speaking less
  - cracking a nut
  - carrying forests on its back
  - moving a mountain
3. 'Disgrace' means \_\_\_\_\_
- an insult
  - admiring others
  - saying good of others
  - being good to others

**(b) Match the words under 'A' with the words under 'B'.**

Write (1) or (2) in brackets before the words under 'B'.

- | <b>A</b>     | <b>B</b>                         |
|--------------|----------------------------------|
| (1) Mountain | ( ) small                        |
|              | ( ) big                          |
|              | ( ) little prig                  |
|              | ( ) not active                   |
|              | ( ) cannot carry forests         |
| (2) Squirrel | ( ) can crack a nut              |
|              | ( ) can carry forests            |
|              | ( ) cannot crack a nut           |
|              | ( ) cannot make a squirrel track |

**Session - 3**

**3 Listening:**

- (a) Your teacher reads aloud the following text. You listen to him/her and fill in the gaps.

One day a \_\_\_\_\_ and a \_\_\_\_\_ had a \_\_\_\_\_. The mountain called the squirrel '\_\_\_\_\_.'

In reply the squirrel said to him, "You are very \_\_\_\_\_ but I'm very \_\_\_\_\_. I'm \_\_\_\_\_ active but you are not. I can \_\_\_\_\_ a nut but you cannot. You can carry \_\_\_\_\_ on your back but I cannot."



**Clues :**

- 1. The small creature in this poem - \_\_\_\_\_
- 2. An angry argument - \_\_\_\_\_  
(The squirrel and the mountain had it)
- 3. It can carry forests on its back - \_\_\_\_\_
- 4. The opposite of 'small' - \_\_\_\_\_
- 5. It means the earth - \_\_\_\_\_
- 6. It means 'insult' - \_\_\_\_\_
- 7. It means 'abilities' - \_\_\_\_\_
- 8. Without doubt - \_\_\_\_\_

**6 Usage :**

(a) The poet uses 'as ..... as' with 'not' in the poem. They are used to compare the qualities of two objects or persons. Use the same expressions to combine sentences. One is done for you.

(i) The mountain is big.

The squirrel is not so big.

Ans- The squirrel is not as big as the mountain.

(ii) Ramesh is rich.

Hari is not so rich.

(iii) Malati is intelligent .

Surabhi is not so intelligent.

(iv) Pratik is hardworking.

Naresh is not so hardworking.

(v) Mani is beautiful.

Priyanka is not so beautiful.

(vi) Gopal is clever.

Krishna is not so clever.

**Session - 5**

(b) The poem makes it clear what the squirrel can do and what it cannot. It also tells us what the mountain can do and what it cannot.

For example;

The squirrel can crack a nut. It cannot carry forests on its back.

The mountain can carry forests on its back .It cannot crack a nut.

Using the expressions given below, write some sentences on your best friend using 'can or cannot'.

**Expressions:**

climb a mountain, catch a squirrel , sing a song , solve a word-puzzle, ride a bike , lift a heavy bag, compose a poem , play the guitar, play badminton

**Some helps are given .**

My best friend is \_\_\_\_\_ . S/He can \_\_\_\_\_

\_\_\_\_\_ . S/He cannot \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Rewrite the pairs of sentences by connecting them with 'but'. One is done for you.

Q. My friend, Amrita can sing a song. She cannot ride a bike.

Ans. My friend, Amrita can sing a song but cannot ride a bike.

Q. Nandita can do sums. She cannot speak English well.

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

Q. Prabal can dance. he cannot box.

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

Q. Rabindra can drive a car. He cannot ride a cycle.

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

Q. Pratap can speak well. He cannot sing songs.

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



**7 Writing :**

Answer the following questions.

(i) Who had a quarrel ?

---

(ii) What did the mountain call the squirrel ?

---

(iii) What must be taken together to make up a year and a sphere ?

---

(iv) How many times does the mountain talk in the poem ?

---

(v) What can the squirrel do ?

---

(vi) What can the mountain do ?

---

(vii) The mountain and the squirrel do not have the same abilities. Do we have people like them ?

---

(viii) Who do you like in this poem – the mountain or the squirrel ?

---

**8 Mental Talk :**

Mentally repeat the following sentence.

“Talents differ.”

**9 Think :**

“Talents differ.”Should we quarrel over it?



## FOLLOW- UP LESSON:

# DAY AND NIGHT

### Session - 1

I

### PRE-READING

- Socialisation :
- Your teacher asks:
  1. What does the day bring for you?
  2. What does the night bring for you?
  3. Who brings you better things- the day or the night?

Now let's read a poem to know all these.

II

### WHILE-READING

- Your teacher reads the poem aloud. You listen to him/her closing your book.
- S/He reads it for the second time. You listen to him/her opening your book.
- Read the poem silently and answer the questions that follow.

### TEXT

Said the Day to Night  
'I bring God's light.

What gifts have you?  
Night said, 'the dew.'

'I give bright hours,'  
Said Day, 'and flowers.'

Said Night more blest,  
'I bring sweet rest.'



Lady Lindsay

• **Comprehension Questions:**

1. What is the poem about ?
2. Who asks questions in the poem ?
3. Who answers them ?
4. Who brings God's light ?
5. Who brings dew ?
6. Which one is more important - flower or rest ?
7. Who brings you better things - Day or Night ?
8. Who thinks s/he brings better things - Day or Night ?
9. Who according to you is a male - Day or Night ?

III

**POST-READING**

**Session - 2**

**1 Speaking :**

- (a) Chain-drill: "Day brings bright hours and Night brings sweet rest."
- (b) Practise the dialogue given below.

[Teacher vs. students, students vs. students and finally in pairs]

Day : I bring God's light.

What gifts have you?

Night : I bring dew.

Day : I give bright hours and flowers.

What about you?

Night : I bring sweet rest.

**2 Writing :**

Answer the following questions.

- (i) Who asks questions in this poem?

---

---

(ii) Who brings God's light?

---

---

(iii) Who brings rest? What is it like?

---

---

(iv) Which one is more important – flower or rest?

---

---

(v) Which word is used more in this poem- Day or Night? Does the poet give it more importance by using the word more often?

---

---

(vi) Who in the poem thinks himself/herself to be superior?

---

---

## WORD NOTE

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

blest (bless) (adj)	-	someone blessed by God (with more thing), ଅଧିକ ବିଭବ ବା ଶକ୍ତି ପାଇଥିବା ବ୍ୟକ୍ତି
bun (n)	-	squirrel, ଗୁଣ୍ଡୁଚିମୂଷା
crack (v)	-	break, ଭାଙ୍ଗିବା
dew (n)	-	some drops of water seen on grass, କାକର, ଶିଶିର
disgrace (n)	-	shame, below the dignity, ଲଜ୍ୟା ବା ନ୍ୟୁନ ମନେକରିବା
little prig (n)	-	a little proud creature, (squirrel), ଗର୍ବ ଦେଖାଉଥିବା କ୍ଷୁଦ୍ର ପ୍ରାଣୀ
occupy (v)	-	to hold (my place), ଯେଉଁସ୍ଥାନରେ ଅଛି ଠିକ୍ ଅଛି, ସ୍ଥାନ ନେବା
quarrel (n)	-	angry arguments, କଳି
sphere (n)	-	(here) the world, ସାମଗ୍ରିକ ଭୂମଣ୍ଡଳ, ପୃଥିବୀ
spry (adj)	-	full of life and energy, ଜୀବନ୍ତ, ଚଳଚଞ୍ଚଳ

## LESSON - 5

# THE LOST CAMEL



Session - 1

### PRE-READING

- See the picture. How many persons are there in the picture ? Can you guess what are they talking about ? What are these two persons asking to the other person ?
- Think who can find the lost camel- one who is intelligent or one who has good eye sight ? Let us read the lesson and find it out.



### WHILE-READING

#### TEXT

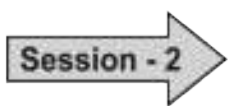
- **SGP-1**
  - Read paragraphs 1 and 2 silently and answer the questions that follow.
1. Two merchants were looking for their lost camel in a desert. They met an old man on the way. They asked him whether he had seen a camel.

2. The old man's answers were in the form of questions. "Is it an old animal?" he asked. The owners said it was. "Is it lame in one leg?" asked the old man. The men said it was. "Is it blind in the left eye?" the old man asked again. The owners were a little surprised. They said the animal was indeed blind in the left eye. "Have you seen the animal?" they asked the old man.

• **Comprehension Questions:**

1. How many persons were there ?
2. What were they talking about ?
3. Who lost the camel ?
4. What did they ask the old man ?
5. Did the old man answer their question ?
6. He did not answer the question, instead he asked a question. What was it ?
7. What was the merchants' answer- 'yes' or 'no' ?
8. What was the old man's next question ?
9. Did the merchants answer it ?
10. What did the old man ask next ?
11. Why were the merchants surprised ?
12. Did they answer 'yes' or 'no' ?
13. What do you know about the lost camel so far ?  
First.....Second .....  
.....Third.....
14. What did the merchants ask him next ?

• Guess whether the old man will answer their questions or ask them more questions. Read the next part to know.



• **SGP-2**

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

3. Without answering, the old man said to them, "Is the camel carrying wheat on one side of its back?" The owners said it was. They were sure that the old man had seen the animal. "Isn't the camel carrying honey on the other side?"

4. The owners caught hold of the old man and asked him angrily, "Have you stolen the goods and killed the animal?"

"I have not seen the animal." said the old man calmly.

The merchants asked him, "Do you think we are fools to believe your story?" And they dragged him to the court.



• **Comprehension Questions:**

1. What was the camel carrying on one side of its back?
2. What was the camel carrying on the other side of its back?
3. Why were the merchants sure that the old man had stolen the camel?
4. Why were they angry?
5. What did the old man reply when they told him that he had stolen the camel?
6. Why did the merchants take him to the judge?  
Do you think that the old man had really stolen the camel? Read the next part and see.
7. Did the old man see the camel ?
8. How did he know that the camel was lame in one leg ?

- Will the judge punish the old man or praise him? Read the next paragraphs and see.

• **SGP-3**

- Read paragraphs 5-7 silently and answer the questions that follow.

5. The judge listened to the merchants' story. Then he turned to the old man and asked him where he had seen the camel. The old man said he had never seen it in his life. "How do you know the camel is lame in one leg?" the judge asked the old man.

"I looked at the footprints on the sand," said the old man." And one of them could hardly be seen.

6. The judge smiled and asked why the old man thought the camel was blind in one eye.

“The animal had eaten the leaves of bushes on only one side of the road,” said the old man.

“Why do you think the camel was carrying wheat and honey ?” asked the judge.

“I saw ants carrying fallen grains of wheat on one side of the road,” said the old man.

“And there were bees flying around on the other side, I suppose,” said the judge.

“Yes, Your Honour,” said the old man.

7. The judge then turned to the merchants and said, “This man had made use of his eyes to look at all things. You have eyes, too. Use them. You’ll find your animal. “Having eyes is not enough, be intelligent too. And when you find your camel, look after it well. Do not leave it alone. Do not give him heavy loads to carry.” Then the judge sent them away.

• **Comprehension Questions:**

1. Had the old man seen the camel ?
2. How did he know that it was lame in one leg ?
3. Why did the judge smile ?
4. How did the old man know that the camel was blind in one eye ?
5. How did he know that the camel was carrying wheat on one side ?
6. How did he know that the camel was carrying honey on the other side ?
7. How could the judge guess the answer of the old man? Was he intelligent ?
8. Was the judge happy with the old man ?
9. Was the judge angry with the merchants ?
10. What did the judge advise the merchants to find the camel ?
11. Is it enough just having eyes ?
12. What else does one need?
13. The judge advised the merchants to take care of the camel. What did he ask them to do ?
14. Was the judge kind ? How do you know ?
15. Who do you like the most in the story ? Why ?
16. Who is intelligent ?
17. Were the merchants cruel ? Why ? (Think of the condition of the camel- old, blind, lame....)



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

Whole Text : judge advised the merchant, merchants dragged the old man to the judge, the merchants were surprised, the merchants were angry.

Part : Para-2 surprised, an old animal, lame in one eye

**2 Comprehension Activities :****MCQs :**

Choose the correct option to complete each of the sentences given below .

- The old man didn't ask the merchants' whether the camel \_\_\_\_\_  
 (A) was lost.  
 (B) could not see with the left eye.  
 (C) was blind in the left eye.  
 (D) was lame.
- The old man asked the merchants whether the camel was carrying \_\_\_\_\_  
 (A) wheat and honey .  
 (B) stolen goods.  
 (C) nothing at all.  
 (D) a bag of sugar.
- The merchants thought the old man \_\_\_\_\_  
 (A) had not seen the camel at all .  
 (B) had stolen the goods and killed the camel .  
 (C) had sold the camel.  
 (D) had hidden the camel.
- The old man knew the camel was blind in one eye because \_\_\_\_\_  
 (A) the leaves on only one side of the road had been eaten.  
 (B) one of his footprints could hardly be seen.  
 (C) the grass of both sides of the road was not eaten.  
 (D) it walked only on one side of the road.

5. The judge found that the old man knew so much about the camel because \_\_\_\_\_
- he had seen the camel before.
  - he had the picture of the camel.
  - he used his eyes to look all things.
  - he rode the camel before.

**Session - 4**

**3 Listening :**

Listen to your teacher and fill in the gaps.

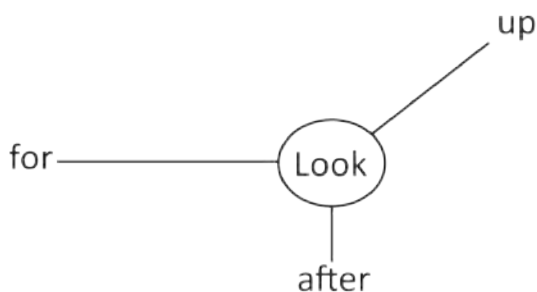
Having \_\_\_\_\_ is not enough , be \_\_\_\_\_. And when you \_\_\_\_\_ your camel , look after it \_\_\_\_\_. Don't leave it \_\_\_\_\_. Don't give it heavy load to \_\_\_\_\_.

**4 Speaking :**

- Chain-drill- (i) surprise (ii) camel  
Do not give the camel heavy load.
- Dialogue  
Old man : Is it an old camel?  
Merchants : Yes, it is .

**Session - 5**

**5 Vocabulary :**



First see the two-word words (phrases) used in the text. 'Look for' in paragraph - 1. 'look after' in the last paragraph. Now match the two-word words with the right meaning.

- | A              | B                                |
|----------------|----------------------------------|
| (a) look for   | (i) take care                    |
| (b) look up    | (ii) search                      |
| (c) look after | (iii) see a word in a dictionary |

**6 Usage :**

The old man asked five questions in paragraphs 2 and 3. Write them below. One is done for you.

- (i) Is it an old animal ?
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

Now write the statement forms of these questions. The first one is done for you.

- (i) It is an old animal.
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

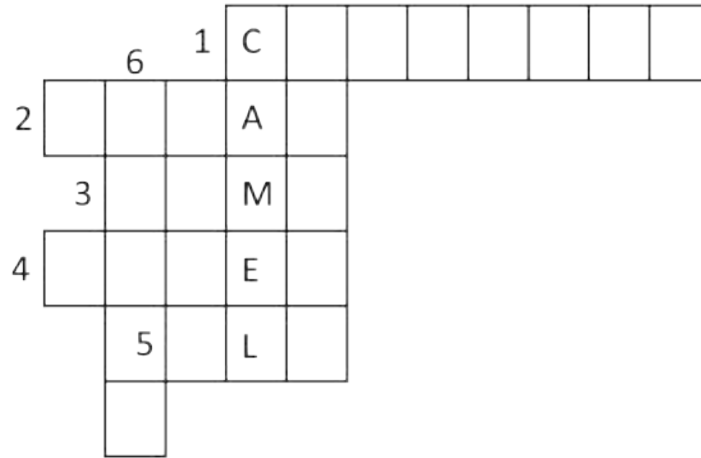
**Session - 6**

**7 Writing :**

(a) Answer the following questions.

- (i) What is the story about ?  
\_\_\_\_\_
- (ii) What was the camel carrying ?  
\_\_\_\_\_  
\_\_\_\_\_
- (iii) Who is intelligent in the story ?  
\_\_\_\_\_
- (iv) Who is kind ?  
\_\_\_\_\_
- (v) Why do you think the merchants were cruel ?  
\_\_\_\_\_  
\_\_\_\_\_

(b) First solve this puzzle.



**Clues:**

1. Taking something from one place to another . The word is built from 'carry'
2. A kind of grain from which we get flour and make 'Roti'
3. One who cannot walk because of an injury to the leg or foot.
4. A sweet and sticky thing made from flowers by bees.
5. No longer young.
6. Not able to see.

Next write about the camel using the words from the puzzle .  
The camel was old.

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**8 Mental Talk :**

“Use both your eyes and intelligence.”  
“Be kind to old animals.”

**9 Let's Think :**

The advice the judge gave the merchants :

“Look after the old camel. Do not give it heavy load to carry.”

Aren't these pieces of advice meant for all of us? Should we not be kind to old animals ? Think.

## FOLLOW- UP LESSON:

# TIPS FROM THE WISE OLD WOMAN

Session - 1

### PRE-READING

- Socialisation :
- In the main lesson you read a folk-tale about a wise old man. Now we will read a story about a wise old woman of Odisha.



### WHILE-READING

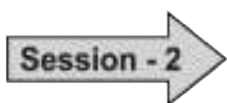
#### TEXT

- **SGP-1**
  - Read para 1 and 2 silently and answer the questions that follow.
1. The Konark Temple is the glory of Odisha. It is also the glory of India. Many legends are associated with it; two most important being about Dharama and Sibe Samantaray. While one of them relates to the starting of the temple, the other with its ending. Everyone knows about the story of Dharama. But a few know about the story of Sibe Samantaray. And very little is known about the old woman whose tips for Sibe Samantaray laid the foundation of the temple.

2. Sibeji, according to the legend that goes round, was the minister of the King Langula Narasingha Dev of Odisha. He was in-charge of laying the foundation of the Konark Temple at Chandrabhaga seashore. Whatever stones were dumped on the sea were washed away by the wild current of the sea. He was in deep trouble. In the troubled state of mind he was coming back from the Goddess Mangala of Kakatpur after offering his prayer to the goddess. It was night. He felt terribly hungry. But there was hardly any habitation nearby. From a distance he saw a flickering light coming out from a small hut. He tied his horse to a tree by the roadside and went to the hut with the hope of getting some food.

- **Comprehension Questions:**

1. What is para-1 about ?
2. Why is the Konark Temple the glory of both Odisha and India ?
3. What is the meaning of legends ? (See the dictionary.)
4. What are the two legends ?
5. Which one of them relates to the starting of the Konark Temple ?
6. Which ..... (Teacher frames the question.)
7. Which one is more popular ?
8. Which.... (Teacher to frame)
9. About whom is it little known ?
10. What was the name of the King ?
11. Who was Sibeji ?
12. Why was Sibeji in a troubled state of mind ?
13. Where was he coming back from ?
14. Can you guess what Sibeji's prayer was to Goddess Mangala ?
15. Why did he go to the old woman's hut ?
16. Where did he tie his horse ?



**Session - 2**

- **SGP-2**
- Read para 3 & 4 silently answer the questions that follow.
- 3. Sibeji saw there a lone old woman bent with age preparing food. He said, "Mausi (aunt), I'm terribly hungry. Can I get some food?" The old woman welcomed Sibeji, gave him a tattered mat to sit, and served him hot simple rice porridge in a plate, steam coming out of it. Sibeji dived his hand straight

into the middle of the plate to have a handful of porridge. Hurt by the heat he sprang back his hand and started blowing it to lessen the heat. Shocked by the way Sibeï started eating the porridge, the old woman said, "Son, you are trying to eat the hot porridge the way our Sibeï Samantaray is laying the foundation of Konark Temple. Eat slowly from the side, not straight from the middle of the plate. Look, how our wise minister is throwing stones in a hurry in to the deep sea, not laying the foundation slowly from the sides."

4. The wise tips from the poor illiterate old woman were more than enough for the wise minister. He hurried back home and laid the foundation as per the tips. The work was done just in six days which he couldnot do for the last six months. Probably, people say, the Goddess Mangala who Sibeï went to pray that day appeared to him in the guise of the poor old woman to give him the timely tips.

- **Comprehension Questions:**

1. What was the old woman doing ?
2. What did she give Sibeï to eat ?
3. How did Sibeï start to eat the porridge ?
4. What did the old woman say ?
5. Did she know that the man was Sibeï himself ?
6. What was her advice to Sibeï on eating the porridge ?
7. How was her advice similar to that of laying the foundation of the Konark Temple ?
8. Did Sibeï follow the advice of the old woman ?
9. Did the advice work ?
10. Who think the old woman was no other than the Goddess Mangala ?
11. Why did the Goddess come in the guise of an old woman ?
12. Do you like the story ?
13. Had you known the story about our state earlier ?

**1 Comprehension Activities :**

Match the items under 'A' with the items under 'B'.

A	B
Langula Narasingh	the minister
Sibei Samantaray	set the stone at the top of the Konark Temple
Dharama	gave advice which helped lay the foundation of the Konark Temple
The old woman	the king

**2 Listening :**

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

foundation, legend, glory, dump, hungry, Goddess, trouble, habitation, welcome, illiterate

- (b) Your teacher will read aloud the first three sentences of the story. Listen to him/her and fill in the gaps.

The Konark \_\_\_\_\_ is the \_\_\_\_\_ of Odisha. It is \_\_\_\_\_ the glory of \_\_\_\_\_. Many \_\_\_\_\_ are associated \_\_\_\_\_ it, two \_\_\_\_\_ important \_\_\_\_\_ about \_\_\_\_\_ and Sibe Samantaray.

**3 Speaking :**

- Dialogue : Rehearsal, Teacher vs Students, Students vs students  
 Sibe : 'Can I get some food to eat?'  
 Old woman : 'Here is some porridge for you.'  
 Sibe : 'It's very hot.'  
 Old woman : 'Take slowly from a side.'



**4 Vocabulary :**

(a) Spelling: Look → cover → write → verify and correct the words from 2 (a)

(b) Learning Phrases

Look at the following phrases and see how these are used, in the story. Para number is provided against each within brackets. Try to get the meaning and use of the phrases from the contexts.

in charge of (p-2), in deep trouble (p-2), with the hope of (p-2), more than enough (p-4), as per (p-4), in the guise of (p-4), according to (p-2), in a troubled state of mind (p-2).

Now, read the para and fill in the gaps with right phrases from above :

There are two main legends about the Konark Temple. \_\_\_\_\_ one legend Sabei Samantaray was the minister of king Langula Narasingh Deb. He was \_\_\_\_\_ laying the foundation of the Konark Temple. Whatever stones were thrown to the sea all were washed away by the sea. The minister was \_\_\_\_\_. In this \_\_\_\_\_ he went to visit Ma Mangala \_\_\_\_\_ getting Her blessings. On the way Maa Mangala met him \_\_\_\_\_ an old woman. She gave her advice. Sabei worked \_\_\_\_\_ the advice of Maa Mangala. He became very successful in laying the foundation of the Temple. In fact the advice Maa Mangala gave was \_\_\_\_\_ for Sabei.

**5 Usage :**

- Narration, from direct to indirect speech.

See the example and do the task.

Direct speech : Sabei said, "Give me some food."

Indirect speech : Sabei asked to give him some food.

Change the following sentences from direct speech to indirect speech.

1. Old woman: "Take the porridge from sides"

---

2. Old woman: "Do not take the porridge from the middle.

\_\_\_\_\_ not to \_\_\_\_\_

3. Old woman: "Put the stones on the sides."

---

4. Old woman: "Do not throw the stones in the middle."

---

**Session - 5**

**6 Writing :**

(a) Write answers to the following questions in complete sentences.

(i) What is para one about ?

---

---

(ii) What was the name of the king ?

---

---

(iii) Why did Sibe Samantaray go to the old woman's hut ?

---

---

(iv) What did she give Sibe Samantaray to eat ?

---

---

(v) Had you known this story of our state before ?

---

---

- (b) See activity 1 (ii). You have matched items under 'A' with items under 'B'. Now write three sentences following the example given.

Example: Langula Narasingh Dev \_\_\_\_\_ king.

Langula Narasingh Dev was the king.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

- (c) Read the following para about Maa Magala of Kakatpur and then write a para about Maa Tarini of Ghatagaon changing the underlined words using the helps given below.

Kakatpur is a small town. It is in the district of Puri. It is about seventy kilometers away from Bhubaneswar. It is famous for Goddess Maa Mangala Temple. It is one of the seven famous Goddess Temples of Odisha. Many people from different places visit this temple every day. People believe that Maa Mangala fulfils their wishes.

Helps:

Ghatagaon (small town) : famous for Maa Tarini Temple

District : Keonjhar

Distance : about 170kms from Bhubaneswar

- (d) You are very much fond of listening to stories, aren't you ? Don't you also enjoy reading stories ? Here are some details on a very good story book that you won't miss to read.

Read its details and fill in the money order form to buy this book.

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## WORD NOTE

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

caught hold of (catch) (v)	-	captured, ଧରିନେଲେ
desert, (n)	-	dry sand-covered area, ମରୁଭୂମି
dragged (drag) (v)	-	carried him by force, ଟାଣି ବା ଘୋଷାରିନେଲେ
flickering (adj)	-	burn or shine unsteadily, ଦିକି ଦିକି ଜଳୁଥିବା
glory (n)	-	fame and honour, ଗୌରବ, ଯଶଃ
hurried back (hurry) (v)	-	returned quickly, ଶୀଘ୍ର ଚାଲିଗଲେ
illiterate (adj)	-	one who does not know how to read and write ଲେଖପଢ଼ି ଜାଣିନଥିବା ବ୍ୟକ୍ତି, ନିରକ୍ଷର
laid the foundation (v)	-	made the foundation, ମୂଳଦୁଆ ସ୍ଥାପନ କଲେ
lame (adj)	-	unable to walk normally because of injury or defect in leg, ଛୋଟା
legend (n)	-	story from the past, କିମ୍ବଦନ୍ତୀ, ପୁରାଣକଥା
merchant (n)	-	businessman, ବ୍ୟବସାୟୀ
porridge (n)	-	a type of semi-liquid food-made from rice and milk, କ୍ଷିରୀ, ଜାଉ ଇତ୍ୟାଦି
tattered (adj)	-	torn, rag ଚିରା, ଛିଣ୍ଡା



# MUSIC HELPS PLANTS GROW

**Session - 1****PRE-READING**

- I
- What are the similarities and differences between plants and humans ?  
Discuss with your friends and make a note of them.
  - Music makes us happy. Does music have any effect on plants ?  
Let's read this lesson to know something about it.

**WHILE-READING**

II

**Text**

- **SGP-1**
- Read paras - 1 to 3 silently and answer the questions that follow.
  1. Many scientists believe that music soothes a plant. It also helps it grow. This is now a scientific fact.
  2. Les Harsten, a sound engineer from New York, carried out some exciting experiments. Here is one of them.
  3. Harsten's theory was that plants definitely react to music. In his experiment, he used two banana plants. He gave both plants the same light, heat and water. But, one of the plants 'listened' to some music for about an hour a day. This music, in fact, was a high-pitched humming sound. He found that this plant grew faster. It also grew 70 percent taller than the other plant!
- **Comprehension Questions:**
  1. The first paragraph is about a scientific fact. What is that ?
  2. What is the second paragraph about ?
  3. Who is Les Harsten ?
  4. What is his native place ?

5. What is the third paragraph about ?
6. What is Harsten's theory ?
7. What did he use for his experiment ?
8. What did he give to both the banana plants ?
9. He exposed one of the plants to music. How many hours a day ?
10. What was his finding ?
11. What happened to the plant that listened to music ?



**Session - 2**

- **SGP-2**

- Read silently paragraphs 4 and 5 and answer the questions that follow:

4. Lynn and Joe Rapp, the authors of a book called 'Indoor Plants', say that plants respond to all sounds, whether it is music or voices. These sound waves make vibrations which stimulate growth. They say plants have definite likes and dislikes in music- and they seem to like classical music more!
5. Harsten explained this in a very scientific way. He said the hum (or similar music) stimulated the plant's breathing cells and made them stay open for longer periods. Because of this, the plant took in more nutrients from the air than it normally would, and thus it grew faster. He also said that if the sound was played continuously, the breathing-cells would not be able to close. Therefore, the plant would grow so fast that it would kill itself.

- **Comprehension Questions:**

1. Who are the authors of - "Indoor Plants" ?
2. What do they say ?
3. What does 'this' (in the first line of para - 5) refer to ? What do you understand by 'stimulate' ?
4. What did music stimulate ? (Para - 5)
5. What happened when the breathing cells of the plant were stimulated ?
6. What happened when the cells stayed open for longer periods ?
7. What would happen if the music was played continuously ?
8. What is the fifth paragraph about ?
9. How is the finding of Lynn and Rapp different from that of Harsten ?

10. Do plants have likes and dislikes in music according to Lynn and Rapp?
11. What type of music do plants like?
12. Do you know any Indian scientists who have experimented on plants? Any such a scientist of Odisha?

**Session - 3**

III

**POST-READING**

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

Whole Text : Les Harsten-a sound engineer, banana plants, Indoor plants, dislike classical music, breathing cells

Part : (para- 5) scientific ways, breathing cells, more nutrients, plants would grow so fast

**2 Comprehension Activities :**

Answer the following questions choosing the most appropriate answer from the options.

1. 'It' in the second sentence in para-1 refers to\_\_\_\_\_.

A. Plant	B. music
C. scientific fact	D. scientists

2. Les Harsten was a \_\_\_\_\_.

A. Civil engineer	B. sound engineer
C. software engineer	D. electrical engineer

3. Harsten, in his experiment, gave both banana plants \_\_\_\_\_.

A. Light and heat	B. heat and water
C. light and water	D. light, heat, and water

4. Which banana plant grew faster?

A. The plant which listened to the music.	B. The plant which got more water.
C. The plant which got more water and light.	D. The plant which got light, heat and water.

5. The plants can take more nutrients if their breathing cells \_\_\_\_\_.

A. remain closed	B. stay open	C. get water	D. get heat
------------------	--------------	--------------	-------------



**Session - 4**

**3 Listening :**

- Your teacher reads out the following statements.  
Listen to him/her and say whether they are true or false.
  - (i) Lynn is a sound engineer.
  - (ii) Harsten's theory says that plants definitely react to music.
  - (iii) Lynn and Harsten are the writers of the book, "Indoor Plants."
  - (iv) The vibration of the sound waves increases the growth of plants.
  - (v) The plants don't like classical music.
  - (vi) The humming sounds make the cells open for longer periods.
  - (vii) The plants take in more nutrient when their cells are closed.

**4 Speaking :**

Chain-drill:

"Music helps the plants grow faster."

"Plants like classical music more."

**Session - 5**

**5 Vocabulary :**

Match words under 'A' with their meanings under 'B'. One has been done for you.

A	B
<ul style="list-style-type: none"><li>• soothe</li><li>• hum</li><li>• vibration</li><li>• stimulate</li><li>• cell</li><li>• excite</li></ul>	<ul style="list-style-type: none"><li>• to make someone move active/alert</li><li>• very small unit of living matter</li><li>• to cause strong feeling of eagerness/interest</li><li>• to make someone/something calm/quiet</li><li>• to sing a tune with one's lips closed</li><li>• continuous rapid shaking movement</li></ul>

**6 Usage :**

- We add '-ing' to verbs and use before nouns to talk more about them; for example, 'breath+ ing=breathing' and it is used before 'cells' in the text as 'breathing cells'.

- (i) Now add '-ing' to the verbs in the box-1, use them before the nouns choosing from the box-2(Refer to the text.)

Box-1	Box-2
breath grow excite hum sooth	plants cells waves sounds experiments

- Example: 1. Breathing cells  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

- (ii) Then fill in the blanks with the above suitable pairs in the sentences given below. One is done for you.

1. There are \_\_\_\_\_ on plants and music.
2. The \_\_\_\_\_ help plants grow fast.
3. The music stimulates the plants' breathing cells to stay open.
4. The \_\_\_\_\_ activate the growth of the plants.
5. The continuous \_\_\_\_\_ help plants to take more nutrients.

**Session - 6**

- b. We combine our ideas by combining small parts together and we make a long sentence. Now complete the following sentences choosing the suitable parts from the box.

- (i) Many scientists believe  
\_\_\_\_\_
- (ii) Harsten's theory was  
\_\_\_\_\_
- (iii) Lynn and Joe Rapp, in their book, "Indoor Plants" say  
\_\_\_\_\_

(iv) Harsten said

---

(v) Harsten's experiment also proved

---

- that plants like classical music.
- that continuous sound of music does not allow breathing cells to be closed.
- that music soothes the plants.
- that the plants definitely react to music.
- that the humming sounds activate the breathing cells and make them stay open.

**Remember:**

The verbs used in the second parts of the sentences are in present simple/1st form because they talk about general/scientific facts.



**Session - 7**

**7 Writing :**

- a. Provided below are some facts. Some of them are about Harsten and others, about Lynn and Rapp. But these are mixed. Put them neatly under two heads.
- Music helps plant grow.
  - Wrote a book, 'Indoor Plants'.
  - Plants respond to all sounds.
  - Plants respond to only music.
  - An engineer by profession
  - Plants have definite likes and dislikes in music.
  - Experiments with banana plants
  - When listened to music plants grew faster.
  - Plants like classical music.
  - Plants dislike rock music.

**Harsten**

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

**Lynn and Rapp**

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

**b. Using the hints write instructions for doing Harsten’s experiment.**

For Example: Take two banana plants.

- Give both plants the same \_\_\_\_\_.
- Provide music to \_\_\_\_\_.
- For about an \_\_\_\_\_.

**c. The following statements are not in order. See para- 4 and rearrange the statements in order as they come one after another in Harsten’s experiment.**

1. The plant grew faster.
2. Cells stay opened for longer periods.
3. Music stimulated plant cells.
4. The plant took more nutrient from air.

**d. Based on the statements under two heads: under-1 about Harsten and under-2 Lynn and Rapp. Write two paras, one on Harsten and the other on Lynn and Rapp. Take the help of the statements under 7. a.**

**1. Harsten**

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## 2. Lynn and Rapp

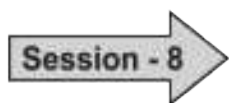
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### e. Write answers to the following questions.

(i) What is Harsten's theory ?

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(ii) What did he use for his experiment ?

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(iii) What did he give to both the banana plants ?

---

(iv) What was his finding ?

---

(v) Who are the authors of the book- "Indoor Plants" ?

---

(vi) What happened when the breathing cells of the plant were stimulated ?

---

(vii) What happened when the cells stayed open for longer periods ?

---

(viii) How is the finding of Lynn and Rapp different from that of Harsten ?

---

### 8 Mental Talk :

- Plants have definite likes and dislikes.
- Plants like classical music more.

### 9 Let's Think :

- Think of some new ways to know more about plants.
- Take up a project on Dr. Pranakrushna Parija, the great botanist of Odisha. Collect information about them from different sources.

## FOLLOW- UP LESSON:

# JAGDISH CHANDRA BOSE

Session - 1

I

### PRE-READING

- In this lesson you read about three scientists and their researches on plants. Read the following passage to know about Jagdish Chandra Bose, another scientist of India and his experiments.

II

### WHILE-READING

#### TEXT

- Jagdish Chandra Bose is one of the most prominent scientists of the world, who proved by experimentation that both animals and plants share much in common. He demonstrated that plants are also sensitive to heat, cold, light, noise and various other external stimuli. He made an instrument called Crescograph for the purpose. He wrote two very famous books – ‘Response in the Living and Non-living’ (1902) and “the Nervous Mechanism of Plants” (1926).



He was born on 30 November, 1858 at Mymensingh, now in Bangladesh. He got his elementary education from a vernacular school, because his father thought that Bose should learn his own mother tongue, Bengali, before studying a foreign language like English. Bose attended Cambridge after studying Physics at Calcutta University. He returned to India in 1884 after completing a B.Sc. degree from Cambridge University. He died in the year 1937.

• **Comprehension Question:**

1. Who is Jagdish Chandra Bose ?
2. Who shares much in common ?
3. How are plants similar to animals ?
4. What is a crescograph used for ? (sentence 2 of paragraph 1)
5. Name the books Jagdish Chandra Bose wrote ?
6. What are these books about ?
7. Where was he born ? When ?
8. Where did he have his primary education ? Why ?
9. What did he study at Calcutta University ?
10. Where did he get his B.Sc degree from ?
11. When did he die ?



III

**POST-READING**

**1 Vocabulary :**

Match the words in A with their meanings in B

A	B
demonstrate	a tool used for doing a particular job
elementary	famous
experiment	several, different
instrument	Primary
prominent	the language spoken in a particular area, regional language
sensitive	scientific test or trial
stimulus (singular)	something that causes reaction
various	of outside
vernacular	to prove, to show clearly that something is true
external	showing reaction or response to show

## 2 Usage :

Read the following sentence.

He wrote two very famous books : “Response in the Living and Non-Living” and “the Nervous Mechanism of Plants”.

The verb ‘wrote’ is used in its second form or past form- ‘wrote’ to state that the writer of the book is not alive .

Let’s look at the following sentence:

Prativa Ray has written ‘Silapadma’

In these sentences, we find the present perfect form of the verb ‘write’ has +written) shows that the author/writer is alive.

Rewrite the following sentences using the verb ‘write’ in its right form – past simple (wrote) or present perfect (has written).

(i) Jawaharlal Nehru (write) ‘The Discovery of India’. (not alive)

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

(ii) Anita Desai (write) ‘Cry the Peacock’. (alive)

\_\_\_\_\_

(iii) Gopinath Mohanty (write) ‘Paraja’. (not alive)

\_\_\_\_\_

(iv) Sarala Das (write) ‘The Odia Mahabharat’. (not alive)

\_\_\_\_\_

(v) Chetan Bhagat (write) ‘What Young India Wants’. (alive)

\_\_\_\_\_



## 3 Writing :

a. Write answers to the following questions:



(i) Who was Jagadish Chandra Bose?

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

(ii) What is the finding of his experiment?

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

(iii) What is a Crescograph used for?

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

(iv) Name the books he wrote

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

b. Fill in this BIO-DATA of Jagadish Chandra Bose given below.

1. Name :
2. Profession :
3. Birth Place :
4. Date of Birth :
5. Primary Education :
6. Educational Institutions Attended
  - a. Name :  
Subject :
  - b. Name :  
Subject :
7. Language Known:
8. Experimented on:
9. Books he wrote :
10. The year of his passing away :

- c. Write a paragraph on Sir Jagdish Chandra Bose using the information from the Bio-data you have already filled in.

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### WORD NOTE

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

breathing cell (n)	-	cells that help breathing, ଶ୍ୱାସଗ୍ରନ୍ଥି
carried out (carry out)	-	did an experiment, (କାର୍ଯ୍ୟ ଚି) ସମ୍ପାଦିତ କଲେ
elementary (adj)	-	primary, ପ୍ରାଥମିକ ଶିକ୍ଷା
experiment (n)	-	scientific test, ବୈଜ୍ଞାନିକ ପରୀକ୍ଷା
high pitched (adj)	-	high volume (sound), ଅଧିକ ସ୍ୱର, ଖୁବ୍ ଜୋରରେ
nutrients (n)	-	rich elements of food that keep plants healthy, ପୁଷ୍ଟିକର
prominent (adj)	-	famous, ପ୍ରସିଦ୍ଧ, ବିଶିଷ୍ଟ, ବିଖ୍ୟାତ
scientific facts (n)	-	facts based on scientific researches, ବିଜ୍ଞାନ ସମ୍ବନ୍ଧିତ ତଥ୍ୟ
scientific way (n)	-	following scientific procedures, ବୈଜ୍ଞାନିକ ପଦ୍ଧତି / ପ୍ରଣାଳୀ
vibration, (n)	-	shaking, କମ୍ପନ
vernacular school	-	mother tongue medium school, ମାତୃଭାଷା ମାଧ୍ୟମରେ ଶିକ୍ଷାଦାନ ଦିଆଯାଉଥିବା ବିଦ୍ୟାଳୟ



## LESSON - 7

# SCARECROW

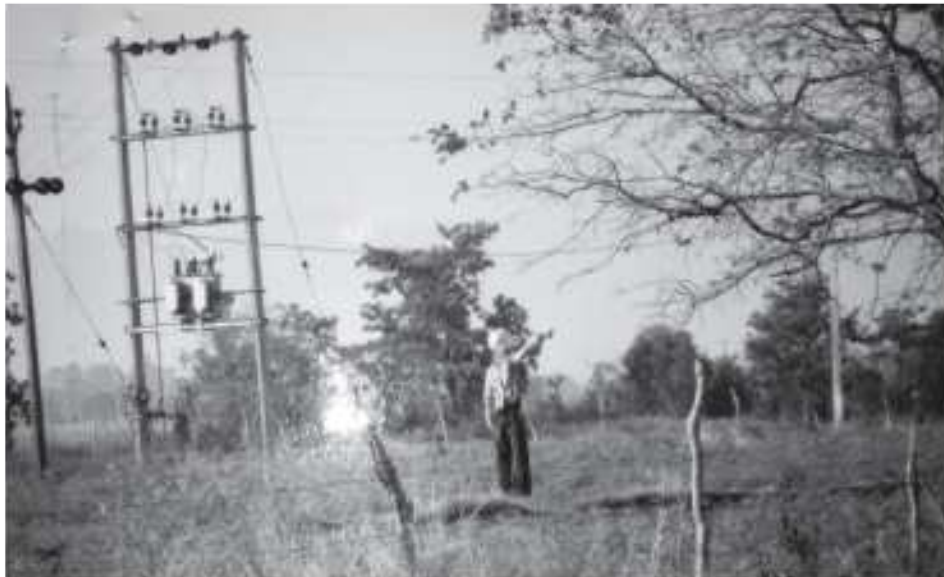
Session - 1



### PRE-READING

I

- See the picture of a man. Have you seen the picture before ? Who puts up this ? Where? For what purpose ? In English it is called a scarecrow because it makes the crow afraid. Can you say what it is called in Odia ? Is it possible to write a poem on it ? Let us read and see.



II

### WHILE-READING

- *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? Who is 'I' and who are 'you'?*
- *Your teacher reads the poem aloud second time. You listen to him/her and follow the poem in your book.*
- *Read the poem silently and answer the questions that follow.*

## TEXT

You are who ?  
The land owner,  
Or the scarecrow ?

You wear his shirt;  
You hold his bow,  
You wear his pants,  
You are who ?  
The land owner,  
Or the scarecrow ?

You do his job;  
Scare the crow,  
Scare the birds,  
And other animals too.

You are who ?  
The land owner,  
Or the scarecrow ?

You are a look –alike;  
A semian twin,  
Who knows ?  
Who knows ?  
Is your owner,  
Hiding behind you ?

I walk too early  
No intention to spoil or steal,  
But you naughty dare  
To scare me too.

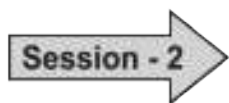
You are who ?  
The land owner,  
Or the scarecrow ?



- **Comprehension Questions:**

1. What is the poem about ?
2. Who are there in this poem ?
3. Who is “you” and who is “I” ?
4. Who does the poet talk to ?
5. Who has placed the scarecrow ? For what purpose ?

6. Who does 'his' stand for ?
7. Whose shirt, pants and cap is the scarecrow wearing ?
8. Who has given him all these? Why ?
9. Can you say why the poet mistakes the scarecrow to be the land owner ?
10. Why has the landowner given his bow to the scarecrow ?
11. What are some of the uses of the scarecrow ? (stanza 3)
12. Who looks-alike? Which twos look similar ?
13. When did the poet see the scarecrow ?
14. Did the poet go there to steal ?
15. Why did the poet call the scarecrow naughty ?
16. Who does the poet talk to in this poem ?
17. Poets often treat non-living things as living. Has the poet done so here ?
18. Who does he consider living ? Why ?



III

**POST-READING**

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

Which stanza talks about the job of a scarecrow ?

Which stanza talks about the dress of a scarecrow ?

In which stanza, the poet calls the scarecrow naughty ?

In which stanza there is a semian twin ?

**2 Comprehension Activities :**

(a) MCQs: Choose the correct alternatives and fill in the blanks.

1. The scarecrow does not \_\_\_\_\_ .
 

(A) dig the land	(B) scare the crow
(C) scare birds	(D) scare the other animals

2. The scarecrow \_\_\_\_\_.
- (A) wears the shirt of the land owner (B) holds the bow of the land owner  
owner
- (C) wears the pant of the land owner (D) all the above
3. The poet wants to \_\_\_\_\_.
- (A) steal the land owner's fruits (B) spoil the landowner's crops  
(C) see the scarecrow (D) go for a morning walk
4. The poet confuses the scarecrow with the land owner because the scarecrow \_\_\_\_\_.
- (A) wears his pants (B) wears his shirt  
(C) wears both his pant and shirt (D) wears his shoes
- (b) Some lines are repeated at the end of all stanzas except stanza-4 and 5. Write these lines in the space below.

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**Session - 3**

**3 Listening (TPR):**

(Teacher demonstrates with instruction in English how to prepare a cap. It is like preparing a paper boat. S/he takes a piece of paper, asks others to take each a piece of paper.)

**Steps :**

- |   |               |
|---|---------------|
| 1. Take a piece of paper. (Demonstrates).                   | Students act. |
| 2. Fold it like this into two.                              | Students act. |
| 3. Fold it from the left and then from the right like this. | Students act. |
| 4. Fold back the front side like this.                      | Students act. |
| 5. Fold back the back side like this.                       | Students act. |
| 6. (Opens and shows) See how the paper becomes a cap.       |               |

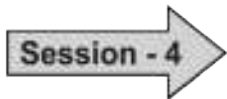
**4 Speaking :**

(a) Reading aloud .

Teacher reads aloud one line, students repeat after him/her in chorus. (The first three lines need to be done at a time, the rest of the poem line by line.)

(b) Chain-drill- "You scare the crow."

Students instead of repeating the same can change 'crow' into birds and other animals.



**5 Vocabulary :**

A word is, at times, formed by joining two words. See the title of the poem ' scarecrow ', which is formed by joining two words- 'scare' and 'crow' . Can you find another similar word in stanza-4 (first line)? The following set of six pairs of words can be combined to form one word for each pair.

- |            |   |         |             |   |       |
|------------|---|---------|-------------|---|-------|
| dug well   | = | dugwell | swim suit   | = | _____ |
| foot print | = | _____   | birth right | = | _____ |
| bath suit  | = | _____   | tree house  | = | _____ |
| sun flower | = | _____   | rain bow    | = | _____ |
| door bell  | = | _____   | foot ball   | = | _____ |

**6 Usage :**

Convert the following lines into past tense. One is done for you.

You wear his shirt.

You wore his shirt.

You hold his bow.

\_\_\_\_\_

You wear his pants.

\_\_\_\_\_

You wear his cap too.

---

You do his job.

---

You scare the crow.

---

You scare the birds and other animals too.

---



### **7** Writing :

- See stanzas 2 and 3 and write two small paragraphs- one about what the scarecrow wears and the other about what work it does. The first lines are provided.

a. (i) The scarecrow wears the owner's shirt.

It \_\_\_\_\_

---

---

(ii) It scares the crow.

---

---

---

b. How to make a scarecrow ? : Project Work

Read the instructions below and make a scarecrow.

Materials needed.

A bundle of hay/straw, ropes , a piece of stick, a cap , a shirt , pants , a bow...

#### **Steps:**

(i) Tie the hay around the long stick.



- (ii) At the lower part, divide them into two parts for two legs.
- (iii) At the top part, divide the hay into two parts for two hands.
- (iv) At the top, make the hay into a round shape to make the head.
- (v) Place a cap on the head.
- (vi) Dress the scarecrow with pants and a shirt.
- (vii) Tie the bow and arrow with its hand .
- (viii) Place it / tie it to a big stick and press the stick into a hole on the ground.

**8 Mental Talk :**

Mentally repeat the following three lines (the refrain).

You are who?

The land owner

Or the scarecrow?

**9 Let's Think :**

Think of other ways the farmers use to scare the wild animals to guard their crops.



## FOLLOW-UP LESSON:

# FACE-MASKS FOOL THE BENGAL TIGERS

Session - 1

I

### PRE-READING

- Socialisation.
- You have already read the poem “Scarecrow”. Farmers make a scarecrow to scare the crows and other animals. Now see the picture. Can you link the two pictures? How can the two pictures be related? If you can relate the two pictures, you can relate this lesson with the previous lesson..... Here is a clue: Farmers make scarecrows to scare the birds and animals. Sometimes people make masks to scare tigers. Let us read the lesson and see.



II

### WHILE-READING

#### TEXT

#### SGP-1

- Read paragraphs 1 and 2 and answer the questions that follow.
1. Sundarban is the Ganges Delta in India, on the border of Bangladesh, where the Ganges falls into the Bay of Bengal. There is a vast stretch of reserve mangrove forests cut by rivers and creeks.

No one lives there but the people from nearby places go into this reserve area to catch fish, collect honey and wood. The problem has been - not only a reserve mangrove forest but also a reserve forest for The Royal Bengal Tigers since 1973. About 500 Royal Bengal tigers live there.

2. Compared to other tigers, the Royal Bengal tigers are bigger, stronger and more dangerous. While other tigers normally do not attack people, these tigers do. They even swim in rivers and climb up boats to attack fishermen. Thus the problem is how to save such people from these attacking Royal Bengal tigers.

- **Comprehension Questions :**

1. What is the 1st paragraph about? Where is the main idea of this paragraph - at the beginning, in the middle or at the end?
2. What do you understand by 'delta'?
3. Where is Sundarban? Can you locate it on the map of India ?
4. In which state of India is it located ?
5. It is in the border of \_\_\_\_\_.
6. What do you mean by a mangrove forest ?
7. What do you mean by a reserve forest ?
8. Can you name the branch of the Ganges which flows inside Bangladesh ? (See the map)
9. Why do people of nearby areas go to mangrove forest ?
10. What do you understand by 'wild honey'? Is there any non-wild kind of honey ?
11. Why is it a problem to have a reserve forest for tigers ? (You cannot kill them.)
12. Since when has this been made into a reserve forest for tigers ?
13. How many Royal Bengal tigers live there ?
14. Can you guess why 'Royal'? Why 'Bengal' ?
15. (Teacher frames questions from paragraph -2 . Some helps are provided. )  
(See question No. 1)

16. (Three qualities of Royal Bengal tigers)
17. (Fourth quality)
18. (Problems.)
19. 'Sundarban' is made of two Indian words. Can you guess the two words and their meanings?

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

3. There were many plans but only one of them has become successful. It was found that these tigers attack people only from behind, not from the front side. Is it possible to have humans with two front sides with two faces? A student of the Science Club of Kolkata suggested a way- to wear a human mask on the backside of one's head.
4. The Indian Forest Service Department has made 2,500 masks for its 8000 workers, who go inside the Sundarban Tiger Reserve to work. The local people have taken clues from them and wear masks on the backsides when they go inside Sundarban to catch fish or collect honey or wood. No one wearing a mask so far has been attacked and killed by the tigers though examples of not wearing masks and getting killed are many.

- **Teacher frames questions. Some clues have been provided below.**

- **Comprehension Questions:**

1. (Like question numbers 1 and 15.)
2. How do .....attack.....?
3. Who suggested a way?
4. What (way).....
5. (Like question -1)
6. Who made.....
7. For whom?
8. Who .....not killed .....?
9. Who were killed?

**2 Comprehension Activities :**

(a) MCQs :

Choose the correct options and fill in the blanks.

1. The Ganges falls into \_\_\_\_\_.  
 A. the Indian Ocean  
 B. the Bay of Bengal  
 C. the Arabian Sea  
 D. the Red Sea
  2. People of nearby place go to the reserve mangrove forest to \_\_\_\_\_.  
 (Teacher frames and writes them on the balckboard.)  
 A. catch .....  
 B. collect .....  
 C. collect .....  
 D. all the above
  3. About \_\_\_\_\_ tigers live there .(Teacher frames)  
 A.....  
 B.....  
 C.....  
 D.....
  4. It has been made into a .....since \_\_\_\_\_.  
 A.....  
 B.....  
 C.....  
 D.....
  5. Royal Bengal tigers are more \_\_\_\_\_.(Teacher frames .)
  6. The Indian Forest Service Department made \_\_\_\_\_ masks .  
 (Teacher frames.)
- b. Match themes with paragraphs. (Teacher frames and writes on the blackboard.)

**2 Usage :**

Look at the following sentence and write three similar sentences using the clues given.

While normal tigers are strong, the Royal Bengal tigers are stronger.

(I) (big)

---

---

(ii) (less dangerous)

---

---

(iii) (clever)

---

**3 Writing :**

a. Write answers to the following questions.

(i) What is a delta?

---

---

(ii) In which state is Sundarban ?

---

---

(iii) Why do people of nearby villages go inside the reserve forest?

---

---

---

---

(iv) About how many tigers are there in the forest?

---

---

(v) How many masks did the Forest Service Department make for its workers ?

---

---

b. In 2 (b) you have matched the paragraphs with their themes. See the first sentence and write three more similar sentences.

(i) The first paragraph is about Sundarban.

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

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

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

c. How to make masks ? Project : Read the instructions given below and make masks.

Materials needed : A one foot by one foot thick cardboard paper, thread, scissors, colour, brush

**Steps:**

1. Decide what mask to make. (Face of a man, tiger, monkey, ghost.....)
2. Draw the face.
3. Make holes on both ends and tie thread.
4. Make holes for both the eyes.

**WORD NOTE**

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

creeks (n)	-	small streams, ଛୋଟ ଝରଣା ବା ଉପନଦୀ
intention (n)	-	wish, ଉଦ୍ଦେଶ୍ୟ, ଇଚ୍ଛା
look-alike (n)	-	looking similar, ଏକାପରି ଦିଶୁଥିବା ବ୍ୟକ୍ତି
mask (n)	-	a human-face like cover on face, ମୁଖା
reserve mangrove (n)	-	reserve forests at the sea-shore and in river-banks ନଦୀ ବା ସମୁଦ୍ର କୂଳରେ ଥିବା ସଂରକ୍ଷିତ ଜଙ୍ଗଲ (ସୁନ୍ଦରବନ)
scare (v)	-	frighten ଭରେଇବା
scarecrow (n)	-	a fake figure of a man made of straw with earthen pot head usually fixed in agricultural fields to keep away birds and animals. ଫସଲ ଜରିବାକୁ ଜମିରେ ଠିଆ କରାଯାଇଥିବା ପାଳଭୂତ
spoil (v)	-	to harm, destroy, କ୍ଷତି କରିବା ନଷ୍ଟ କରିବା ।
twins (n)	-	two children - born to same mother at the same time, ଜାଆଁଳା (ଭାଇ / ଭଉଣୀ)

# LESSON - 8

## BIJU PATNAIK AND HIS DAKOTAS

Session - 1



### PRE-READING

I

- Socialization :
- Look at the picture. Who is the man in the picture? What do you know about him ? Can you guess from the picture the meaning of 'Dakota' ? Biju Patnaik was both a pilot and politician. Can you guess from the picture and the title of the topic what the lesson will be about- Biju Patnaik as a .....

### WHILE-READING

II

TEXT





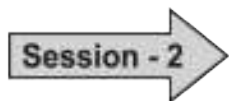
## SGP-1

- Read paragraphs 1 and 2 and answer the questions that follow.
1. Biju Patnaik was a born dare-devil and risk-taker- a symbol of courage , bravery and adventure. This part of his nature is seen in his life both as a pilot and a politician. What the brave horse Chetak was to Ranapratap , the Dakotas were to Biju Patnaik.
  2. How Biju got his first Dakota is itself a great story of adventure and courage. Biju , by then, had started the Bhubaneswar Flying Club. The Second World War was over. A lot of military planes were lying unused at the American air-base at Panagarh near Kolkota. Many of these Dakotas were used as the transport air-crafts to carry materials to war sites. Biju wanted to buy one of them for his Bhubaneswar Flying Club. When Biju was about to fly an air-craft to Panagarh , some of his friends rushed to him requesting him not to fly as a heavy storm was building up. But, Biju , the dare-devil , ignored their warning and said, “ This is Biju’s plane, which flies during a storm”, and took off. He stayed at Pannagarh , got a Dakota repaired with great difficulty and returned to Bhubaneswar with his first Dakota.

- **Comprehension questions:**

1. Biju Patnaik was a pilot and \_\_\_\_\_.
2. Both as a pilot and politician he was a dare-\_\_\_\_\_and risk-\_\_\_\_\_.
3. What do you mean by ‘dare-devil’ and ‘risk-taker’?See the dictionary at the end of the lesson .
4. Are ‘dare-devil’ and risk-taker’ brave / adventurous ?
5. Can you now say whether ‘courage’ , ‘bravery’ and ‘adventure’ are also good qualities ? See their meanings in the dictionary.
6. Who is Biju Patanaik compared to ?
7. What is ‘Dakota’ compared to ?
8. Who is Chetak ? (You will read about Chetak and Ranapratap in the next lesson.)
9. What is paragraph -2 about ? Can you locate the theme /the main point of the paragraph? It is in the first line.

10. Two incidents had already happened before Biju Patnaik went to bring his first Dakota. What are they ?
11. What was Panagarh then ?
12. Where is Panagarh ?
13. Many planes and Dakotas were lying unused at Panagarh. Can you guess why?
14. What were Dakotas used for ?
15. Biju Patnaik wanted to buy one Dakota. What for ?
16. Why did his friends request him not to fly ?
17. Did Biju listen to them ?
18. What did he say ?
19. Did he get a Dakota ?
20. Was it difficult or easy to get a Dakota ?



## Session - 2

### SGP-2

- Read paragraphs 3-5 and answer the questions that follow.
3. Many of Biju's adventures in air were in fact with his Dakotas only. He with his Dakota that he got from Panagarh flew to Indonesia and brought back the Indonesian leaders when the Dutch planes were flying around to shoot his aircraft down. During the war in Kashmir with Pakistan , he also supplied necessary things to Indian soldiers with his Dakota. For his contributions to Indonesian' Independence, the Government of Indonesia has honoured him with the title of "Bhumi Putra" ( The Son of the Soil) And one of the Dakotas is kept in Indonesia in the memory of Biju even today.
  4. This is what Biju Patnaik himself told about one of his dare-devil experiences with his Dakotas to Mr. Dhir , who did researches on Biju and his Dakotas.
  5. One day Biju was inside the cockpit of one of his Dakotas and was about to fly off. A ground staff rushed to him and said," Sir, something is leaking from the air-craft." Biju did not bother to get down and was still in the cockpit. He ordered the ground staff, " Get me some of the leaking thing". The ground

staff brought some . Biju tasted the liquid and took off. Probably Biju must have consulted his Dakota in this regard at the time as he considered them as living beings. And his Dakota must have told him , “Nothing , let’s go”.

• **Comprehension Questions :**

1. What is the third paragraph about ? Can you locate the main theme/ point of the paragraph? It is in the first line.
2. This paragraph describes two adventures of Biju Patnaik with his Dakotas. What are these two adventures ? Where did they happen ?
3. Who did he bring back from Indonesia ?
4. Was it a dare-devil/risk-taking job? Why ?
5. What did he do during the war in Kashmir ?
6. What did the Indonesian government honour Biju with ?
7. What is the meaning of ‘Bhumi Putra’ ?
8. What are the paragraphs-4 and 5 about ? Can you locate the theme /main ideas ?
9. Who did Biju tell one of his dare-devil experiences?
10. What work did Mr. Dhir do ?
11. Why did the ground staff rush to Biju ?
12. What did Biju ask the ground staff to do ?
13. What did Biju do with the liquid ?
14. Did he stop or fly ?
15. Did Biju really consult his Dakota or the writer thinks so ?
16. Which word in the last but one sentence will help you get the answer to question No.15 ?
17. Why did the writer think that Biju must have consulted his Dakota ?
18. What does the writer think the Dakota must have told Biju ?
19. Do you like Biju as a person ? Why ?

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

Whole Text : Two adventures with Dakotas

About Biju as a person, Got a Dakota for his flying club,  
One of his dare-devil experiences he narrated.

Part : Paragraph-2 : came back with Dakota – Some friends rushed to him – 2nd World War – Biju's plane flying in storm

**2 Comprehension Activities :**

a. MCQs :

Choose the correct alternatives.

1. Which one of the following is not true of Biju ?
  - (A) Coward
  - (B) Brave
  - (C) Courageous
  - (D) Risk-taker
2. Biju wanted to buy a Dakota for
  - (A) the second world war .
  - (B) military base at Panagarh .
  - (C) Flying Club of Bhubnaneswar .
  - (D) himself .
3. Biju's friend asked him not to fly because
  - (A) it was raining .
  - (B) a storm was building up .
  - (C) one of his friends was seriously ill.
  - (D) there was a noise from the engine.

4. The government of Indonesia has honoured Biju by
- (A) giving him a bravery award
  - (B) giving him the title of 'Bhumi Putra'.
  - (C) keeping one of his Dakotas as a memory .
  - (D) both 'B' and 'C' .

b. Match the themes under 'A' with the paragraphs under 'B'.

Write the numbers of 'A' in brackets of 'B'.

A	B
1. Biju narrating one of his experiences	( ) Para-1
2. Biju's adventures with his Dakota	( ) Para-2
3. How Biju got his first Dakota	( ) Para-3
4. Qualities of Biju as a person	( ) Para-4

**Session - 4**

**3 Listening :**

a. Your teacher will read aloud some words /phrases from the list given. Tick those which s/he reads aloud.

[dare-devil, risk-taker, adventure, unused, ground-staff, contributions, honoured, cockpit, living objects, nothing, let's go]

b. Your teacher will read aloud paragraph -4 . You listen to him and fill in the gaps.

This is \_\_\_\_\_ Biju Patnaik \_\_\_\_\_ told \_\_\_\_\_ one of his \_\_\_\_\_ experiences with his \_\_\_\_\_ to Mr. Dhir, who \_\_\_\_\_ researches \_\_\_\_\_ Biju and \_\_\_\_\_ Dakotas.

**4 Speaking :**

(a) Chain-drill : " This is Biju's plane which flies during a storm."

- b. Dialogue : Rehearsal, Teacher vs. students , students vs. students and finally in pairs.

Ground Staff : Sir, something is leaking from the engine.

Biju : Bring me some of the leaking things.

Ground Staff : Here you're, Sir!

Biju : Nothing , let's fly

## Session - 5

### 5 Vocabulary :

- a. Two words are often joined to make one word. Every day many such English words are made. Your lesson has two such words- 'dare-devil' and 'risk-taker'. Frame new words from the pair of words given.

i. back , bench = back-bencher

ii. ant ,eat \_\_\_\_\_

iii. zoo , keep \_\_\_\_\_

iv. meat , eat \_\_\_\_\_

v. bread , make \_\_\_\_\_

vi. rice , eat \_\_\_\_\_

- b. Provided below are some words which belong to noun class . Change them into adjective consulting the dictionary part given at the end of the lesson.

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

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

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

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

### 6 Usage :

Some words in English can be used both as nouns and verbs. Your English language will improve if you learn to use them both as nouns and verbs. Some such words from the lesson are given below.

order ( P-5),research ( P-4) ,experience ( P-4) ,soil( P-3),taste (P-5),

repair ( P-2)supply (P-3) and honour( P-3) .

First locate the words in the paragraphs given. See how the words are used- as noun or verb.

Next , use them in sentences , two for each- using them as noun and verb. Some are done for you and in some cases hints are provided for your help.

order : (Verb)– Biju ordered the ground staff to bring .....

(Noun)– The ground staff carried out the order of Biju.

research : (Noun) - Mr. Dhir did \_\_\_\_\_

(Verb) - Mr. Dhir \_\_\_\_\_ on \_\_\_\_\_

experience : (Noun) - Biju told Mr. Dhir about \_\_\_\_\_

(Verb) - Biju had \_\_\_\_\_ a lot.

soil : (Noun) - Bhumi Putra means \_\_\_\_\_

(Verb) - Do not \_\_\_\_ your hand or else you have to wash it.

taste : (Verb) - Biju \_\_\_\_\_

(Noun) – The leaking thing has no \_\_\_\_\_ at all .

repair : (Verb) - Biju \_\_\_\_\_ the Dakota before taking off .

(Noun) - He spent some money on \_\_\_\_\_ .

supply : (Verb) - Biju \_\_\_\_\_ necessary things \_\_\_\_\_ .

(Noun) - This \_\_\_\_\_ of \_\_\_\_\_ were of great help to Indian soldiers.

honour : (Verb)- Biju was \_\_\_\_\_ .

(Noun)- Odisha is proud of this \_\_\_\_\_ .

**Session - 6**

**7 Writing :**

a. Answer the following questions.

(i) Who is Biju compared to ?

\_\_\_\_\_

(ii) What were Dakotas used for ?

\_\_\_\_\_

(iii) Who did Biju bring back from Indonesia ?

\_\_\_\_\_

(iv) What is the meaning of 'Bhumi Putra' ?

The meaning of \_\_\_\_\_

\_\_\_\_\_

5. Why did the ground staff rush to Biju ?

He rushed to Biju \_\_\_\_\_

\_\_\_\_\_

6. Do you like Biju as a person ? Why ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• **Comprehension Activities :**

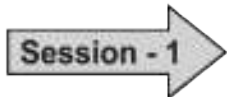
b. See [2] (b). where you matched the themes with paragraphs. Now write four sentences as per the example given.

1. Paragraphs 4 and 5 are about Biju narrating one of his experiences.

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

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

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



c. See [5] (a) activity. You joined two words into one. Now write six sentences on them following the example given below.

(i) Back-bencher - He who sits on the back bench is a back-bencher.

(ii) Ant-eater - \_\_\_\_\_

\_\_\_\_\_



(iii) Zoo-keeper - \_\_\_\_\_  
\_\_\_\_\_

(iv) Meat – eater - \_\_\_\_\_  
\_\_\_\_\_

(v) Rice-eater - \_\_\_\_\_  
\_\_\_\_\_

(vi) Bread - maker - \_\_\_\_\_  
\_\_\_\_\_

- d Given below is what Biju says about his experiences. Read and fill in the gaps.
- One day I was \_\_\_\_\_ the \_\_\_\_\_ of my  
Dakota and was about to \_\_\_\_\_.
- A \_\_\_\_\_ rushed to me and said, “ \_\_\_\_\_  
\_\_\_\_\_.”
- I did not \_\_\_\_\_ to \_\_\_\_\_ and still in  
the \_\_\_\_\_ ordered the ground staff, “ \_\_\_\_\_  
\_\_\_\_\_.”
- The \_\_\_\_\_ brought some . I \_\_\_\_\_ and took  
off.

**8** **Mental Talk :**

“Fortune favours the brave.”

**9** **Let’s Think :**

Biju was first a pilot and next a politician. Is it possible to be a politician first and a pilot next ?



## FOLLOW- UP LESSON:

# RANAPRATAP AND HIS CHETAK

Session - 1

I

### PRE-READING

- Socialisation :
- The teacher finds a pre-reading activity (either makes students see the picture, the title and lets them guess the theme or links this lesson with the main lesson- the last sentence of the first paragraph).



II

### WHILE-READING

### TEXT

#### SGP-1

- Read paragraph -1 and answer the questions that follow .
1. There are many examples of love and friendship between human beings and animals like dog, horse, elephant or even wild animals like tiger and lion. But the love between Ranapratap and his horse 'Chetak' surpasses all of them. Their friendship has become a matter of many poems and stories. Let us start with a stanza from a ballad – a story- poem-on their friendship.

One such, with such a human heart,  
Would not from his rider be part.  
Was, Chetak bred of faculty,  
To serve with love and loyalty.  
The horse friend of Ranapratap,  
When battle turned hazard of hap.

- **Comprehension Questions :**

1. What examples of friendship does this paragraph talk about?
2. There is friendship between human beings and different kinds of animals. Who are the animals?
3. The friendship between Ranapratap and his horse, Chetak is better than other such friendship or the best of all ?
4. What narrates their friendship?
5. What is a ballad?
6. How did Chetak serve his master?

**SGP-2**

- Read para-2 and answer the questions that follow .
2. All kings surrendered to the great Mughal Emperor, Akbar. But Ranapratap , the king of Mewar, refused to surrender. He fought many a battle against Akbar , the biggest and fiercest one, being the Battle of Haldighat in 1576. Ranapratap was seriously wounded in the battle and his horse-friend, Chetak too. To save Rana's life, Chetak carried him away from the battle field being seriously wounded itself. Read this stanza from the ballad, which describes the incident.

One foreleg of Chetak got cut,  
Three legged he managed to butt.  
Three legged he ran just as fast,  
Two miles from his battlefield.

- **Comprehension Questions :**

1. Who was the Mughal Emperor ?
2. Of all the battles , which one is the biggest ?
3. When did it take place ?
4. Who were wounded in the battle ?
5. How many miles did Chetak run carrying Ranapratap on his back ?

**SGP-3**

- Read the last part silently and answer the questions that follow.
3. There are many examples of dogs , who die to save the lives of their masters and refuse to take any food after their master’s death. But the way Chetak died to save his master’s life surpasses them all. Let us read this stanza from the ballad immortalizing the friendship between Rana and Chetak at the time of Chetak’s death.

Towards Rana’s lap, inched his head  
Whinnied soft, snapped his breath, lay dead  
“My three legged friend! You are gone!  
Why! You never left me alone!!”  
Wept the Rana and held him close  
Kissed his wet face and stroked his nose.

- **Comprehension Questions:**

1. What do the dogs do to save their masters’ lives ?
2. Why do they refuse to take food ?
3. (Teacher will frame a question on – Chetek’s friendship is the best.)
4. (Teacher will frame a question on a difficult word – ‘immortalizing’.)
5. (Teacher will frame one or two more questions from the poem)
6. Do you like Chetak ? Why ?

III

## POST-READING

**1 Writing :**

a. Answer the following questions.

- (i) The friendship between Ranapratap and Chetak is better or the best of all ?

\_\_\_\_\_

It is the \_\_\_\_\_

- (ii) What is a ballad ?

\_\_\_\_\_

- (iii) Who was the Mughal Emperor at that time ?

\_\_\_\_\_

- (iv) When did the Haladighat battle take place?

\_\_\_\_\_

(b) Ranapratap says what happened at the battle of Haladighat to one of his friends. Read and fill in the gaps.

“In the \_\_\_\_\_ I was wounded.

Chetak was also \_\_\_\_\_. To save me he carried me about two and

half kilometers. Then he fell down and \_\_\_\_\_. I w e p t a n d

\_\_\_\_\_. I held him \_\_\_\_\_. I kissed his \_\_\_\_\_

\_\_\_\_\_ and stroked \_\_\_\_\_”.

## WORD NOTE

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

adventure (n)	-	daring and exciting work, ଦୁଃସାହାସିକ କାର୍ଯ୍ୟ
air-base (n)	-	air port, ଏୟାରପୋର୍ଟ, ଉଡ଼ାଜାହାଜ ରହିବା ସ୍ଥାନ
ballad (n)	-	story-song, ଗଳ୍ପ ଆଧାରିତ କବିତା, ଗାଥା କବିତା
bother (v)	-	worry, care, ବିଚ୍ଚିତ ହେବା ବା ଚିନ୍ତା କରିବା
bravery (n)	-	brave activities, ସାହାସିକ କାର୍ଯ୍ୟ, ବୀରତ୍ଵ
building up (v)	-	slowly developing, କ୍ରମଶଃ ବଢ଼ୁଥିବା, ଘନୀଭୂତ ହେବା
cockpit (n)	-	pilot-cabin, ଉଡ଼ାଜାହାଜ ଚାଳକ ପ୍ରକୋଷ୍ଠ
considered (v)	-	thought to be, ଧରିନେଇଥିଲେ, ବିଚାର କରୁଥିଲେ, ବିବେଚନା କଲେ
courage (n)	-	quality of doing / facing dangerous work, ସାହାସିକତା, ବିରତ୍ଵ
dare-devil (n)	-	very daring person, ଦୁଃସାହାସିକ ବ୍ୟକ୍ତି
fiercest (adj)	-	severe, ଭୀଷଣ, ଅତିମାତ୍ରାରେ ଭୟାବହ
hazard (n)	-	danger, ବିପଦ, କଷ୍ଟକର ଘଟଣା
immortalizing (immortalize) (v)	-	making immortal, ଚିରସ୍ମରଣୀୟ କରିବା
ignored (ignore) (v)	-	took no notice, ଉପେକ୍ଷା କଲେ, କିଛି ବ୍ୟସ୍ତ ବା ବିଚ୍ଚିତ ହେଲେନାହିଁ ।
loyalty (n)	-	faithfulness, ଆନୁଗତ୍ୟ, ବିଶ୍ଵସ୍ତତା
risk-taker (n)	-	(dare-devil) a person willing to take risk and does heroic work, ବିପଦପୂର୍ଣ୍ଣ ବା ଅସାଧ୍ୟ କାର୍ଯ୍ୟକୁ ଆଗଭର ହୋଇ କରୁଥିବା ବ୍ୟକ୍ତି ।
rushed (rush) (v)	-	ran to the spot, (ସେଇସ୍ଥାନକୁ) ଶୀଘ୍ର ବୌଦ୍ଧିଆସିଲେ ।
storm (n)	-	strong wind, ଝଡ଼ ବା ତୋଫାନ
surpasses (v)	-	does better than others, ଅନ୍ୟମାନଙ୍କୁ ଚପିଯିବା, ଅଧିକ ଭଲକାର୍ଯ୍ୟକରି ଅନ୍ୟମାନଙ୍କୁ ପଛରେ ପକାଇବା ।
surrender (v)	-	submit, ଆତ୍ମସମର୍ପଣ କରିବା
took off (take off) (v)	-	started flying, (ଉଡ଼ାଜାହାଜ) ଉଡ଼ରକୁ ଉଠିଲା
transport (n)	-	cried, କାନ୍ଦିଲେ
whinnied (v)	-	said the horse (chetak), ଅଶ୍ଵଟି ନିଜସ୍ଵ ଶବ୍ଦରେ କହିଲା
wounded (v)	-	injured, ଆଘାତପ୍ରାପ୍ତ, କ୍ଷତାକ୍ତ

## TEST - 2

FULL Marks - 100

marks

1. Your teacher gives you dictation of six words. Write them. 06  
The words are to be 3-4 lettered simple words.

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

2. Your teacher will read aloud the following lines. Listen to him/her and fill in the blanks. 05

Lynn and Joe Rapp, the authors of a \_\_\_\_\_ called "Indoor \_\_\_\_\_  
\_\_\_\_\_ " say that plants \_\_\_\_\_ to all \_\_\_\_\_ , whether  
it is \_\_\_\_\_ or voices. These sound \_\_\_\_\_ make vibrations  
which stimulate \_\_\_\_\_. They \_\_\_\_\_ plant \_\_\_\_\_  
definite likes and dislikes in music and they \_\_\_\_\_ to like classical music  
\_\_\_\_\_.

3. Given below is a list of words. Your teacher will read aloud words from the list. Listen to him/her and tick the words read aloud. 05

Scientist, exciting, experiments, author, nutrients, scarecrow,  
intention, naughty, steal, faithfulness, surrender

4. Language is for communication and while communicating, we mainly exchange information. The information carrying words, therefore, take stress or are spoken with greater force. Normally nouns, adjectives and verbs carry information. 05

Underline the words which take stress in the following stanza.

The woods are lovely, dark and deep

But I have promises to keep

And miles to go before I sleep

And miles to go before I sleep.

5. Write the following Odia names in English. 08  
The teacher will dictate names of eight persons in Odia.

_____	_____
_____	_____
_____	_____
_____	_____

6. Write the following place - names in English. 08  
The teacher will dictate names of eight places in Odia.

_____	_____
_____	_____
_____	_____
_____	_____

7. Read the following lines from a poem and do the tasks that follow.

If I'm not as large as you,  
You are not as small as I,  
And not half so spry.  
I'll not deny you make  
A very pretty squirrel track;  
Talents differ; all is well and wisely put;  
If I cannot carry forests on my back,  
Neither can you crack a nut.

- a. Answer the following questions in complete sentences. 07

1. Here 'I' is the squirrel and 'you' is the mountain.  
Who is big ?

\_\_\_\_\_

2. Who is small ?

\_\_\_\_\_

3. Who makes a squirrel track ?

\_\_\_\_\_

4. Who cannot carry forests on his back ?

\_\_\_\_\_

5. Who cannot crack a nut ?

\_\_\_\_\_



6. Which is more difficult – cracking a nut or carrying forests on one’s back?

\_\_\_\_\_

7. Who do you like – the squirrel or the mountain?

\_\_\_\_\_

b. In question no - 7 ‘I’ refers the squirrel. Rewrite the poem using ‘I’ as the mountain making necessary changes.

some help is given :

If I’m not as small as you

\_\_\_\_\_

\_\_\_\_\_

And not as tall as I

\_\_\_\_\_ walk

On pretty \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Read the following paragraph and do the tasks that follow.

Harsten’s theory was that plants definitely react to music. In this experiment, he used two banana plants. He gave both the plants the same light, heat and water. But for about an hour a day, one of the plants ‘listened’ to some music. This music was in fact a high-pitched humming sound. He found that this plant grew faster. It also grew 70 percent taller than the other plant !

a. Answer the following questions in complete sentences. 10

1. Do plants react to music according to Harsten ?

\_\_\_\_\_

2. What did he use for his experiments ?

\_\_\_\_\_

3. What did he give to both the plants ?

\_\_\_\_\_

4. How long did he expose one of the plants to music ?

\_\_\_\_\_

5. What did he find from the experiment ?

---

b. In this paragraph, the writer writes about Harsten. Rewrite the paragraph as if Harsten himself said on what he did. 10

“My theory was \_\_\_\_\_

---

---

---

---

9. Read the following poem and do the tasks that follow.

The sun has long been set,  
The stars are out by twos and threes,  
The little birds are piping yet  
Among the bushes and trees:  
There’s a cuckoo, and one or two thrushes,  
And a far-off wind that rushes,  
And a sound of water that gushes,  
And the cuckoo’s sovereign cry  
Fills all the hollow of the sky.

a. Answer the following questions in complete sentences.

1. What is the poem about- day or night ?

---

2. Who are singing ?

---

3. Where are the birds singing from ?

---

4. What is the most important bird in the poem ?

---

5. What are ‘thrushes’ ?

---

6. Which bird's cry fills the sky ?

---

7. What sound, other than that of birds, does the poet hear ?

---

b. List the rhyming words in the poem. One is done for you.

04

c.

Set-yet

---

10. Read the following text and do the tasks that follow.

One fine morning, Ekalavya went to Dronacharya. He requested him to accept him as a student. Drona refused, telling him that he taught only princes. A dejected Ekalavya came back and took a decision. He would become the best archer, and his teacher would be Dronacharya.

He went deep into the forest and made a clay statue of Dronacharya. Every morning, he worshipped the clay image of his Guru. He then practised with his bow and arrows. Gradually, he became a master in the art of archery. All this time he never forgot to worship the clay image of his Guru.

a. Answer the following questions in complete sentences.

10

1. What did Ekalavya request Drona ?

---

2. Drona did not accept his request . What reason did he give ?

---

3. What did Ekalavya decide ?

---

---

4. Whose statue did he make ?

---

5. Was he successful in becoming a skilled archer ?

\_\_\_\_\_

- b. Given below is what Ekalavya says his father about his experience. 10  
Read and fill in the gaps.

“I \_\_\_\_\_ Guru \_\_\_\_\_ to be my Guru. But he \_\_\_\_\_ . He said he could be Guru to only the \_\_\_\_\_ . I am not a \_\_\_\_\_ . But I have \_\_\_\_\_ to make him \_\_\_\_\_ . I’ll make \_\_\_\_\_ of Dronacharya. I’ll worship him \_\_\_\_\_ and \_\_\_\_\_ from him.”



# APPENDECIES

## APPENDIX - I

### INSTRUCTIONS TO TEACHERS, PARENTS AND GUIDES

#### Notes to 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. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English. In our introduction to class III English textbook we have stated, in some details, the problems of teaching English in the first year of learning English and how we have solved these problems. There was a big gap between the class III and class IV English textbooks. We have bridged the gap by carefully redesigning both the textbooks. Now the class III students, who will read the new book, will have no problem reading other book. But students who have studied the old book and now studying in class V, they are likely to have some problems. But we have tried to solve these problems by adoption new approach in all the books. Stated below are some suggestions for you on how to deal with different parts of a lesson.

#### Socialization :

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

- Teacher : Good Morning students.  
Students : Good Morning sir/madam.  
Teacher : How are you students ?  
Students : Fine, thank you sir/madam.



#### Leave Taking :

- Teacher : Good bye students. See you in the next class. Have a good day.  
Students : Thank you sir/madam. Good bye.

The main purpose of adoption new approach is to help the learners who have not learned in the previous classes. In this class learning may indicate to write capital and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of such achievers, we have placed different tasks in between interesting activities. Learners will 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 support. If the class is large and you cannot see everyone's script, it is better to see some scripts, find common mistakes and provide academic support using the blackboard. There are some students who lag behind and 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.

### **Main Lessons :**

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

I

### **PRE-READING**

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

II

### **WHILE-READING**

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

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.

III

### **POST-READING**

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

that you have initiated during 'while-reading' now bears fruit. To do the activities, they read the text on their own again and again.

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

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

Please go through the method 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 two kinds of activities are provided for 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 in their eye cameras and then locate the answer to your question. Then they open their eyes and verify. For each item this procedure is to be followed. Students would enjoy this activity very much. And the advantage of this activity is that the teachers need not verify whether the learners have done the activity correctly or not. The teacher can only guide and encourage to do the activities. The learners will be able to identify their own errors through their photographic memory.

### **2 Comprehension Activities :**

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

### **3 Listening :**

In earlier textbooks listening activities were not included. But listening is the foundation skill. It lays the foundation for other language skills. Therefore, we have included listening activities; you are to read aloud either some words or a chunk (a small paragraph or a stanza); your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After 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 will go for self-correction of their scripts. If you read aloud a paragraph from the text for listening, tell them in advance to read the paragraph and get ready to listen.

### **4 Speaking**

Usually three kinds of activities are included under Speaking-Reading aloud, Chain-drill and Dialogue practice. For reading aloud, follow the suggestions provided in Appendix-III (C); Rules for Reading Aloud.

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

**For dialogue, follow the steps below :**

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

**5 Vocabulary (Activities as suggested)**

**6 Usage (as suggested)**

Activities are provided.

**7 Writing**

Writing is no doubt, a very important activity. More time should, therefore, be given for this. This activity is given at the end of each lesson and follow-up-lesson. The previous activities prepare ground for it. Activities have been provided under this head; (1) one-sentence-answer type questions from the text and the others are interesting/creative activities. The first kind of activities lay the foundation for the second type of activities.

**For one sentence answer type questions :**

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

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

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

**8 Mental Talk (MT) :**

Read about the method in the introduction. First, you do the mental talk then ask your students to do this.

**9 Let's Think :**

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

**FOLLOW- UP LESSON:**

These lessons, as stated before, are sub-lessons based on the main lessons, but comparatively simpler and shorter. Though based on the main lesson, these lessons take learners a bit away from the main lesson and open up for them a broader world. Both you and



your learners need to learn on your own. While the main lesson is need based prepared/developed with adequate activities for you, you have freedom to frame your own activities and both you and your learners can learn on their own. This will help you judge your and learners' performance in the teaching - learning process. You have to prepare yourself and make tasks for your learners from these sub-lessons under the following heads.

It will pave the way for the teachers to develop their professional skills because the textbooks provide a lot of activities and illustrations in cut and dried readymade form. In educationally developed countries, teachers prepare their own materials as often there are no fixed textbooks. Having fixed textbooks in cut and dried form have some advantages but many disadvantages; one of them being teachers not developing professional skills. These follow-up lessons will help you develop your teaching skills as you have to prepare the activities yourself. Not only do you have to prepare the tasks, but you have also to write these tasks on the blackboard in good handwriting using them as blackboard texts. The supervising officials are requested to see whether you have designed activities in the light of the follow-up lessons during their supervision. They shall also 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 - in about 6 classes for a remedial lesson and about 10 classes for the main lesson and 5-6 classes for follow ups. But this is not fixed. You have academical freedom to rearrange the scheduled sessions.

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

### **Notes to Parents :**

In educationally developed countries parents, guides and teaching shops do not help learners to learn. But, unfortunately, in our countries the learners are deprived of getting the opportunity of joyful learning atmosphere. If you are helping your child in his/her learning, kindly see that your child mostly learns on his/her own and develops the skills not just cramming and scores good marks. In our current education there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also has the skill matching marks she/he scores or else she/he will not be able to face the real life situations.

This book is based on learner-centred approach. Learners are to learn on their own with little outside help. Kindly, therefore, see that they are not helped more than what is necessary or else these helps will become hindrances, 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.

### **Notes to Guide**

The role of the guide is very important in our current education. If you are going to help class VIII 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 dealt in this book as we wish you to teach, both your learners and you yourself will gain.

### **Notes to the Inspecting Officials :**

It is comparatively easy to be an administrator than 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 VIII, kindly go through the introduction to the class VIII textbook and see how the lessons are designed. When you inspect a class, please first see 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 and the teacher plays the role of a facilitator.

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 their scripts with feedback. In the follow-up lessons (sub-lessons) teachers are asked to frame comprehension questions and language activities. Please see whether they have done this or not. We provide at the end of the book indicators of learning, which will help you judge the quality of teaching.

**N.B.-** Currently the greatest danger to education is cheap help, particularly through cheap bazaar notes ( meaning books) which is spoon feeding and that cripple the learners. These bazaar note-books are to be discouraged as they go with readymade answers to the questions provided in the text books which is an affecting block to the true sense of learning.

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



## APPENDIX - II

### NOTES ON TECHNIQUES

#### **1 Brainstorming**

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

#### **2 Visual Memory Development Technique**

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

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

#### **3 Mental Talk**

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

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

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

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

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



## APPENDIX - III

### SOME USEFUL TIPS

#### **A. Instructions For Good Handwriting :**

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

#### **B. Suggestions for asking questions during while-reading stage :**

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask questions to the whole class-then identify whom you want to answer your question.
4. Never answer questions yourself-provide clues to help your students to ask you questions.
5. Encourage your student s to ask you question.
6. Encourage your students' questions-ask other students to answers to answer.
7. If you fail to answer any question from your student, bounce back 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 and

develop courage to answer individually later.

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

**C. Rules for Reading Aloud :**

1. Make yourself familiar with the text before you see 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 saying 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

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

Skills/ Sub-skills	Learning Indicators	Suggested Pedagogical Processes
1. Listening and Speaking	<p><b>Learners :</b></p> <ul style="list-style-type: none"> <li>• Listen to simple instructions in context both outside and inside classroom and respond.</li> <li>• Listen to short chunks in English and fill in forms /gaps based on the chunk.</li> <li>• Participate in group discussion and take the lead role when necessary.</li> <li>• Take part in conversation practice</li> <li>• Respond to simple queries.</li> <li>• Read aloud with right pause and stress on the message carrying words.</li> <li>• Take dictation of 4-5 lettered words with 70 to 80% accuracy.</li> <li>• Listen to and respond to announcements at airport/ railway station with 70% -80% accuracy.</li> <li>• Can predict pronunciation of words from spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to instructions in classroom, school and outside classroom.</li> <li>• Taking part in dialogues, chain-drill and role play based on lessons.</li> <li>• Reading aloud poems and paragraphs of lessons in classroom.</li> <li>• Practise through Mental Talk.</li> <li>• Doing activities linking to pronunciation.</li> </ul>
2. Reading	<p><b>Learners :</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend poems/paragraphs prescribed with 80-90% comprehension.</li> <li>• Read and comprehend instructions in public places with 90% -95% comprehensions.</li> <li>• Can guess meanings of unfamiliar words from context with 80% comprehension.</li> <li>• Read and predict what comes next in a prose text with 60% correctness.</li> <li>• Read and comprehend a variety of authentic materials with 70-80 % comprehension.</li> <li>• Read railway time table and different forms and brochures with 80% comprehension.</li> <li>• Read and comprehend simple texts in English not prescribed with 70-80% comprehension.</li> <li>• Read and locate information with 80-85 % comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing activities at both while-reading and post-reading sessions</li> <li>• Doing VMDT activities.</li> <li>• Reading authentic materials</li> <li>• Reading the instructions in the text books.</li> <li>• Participating in exposure classes.</li> <li>• Answering prediction questions at the while-reading stage.</li> </ul>
3. Writing	<p><b>Learners :</b></p> <ul style="list-style-type: none"> <li>• Write 30-60 word answer type questions with 70-75% accuracy.</li> <li>• Make notes in words and phrases using simple diagrams where necessary.</li> <li>• Can take dictation of small paragraphs.</li> <li>• Can convert notes to writing with 60-70% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly through doing post-reading writing activities.</li> <li>• Use of authentic materials in classroom.</li> <li>• Doing simple controlled composition.</li> <li>• Copying blackboard texts.</li> </ul>

	<b>Learners :</b> <ul style="list-style-type: none"> <li>• Can read a paragraph on a theme and write another paragraph in another subject based on the paragraph read.</li> <li>• Can write names of persons and places with minimum problem.</li> <li>• Can write simple poems in English based on the pattern of a poem read.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing posture/notice exercises</li> <li>• Doing similar post-reading activities</li> </ul>
4. Vocabulary	<b>Learners :</b> <ul style="list-style-type: none"> <li>• Have a stock of 5000-6000 English words both passive and active.</li> <li>• Stock of about 1000-2000 active words.</li> <li>• Solve cross-word puzzles with 80% accuracy.</li> <li>• Correctly spell about 80-85 %words they know.</li> <li>• Can infer meaning of unfamiliar words from context with 60-70%</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly through doing vocabulary activities provided in the post reading stage of the lesson.</li> <li>• VMDT activities as visual recognition helps one learn vocabulary, especially the spelling.</li> </ul>
5. Grammar and Usage	<b>Learners :</b> <ul style="list-style-type: none"> <li>• Identify word category with 80% recognition.</li> <li>• Can use simple present and past forms of verbs in context with 80% of comprehension.</li> <li>• Use punctuation marks appropriately in writing such as question mark, comma, full-stop and capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly through post-reading activities or grammar or usage.</li> <li>• By getting exposed to texts, sub-texts, tail-pieces and texts in exposure classes.</li> </ul>
6. Reference Skills	<b>Learners :</b> <ul style="list-style-type: none"> <li>• Use dictionary to find out meaning and spelling of words</li> <li>• Quickly locate the word/ reading words in alphabetical order.</li> <li>• Can read the symbols for verbs, nouns.....etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly through use of mini-dictionaries provided at the end of every lesson.</li> <li>• In dictionary classes – classes especially devoted to use of dictionary.</li> </ul>

