<table>
<thead>
<tr>
<th>Unit</th>
<th>Language function &amp; Teaching Points</th>
<th>Material Used</th>
<th>Methodology</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Oral and Written Drill</td>
<td>Multimedia Material</td>
<td>Role play, Group work, Brain Storming</td>
<td>1.5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation Practice</td>
<td>Audio-Cassette</td>
<td>Demonstration, Questioning</td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>Listening Comprehension</td>
<td>Home laboratory</td>
<td>Brain Storming, Demonstration,</td>
<td>1 hour</td>
</tr>
<tr>
<td>9.</td>
<td>Narrating an Incident</td>
<td>Authentic and Printed materials, Picture Calendar of story</td>
<td>Explanation, pair-work, Questioning Demonstration, Oral Drill</td>
<td>1.5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation Practice</td>
<td>Audio-Cassette</td>
<td>Brain Storming</td>
<td>1 hour</td>
</tr>
<tr>
<td>9.1</td>
<td>Listening Comprehension</td>
<td>Home Laboratory</td>
<td>Questioning</td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>Grammar Practice</td>
<td>Worksheet</td>
<td>Demonstration</td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>Oral and Written Drill</td>
<td>Multimedia material</td>
<td>Individual Work</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>10</td>
<td>Describing People</td>
<td>Authentic and Printed Material, Worksheet, Laboratory</td>
<td>Explanation, pair-work, Demonstration, Individual work Questioning, Role play, Group work, Brain Storming</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Grammar-Practice</td>
<td>Audio-Cassette</td>
<td>Brain Storming</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Listening Comprehension</td>
<td></td>
<td>Questioning</td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral and Written Drill</td>
<td>Multimedia material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** | **120 hrs.** |

**Note:**
- Control group got instruction with existing text material through traditional classroom teaching.
- The experimental group was given treatment of competency based English language teaching through expression skill development programme.
- A period of 45 minutes was allotted for traditional classroom teaching each day. Two days were allotted for each unit in the programme. The teaching continued for 3 hours a day.
- The details of materials used in the programme is given in chapter-4.
- Communicative techniques like group discussion, pair-work, role play, simulation were used for teaching to experimental group.
- Control group got instruction with existing text material through traditional classroom teaching.
- The experimental group was given treatment of competency based English language teaching through Expression Skill Development Programme.
- A period of 45 minutes was allotted for traditional classroom teaching each day.
- The detail of materials used in the programme is given in chapter-4.
Expression
Skill
Development Programe
Function : *Indicating Possibilities, capacities*

- **Grammar Structures** : Yes / No questions, Model Auxiliary 'Can', Introgetives, Wh & Yes/no question to be have / has

- **Competencies** : The Student...
  - Recites rhyme with rhythm and clarity
  - Ask simple wh-questions with 'who' and 'when'
  - Produces meaningful words and sentences orally using given words, phrases
  - Describes object, actions and events through a sequence of 3-4 sentence.

- **Writing** :
  - Writes dictated sentences with proper punctuation marks
  - Learns to write words neatly with proper punctuation mark.
  - Writes simple guided composition in 4-5 sentences on people, objects or places.

**Listening**  
Listen to the teacher carefully & let’s enjoy the game

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Tell me can sparrow fly ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Yes, yes, yes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Tell me can dove fly ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Yes, yes, yes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Tell me can peacock fly ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Yes, yes, yes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Tell me can pen fly ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>No, no, no.</td>
</tr>
</tbody>
</table>

**Speaking** : Look at the pictures given below. Speak two-three sentence about it to the class

**Task-I**

<table>
<thead>
<tr>
<th>A book</th>
<th>exampal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Read)</td>
<td></td>
</tr>
</tbody>
</table>

I am ......... (your name)
I have a book.
I can read it.
But my younger brother cannot read it.

- Horse
- Computer
- Guitar
- Ice-Cream
Task-II

**Answer the questions as follows**

Teacher : Can you climb a hill?
Student : Yes, I can.
Teacher : Can you climb a mountain?
Student : No, I cannot/can’t.

Make use of the Following pairs & ask questions to each other (pair-work)

Read : English/French
Speak : Hindi/Tamil
Play : Vollyball/Chess
Draw : a lotus/a rose

Task-III

**Talk about your capacity to the class**

Example : My name is ........
I can eat three bananas.
I can drink lot of water.

Reading:

Sandhya is talking about what she can and can’t do. Read what Sandhya says and fill in the table given below. Put a tick ✓ next to what Jyotika can do and a cross ✗ next to what she can’t do.

---

<table>
<thead>
<tr>
<th>Ability</th>
<th>Jyotika</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play the flute</td>
<td>✓</td>
</tr>
<tr>
<td>Speak Hindi</td>
<td></td>
</tr>
<tr>
<td>Swim</td>
<td></td>
</tr>
<tr>
<td>ride a bicycle</td>
<td>✗</td>
</tr>
<tr>
<td>play kabaddi</td>
<td></td>
</tr>
<tr>
<td>Write Hindi</td>
<td></td>
</tr>
<tr>
<td>play volleyball</td>
<td></td>
</tr>
</tbody>
</table>

---

Hi, I am Jyotika.
What can I do?
Well, I can play the flute very well.
I can play volleyball but I can’t play kabaddi.
I can speak Hindi fluently but
I can’t write in Hindi.
I can swim but
I can’t ride a bicycle.
### Task-I

Arrange the following Sentences in order

1. Can sing you me with.
2. You bicycle can a ride ?
3. You speak Gujarati well can.
4. You can climb up here.
5. Can water my dog you on Sunday.

### Task-II

Look at the pictures. Write about what your father or mother can/can’t do.

Example: My father can read Gujarati. He can’t dance. My mother can plough the fields. She can’t ride a scooter.

<table>
<thead>
<tr>
<th>ride</th>
<th>ride</th>
<th>cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scooter</td>
<td>tractor</td>
<td>food</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>draw</th>
<th>plough</th>
<th>milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>pictures</td>
<td>the fields</td>
<td>cow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dance</th>
<th>sing</th>
<th>climb</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>the garba</td>
<td>songs</td>
<td>tree</td>
<td>gujarati</td>
</tr>
</tbody>
</table>

My Father: 

My Mother:
Read the following sentences. Write its correct answer by assuming initial letter given for it.

1. I can entertain you in circus. I am funny J
2. I can sing beautifully. I am bird C
3. I can roar. I am king of jungle L
4. I can make day bright. I rise in the morning S
5. I can cross the desert. I am animal C

Write sentences saying what you want and what you can do with it.

Example: - I want big ears like an elephant. I can fan myself with them.

Work with your partner: Look at the objects given below. What can you do with them?

I can build a wall with it. I can break a coconut with it.

Nail

I can break a coconut with it.

Cup

Sheet of paper

Book
Vocabulary: Arrange the words given below according to its dictionary order
Bath, Bed, Bowl, Bat, Big, Brinjal,
Banana, Bus, Biscuit, Boy, Baloon

Activity: Discover one hidden meaningful word from the words given below
1. Pineapple : Apple
2. Lion :
3. Teacher :
4. Fair :
5. Bread :
6. Colgate :
7. Monkey :
8. Hear :
9. Holiday :
10. Bowl :

Role Play
With a partner, practice a job interview in which you tell about your skills and abilities. Present the interview to the class. Ask your classmates how effective you were. Then ask them to suggest how you could improve your job interview.

Functions: Linking two words with ‘and’, ‘or’ talking about two possibilities
Grammar Structure: Conjunction ‘and’, ‘it’ Polar question, Progressive verb

Competencies:
Speaking:
- ☺ Speak about common words in English
- ☺ Gives stress on pronunciation identification and meaning
- ☺ Gives appropriate verbal responses to simple statements, instructions, & requests
- ☺ Gives short responses to ‘wh’ questions ‘when’ and ‘who’
- ☺ Produces meaningful words & sentences orally using given words & phrases.

Writing:
- ☺ Writes dictated sentences with proper punctuation marks
- ☺ Learnes to write words neatly with proper punctuation mark.
- ☺ Writes simple guided composition in 4-5 sentences on people, objectes or places.
**Listening**: The teacher will show objects, pictures to the students. They will make pairs and join it with “And”. They will represent it to the class one by one.

**Example**:  
- Text  
- Note  
- book  
- book  
- a text book and a note book  
- a boy and a girl

**Speaking**

**Task-1**  
Talk to your partner using suitable words from the box in the place of the underlined words in the conversation given below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>strong and smooth</td>
<td>Rs. 45</td>
</tr>
<tr>
<td>teddy bear</td>
<td>big and brown</td>
<td>Rs. 40</td>
</tr>
<tr>
<td>dress</td>
<td>ping and pretty</td>
<td>Rs. 25</td>
</tr>
<tr>
<td>kite</td>
<td>blue and red</td>
<td>Rs. 10</td>
</tr>
<tr>
<td>doll</td>
<td>tall and beautiful</td>
<td>Rs. 35</td>
</tr>
</tbody>
</table>

Shopkeeper: What do you want?
You: I want a car, please.
Shopkeeper: Here you are. This car is small and red.
You: Yes, it is. How much is it?
Shopkeeper: It’s for thirty-five rupees only.
You: Here is the money.
Shopkeeper: Thank you.

**Task-II**  
The students will see the pictures and join the words with “And”, “or”.

**Example**:  
- Vishal and Sanjay  
- key and lock  
- grapes and a custard apple

**Role Play**  
Imagine you are going to mall for shopping with your parents. Create dialogues about what you want to buy? How much does it cost? How many things did you buy? etc. work with your friend and share your experience of shopping with the class.
Reading: Read and Join the words.
(Teacher will show different picture cards before class and note down the names of objects on the blackboard)

Key | T-shirt
--- | ---
Bread | Daster
Cup | Rubber
Table | Soacks
Shoes | Lock
Bat | Butter
Pencil | Ball
Chalk | Chair
Pant | Purse
Students will suggest something to each other and speak dialogues. (pair work)

Example:
Do you like tea or coffee?
I like tea,
will you have ice-cream or juice.
Ice-cream, please
banana / Apple
movie / play (see)
story-book / comic (read)
Sandwich / pizza

Task IV
Look at the picture give below and talk about it before your classroom.

Example: →

A house

This is a house.
That is a factory.
The house is small.
but the factory is big.
The house is near
The factory.

A Factory

Table

Chair

Dog

Cat

hen

Parrot
Read and Say

Ex. Up or down
Up kite or down kit.
Up  or  down
Short  or  Tall (Man)
Thin  or  Fat (boy)
Slow  or  Fast (tortoise-rabbit)
Dry  or  Wet. (Napkin)

Writing

Task: I
Find out words that can make pair given table and make sentence by joining them with “and” & “or”

<table>
<thead>
<tr>
<th>Happy</th>
<th>Clean</th>
<th>Ice-cream</th>
<th>Dirty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
<td>Short</td>
<td>Good</td>
<td>Bad</td>
</tr>
<tr>
<td>Tall</td>
<td>Fast</td>
<td>White</td>
<td>Woman</td>
</tr>
<tr>
<td>Animal</td>
<td>Slow</td>
<td>Black</td>
<td>Man</td>
</tr>
<tr>
<td>Bird</td>
<td>Tea</td>
<td>Coffee</td>
<td>Healthy</td>
</tr>
<tr>
<td>Water</td>
<td>Sick</td>
<td>Juice</td>
<td>Car</td>
</tr>
<tr>
<td>Bicycle</td>
<td>Monkey</td>
<td>Tiger</td>
<td>Sad</td>
</tr>
</tbody>
</table>

Example:
1. Are you tall or short?
2. These are birds and animals.

Task: II
Kanubhai bought few things from the grocery shop. Prepare a bill of his purchase from the details given below.

(Grocery, Medicine, Cosmetics)

Name of shop
Customer's name
Date of purchasing
Total amount
Items
Number of items
Note
Prepare a bill, then answer the following questions.

1. What is the name of the shop?
2. What is customer’s name?
3. What is the date of purchasing?
4. How much the bill?
5. List the items in the bill.
6. Is the customer boy or girl?
7. Where is the shop?

Writing:

Task: III

There is a class-room decoration competition in your school. Read this table, Decide by yourself who will do what, and write a paragraph about it.

<table>
<thead>
<tr>
<th>Task</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tie</td>
<td>Ballons</td>
</tr>
<tr>
<td>Blow</td>
<td>Rangoli</td>
</tr>
<tr>
<td>Make</td>
<td>Ribbons</td>
</tr>
<tr>
<td>Hang</td>
<td>Posters</td>
</tr>
<tr>
<td>Draw</td>
<td>Designs</td>
</tr>
</tbody>
</table>

Vocabulary: Match the definition in the box with the words below.

<table>
<thead>
<tr>
<th>appearance</th>
<th>excellent</th>
<th>new and creative</th>
<th>not modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>fashionable</td>
<td>study;watch</td>
<td>personal</td>
<td>for a particular person</td>
</tr>
</tbody>
</table>

1. innovative (adj.) new and creative
2. outstanding (adj.)
3. tailor-made (adj.)
4. individual (adj.)
5. follow (v.)
6. look (n.)
7. old-fashioned (adj.)
8. stylish (adj.)
Activity: complete following sentences with the help of the family tree

1. Jivanbhai is a ......................
2. Ramaben is Jivanbhai’s ......................
3. Ramaben is ......................
4. ...................... and ...................... are Jivanbhai’s daughters.
5. Montu is Jivanbhai’s ......................
6. ...................... is Kira’s brother.
7. ...................... is Reena and Montu’s sister.
Pair work. Tell your partner about the families you know using all (of), most (of), a lot (of), some (of), a couple (of), or none (of). Use the list below.

- have children
- have pets
- have a stay-at-home servant
- have a house maid

### Function :- Seeking and Giving permission

#### Grammar Structure:
- Model Auxiliary ‘May’
- Polar question, wh-questions
- Introgative & imperative sentences

#### Competencies:

**Speaking**
- Student...
  - gives appropriate verbal responses to simple statements, instructions, directions and requests on familiar situations.
  - responds appropriately to courtsey expressions
  - participates in familiar conversations meaningfully

**Writing**
- learns to write words and sentences neatly with proper punctuation marks.

**Listening**
- The teacher will enact the following situation with the help of students.
  - The teacher then will ask students to create dialogues of situations like, at the hospital, at the market etc.

**Example**
- At the Railway Station
- At the inquiry Counter.

**Passenger**
- May I know arrival time for Delhi Express, Sir?

**Person inside the window**
- Yes, Please wait, I check the time-table. humm... It is at 9.00 a.m.

**Passenger**
- Thank you Sir, May I get two tickets for that?

**Person Inside**
- Please go to ticket window.

**Passenger**
- Thank You, Sir.

**Person**
- You are welcome.
**Speaking:**

**Task-1:** The teacher will distribute cards to the students.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Card No: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Card No: 2</td>
</tr>
<tr>
<td>Brother</td>
<td>Card No: 3</td>
</tr>
<tr>
<td>Sister</td>
<td>Card No: 4</td>
</tr>
</tbody>
</table>

The teacher will call them according to their roles in the card:
- Where is a teacher - Come here
- Where is your student - Come here
- Where is a brother - Come here
- Where is your sister - Come here

Now students will speak their dialogues:
- Card No: 1: Dear Students please, learn carefully.
- Card No: 2: Yes, sir thank you for care and love.
- Card No: 3: Sister, please help me to make this kite.
- Card No: 4: Sorry, I am doing my homework.

**Group work:** decide your roles and enact the situation in class.

**Task-III:** Read the following dialogues, change the objects and create your own dialogues.

**Rashmi:** Neha, may I take your pencil?
**Neha:** Sorry, I need it.

**Rashmi:** It's alright. I'll ask someone else.
**Shreya:** May I take your book, Krishna?

**Krishna:** Okay, you may.
**Shreya:** Thanks

**Priya:** May I take your pencil?
**Rita:** Yes, take it. Here you are.

**Priya:** Thank you

**Rohan:** Sorry, I don't have any.
**Vira:** Sonu, may I use your comb?

**Rohan:** Sorry, I don't have any.
**Vira:** Thanks.

**Sonu:** Sure, here it is.

**Group work:** Now practice the conversation in groups of ten.
Study the Chart. Notice the verb forms.

<table>
<thead>
<tr>
<th>Making requests</th>
<th>For polite and very polite situations,</th>
</tr>
</thead>
<tbody>
<tr>
<td>For polite, neutral, and more casual situations,</td>
<td>use:</td>
</tr>
<tr>
<td>Can you</td>
<td>help me please?</td>
</tr>
<tr>
<td>Will you</td>
<td></td>
</tr>
<tr>
<td>Could you</td>
<td>Would you mind helping me please?</td>
</tr>
<tr>
<td>Would you</td>
<td></td>
</tr>
</tbody>
</table>

Look at the two pictures. Complete the first part of each conversation. Use the chart above to help you.

Read the following dialogues, change the objects and create your own dialogues.

Match the conversation to a picture below.

1. Man: Excuse me. Do you work here?

   Clerk: Yes, I do. Can I help you?

   Man: Yes. Where can I find the cash counter?
Pair work.: Work with a partner. Create a short conversation to role-play based on the picture.

**Useful Expressions:**

- Getting shopkeeper's attention
  - Excuse me. May I know the price pottoes
  - Shopkeeper: 15 Rs. k.g.
  - Sorry to bother you, but I have a question.
  - Why it's so expensive?

**Reading:** Read this paragraph and answer the questions:

One day young Aastha asked her mother for a key of her scooty. Here mother said “No, you are too young for riding a scooty.” Aastha became sad and thought when I will be old enough to ride a bike. Her father gave her a chocolate. Her mother asked her “Give me a half.” Aastha said “Sorry mummy, You are too old to eat a chocolate.”

1. Who asked for a key of scooty?
2. Did Aastha get a key of scooty?
3. Who gave a chocolate to Aashta?
4. Did Aastha give chocolate to her mother?
5. Who do you like more chocolate or scooty?

**Writing:**

**Task-I** Complete the dialogue by using the words given in the bracket.

(Please, Sorry, One, it, thank you)

A Foxbhai: I am hungry, Sparrowben ........... give me some food.

Sparrowben: I am ............ I have one ....... Poori.

Sparrowben: take ............

Foxbhai: ............ you.
Tast-II  Read these requests. Each sentence has an error. Correct it.
1. Would you mind wait here for a moment ?
2. Will you please asking for directions ?
3. Can you answer please the telephone ?
4. Would you minding take notes for me ?

Tast-III  Imagine that your are in these situations. Write a request for each situation. Use the words in bracket.
1. It's hot. Your classmate is sitting by the window. The Window is closed. (open/window)
2. You’re at the bank. You forgot your pen. Your friend has a pen. (iend/pen)
3. Your roommate is going grocery shopping. (pick up/some milk)
4. You and your friend are leaving a party. You are very tired. (drive/home)

Tast-IV  Imagine that you are a student and living in hostel. you want to go Abu for tracking during your vacation with your friends. write a lettar to your father asking him for the permission.

Vocabulary : Choose the word from the word list that fits the meaning.

WORD LIST

<table>
<thead>
<tr>
<th>enemy</th>
<th>leader</th>
<th>powerful</th>
<th>shy</th>
<th>success</th>
</tr>
</thead>
</table>

1. Something that turns out well _______________________
2. Someone who wants to harm you _______________________
3. Very strong _______________________________________
4. Being quiet and uneas with people. ___________________
5. One whom others follow _____________________________

Activity : work with a friend. Take turns to play these guessing games. Use your imagination and think of things that your friend finds difficult to guess.

a. Guess what I am going to eat for dinner.
   Are you going to eat.....?
   yes, I am or No, I am not. Guess again.

b. Guess what I am going to play in the evening?
   Are you going to play.....?
   yes, I am or No, I am not. Guess again.

c. Guess what I am going to do this Sunday?
   Are you going on a picnic?
   Are you going to visit your friend?
   yes, I am or No, I am not. Guess again.
Function: Describing things, birds, animals & person.

Grammar Structure:
- Introductory "There"
- Proposition of place
- Use of "is" "are"
- How many, How much.

Competencies:

Speaking:
- Student gives appropriate verbal responses to simple statements, instructions, directions and requests on familiar situations.
- Gives answer to polar questions.
- Gives short responses to 'wh' questions like 'when' and 'who'
- Recites rhymes with rhythm and clarity.
- Asks simple 'wh' questions with 'who' and 'when'
- Participates in familiar conversations meaningfully.
- Describes objects, actions and events through a sequence of 3-4 sentences.

Writing:
- Writes dictated words, sentences and paragraphs with correct spellings & proper punctuation marks.
- Writes answers to the questions.
- Writes simple guided composition in 5-6 sentences on people, objects & places.
Listening: The teacher will show picture cards and will describe it to students. They will listen to it and speak loudly.

There are dolls on the basket.

There is a kitchen.

There is a buffalo under the tree.

There is a dressing table near the bed.

There is a chair near the table.

There is a house near the tree.

There are four monkeys on the roof.

There are two birds on the branch.

There is a parrot in the tree.

There is a little sparrow in the nest.
Speaking:

**Task-1** (Role play) In the story ‘The clever frog’, the frog, even though it was a small animal, cheated a strong animal, the tiger. You are given the outline of the story. Imagine yourself to be the frog in the story and tell the class how you escaped from the tiger. Give yourself a name.

I was swimming - suddenly - I thought of a plan - I said I was dirty - have a wash - gave permission. I jumped into the pond - never returned.

**The clever frog**

You can start your story like this. Once there lived a tiger in a jungle. He was feeling very hungry and started looking for food.

**Task-II**

List countable & Uncountable things in picture, make sentences speak to the class.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
<th>Eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juice</td>
<td>Food items</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

There are six eggs in the tray.

There is a tomato soup in the bottle.
Task-III  Complete the dialogue suitably between a father and his son who visit a zoo. Read the model dialogue first.

Son : What's this?
Father : It is a cage.
Son : Is there a lion?
Father : No. Look again. Does a lion have stripes on it?
Son: Oh! No. Is it not a tiger?
Father : Yes it is

Use the word clues suitably in the place of underlined words in the model piece and write a dialogue between a son and his father.
Reading: Read the riddles. Guess and write the answers.

a. I am made of paper and I am very light. You can fly me in the sky.
   What am I?
   A ______________________

b. I am big and round. I am green outside and red inside.
   Which fruit am I?
   A ______________________

c. I am made of wood. I have four legs but I cannot walk.
   What am I?
   A ______________________

d. I am small and I have a bushy tail. I live on trees.
   What am I?
   A ______________________

e. I have an eye. But I am blind. You need me. To dress in style.
   What am I?
   A ______________________

Writing:

Task: I imagine that you are talking with a friend. Look at the pictures and ask your friend about his house/village/classroom. Use questions such as:

Is there a tree near your house?

your friend will say:

yes, there are. Or No, there aren’t.

Are there shops in your village?

yes, there is. or No, there isn’t

Write dialogues from the pictures
Task:II
Use these propositions in a sentence beginning with **there**
Here is a picture of a pond. Write 5 sentences describing the things that you find in the pond:

1. at: .................................... 2. of: ....................................
3. under: .................................... 4. on: ....................................
5. near: .................................... 6. behind: ....................................
7. in: .................................... 8. before: ....................................
9. across: .................................... 10. between: ....................................

Task:III
**Read the story and complete the sentence given below.**

**The Stupid Dog**

There was a dog with a bone in his mouth. He was crossing the bridge over a river. When he reached the middle of the bridge, he looked down. He saw his own image in the river. He thought it was another dog and barked at it. The bone from his mouth fell into the river. What a stupid dog.

**Fill in the blanks from the story above.**

1. The bridge .................
2. He looked .................
3. When he .................
4. Another dog .................
5. ................. fell into the river.
6. ................. dog.
### Task: IV 
**Complete the table with is/are, some / any / a**

<table>
<thead>
<tr>
<th>Contable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>There is a banana.</td>
</tr>
<tr>
<td>Plural</td>
<td>There ....... bananas.</td>
</tr>
<tr>
<td>Negative</td>
<td>There .......n’t ......... banana.</td>
</tr>
<tr>
<td>Plural</td>
<td>There ...........n’t...... bananas.</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>...........there....banana ?</td>
</tr>
<tr>
<td>Plural</td>
<td>...........there .....bananas.</td>
</tr>
</tbody>
</table>

### Vocabulary: complete the following story with the given words.

**Word List**

Charming  invite   neighbor  nickname  Party

Last week I moved. Last night I met my new next door
_____________. She is friendly and nice. She seems very___________________.

She is giving a (n)__________________ for me. She wil ask all her friends to come. She wants
me to _______________ some of my friends also. I like her a lot. Everyone calls her Patty.

It’s her _______________. Her real name is Patricia.
Activity: ‘Match Match Match’ Focus (Wh and yes/no) introductory ‘There’ ‘it’

Example:
Is there a bird in your picture.
Yes, there is ........
where is your bird?
It is near the table.
There is a ball under the table.
There is a rabbit on the table.
Is there knife near the table?

Mime: work with two friends. Ask them to close their eyes. you mine an activity and then stop it. After stopping the activity ask your friends to open their eyes. Ask them to guess what you were doing. They will ask questions such as:
Were you eating a banana?
Were you drinking tea?
You answer.
yes. I was
or
No, I wasnt

Function: “Making Comparison”
Grammar Structure: Comparative Degree
Competencies:

Speaking
Gives appropriate verbal responses to simple statements, instruction, directions and requests in familiar as well as unfamiliar situations both in and out of class.
asks simple yes/no questions & ‘wh’ questions.
gives directions in familiar situations for games and activities.
responds to ‘who’ questions.

**writing**

- writes dictates words, sentences and paragraphs with correct spelling & proper punctuation marks.
- writes answers to the questions.
- writes simple guided composition in 5-6 sentences on people, objects & places.

**Listening :**

The teacher will play a game “Magic Box”

She puts different things in the box.

Will collect things from the students.
Will give the things.
What is there in my hand.

**Example :**

Is it a pencil?
No it isn’t.
Is it a ball?
Yes It is.

**Speaking :**

**Task-I**

The teacher will ask students to make pair and ask them to compare each other. They can talk about things also.

**Example :**

1. Sunil is cleverer than me.
2. I am more handsom than Sunil.

They can use Adjectives like big, tall, Short, Fat, pretty, beautiful, Smart etc.

**Task-II**

Simulation : work in group talk about the city or town where you live. Tell about the advantages as well as the disadvantages.

Our public transportation system is excellent.

That may be true, but our taxes are too high.

You know, our neighbors aren’t as safe as they were a few years ago.

I think you’re right.

As a class, give an honest evaluation of your city or town and how it compares to other places you know.
**Task-III**

**Work with your partner and compare different shapes given below.**

**Example:**
- The blue triangle is **darker than** the blue circle.
- The red lines are one and a half times **longer than** the green line.

---

**Reading:**

Read the words after separating them properly from the given sentences and draw a circle on the given words which are in the sentence.

(Wise, ill, courtier, big, honest)

(1) Once he fell ill
(2) A wise and a good king?
(3) You are an honest man.
(4) It was a big sandal.
(5) One courtier was sitting in a corner.

---

**Writing:**

**Read the given table and fill in the blanks.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Details</th>
<th>Anil</th>
<th>Rekha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Height (tall / short)</td>
<td>142 cm</td>
<td>146 cm</td>
</tr>
<tr>
<td>2.</td>
<td>Weight (heave/light)</td>
<td>50 Kg</td>
<td>45 Kg</td>
</tr>
<tr>
<td>3.</td>
<td>Age (old / young)</td>
<td>20 years</td>
<td>15 years</td>
</tr>
<tr>
<td>4.</td>
<td>Length of the hair</td>
<td>(long / short) 35 cm</td>
<td>50 cm</td>
</tr>
<tr>
<td>5.</td>
<td>Family members</td>
<td>(small / large) 6</td>
<td>8</td>
</tr>
<tr>
<td>6.</td>
<td>No. of Friends</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>
Anil is shorter than Rekha.
2. Rekha is .............. than Anil.
3. ........... is older than ............
4. ........... hair is longer than ...........’s hair.
5. ........... family is larger than ...........’s ............
6. Rekha has ............. friends than Anil has.

Task-II
Look at the pictures and fill in the blanks with the correct word.
Example: The table is lighter than the cupboard. (light/lighter/lightest)

a. The chair is__________________than the table.
   (light/lighter/lightest)
b. The  cupboard is the__________________of them all.
   (heavy/heavier/heaviest)
c. The chair is the__________________of them all.
   (light/lighter/lightest)

now right about these objects with adjectives like wide,big, tall and heavy.

Task-III
Match animals in (B) with their quality in (A) and make sentences.

|A| |B|
|---|---|
| (1) as wise as | (1) a snail |
| (2) as brave as | (2) a goat |
| (3) as cunning as | (3) a fox |
| (4) as gentle as | (4) a cow |
| (5) as slow as | (5) a rabbit |
| (6) as clever as | (6) a lion |
**Vocabulary**: Underline the word which has a different meaning.

**Example**: unhappy, sad, alone, sorry

1. proud, particular, careful, attentive
2. idea, plan, thought, bright
3. properly, proudly, rightly, well
4. naughty, happy, delighted, pleased

**Activity**: ‘What are they?’

**Focus**: Comparatives.

Two of the same things like pens, pencils or books are needed for the game. One student describes them to the class and others try to guess what they are.

**Example**: S1: ‘I have two things. They are the same. I like one better. It’s newer and has a longer point, and the eraser is bigger. What are they?’

**Class**: Pencils?

S1: Yes, you’re right.

**Function**: Habitual actions and routine


**Competences**:

**Speaking**
- speaks about common words and gives stress on pronunciations and meaning.
- asks simple yes/no questions and ‘wh’ questions.
- makes and speaks meaningful sentences using given words, phrases and other expressions with clarity.
- participates both in familiar and unfamiliar conversations meaningfully.
Writing

- writes words and sentences neatly with proper spaces, punctuation, and capitalization.
- writes simple guided composition in 5-7 sentences.

Listening: Listen to the paragraph about Aakash and Tommy

Aakash has a dog. His name is Tommy. They are friends. Tommy gets up early in the morning. He takes milk in the breakfast. Aakash and Tommy go to temple. They return home and play in the garden. At night Tommy sits at the gate. Aakash does his homework. Sometimes he watches TV. Both go to sleep than.

Speaking:

Task-I: Now, students will speak about their pets/favourite pet in three or four sentences.

Example: I am Kira.
I have a parrot.
His name is mitthu.
He speaks very sweet.

Task-II: Pair work: Work with a partner. Match the verbs with the nouns, the nouns and phrases, and use the expressions in the picture. Sometimes more than one combination is possible.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns and phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook</td>
<td>make</td>
</tr>
<tr>
<td>feed</td>
<td>pick up</td>
</tr>
<tr>
<td>clean</td>
<td>take</td>
</tr>
<tr>
<td>leave</td>
<td>grocery shopping</td>
</tr>
<tr>
<td></td>
<td>the bus home</td>
</tr>
<tr>
<td></td>
<td>the car at the garage</td>
</tr>
<tr>
<td></td>
<td>coupons</td>
</tr>
<tr>
<td></td>
<td>a grocery list</td>
</tr>
<tr>
<td></td>
<td>a food</td>
</tr>
<tr>
<td></td>
<td>the kids from school</td>
</tr>
<tr>
<td></td>
<td>the groceries</td>
</tr>
</tbody>
</table>

Sandhya’s routine work

Discuss these questions.
1. What work do you do often?
2. What are some errands that are not pictured above?
The students will be asked to talk about their routine with the use of 'always' or 'never'.

Example: I always get up early in the morning.
I never tell a lie.

* Similarly they will do pair work and speak four sentences about rotating actions.

Example: The sun always rises in the east.
Fish swims in the sky.

* Together they will make list of their habits and one of them will represent to the class.

Example: We never come late to school.
Anis always forgets his homework.

Reading: Match the activities shown in the pictures with the corresponding time.

Wake up at 7.00 am
bathe at 7.30 am
eat breakfast at 8.00 am
drink juice at 11.00 am
meet friends at 5.00 pm
have lunch at 2.00 pm

Now complete the paragraph with Rahul’s daily routine, Fill in the blanks with proper routines in the picture above.

Hello, I am Rahul. I am a student. I study in tripada day school. I _______ up at ________
am after reading the newspaper I take my bath. I eat my breakfast at________. I get ready for my school. I have my lunch at 2.00 pm in school. I take juice after I come home. I my friends at ______and play with them. After my dinner my dinner I go to sleep.

Writing:

Task-I: Select the right option and rewrite the sentences:
1. Rama **play/plays** sitar everyday.
2. My mother always **getting up/gets up** early in the morning.
3. I **do not/does** not like loud voice.
4. We sometimes **visit/visits** Abu.
5. Jivanbhai and Ranjanben **go to/goes** to temple everyday.
6. Nimisha is **not/does not** tell a lie.

What time do you ?

Task-II: Read the questions.

What time do you get up ?
- eat breakfast ?
- leave home ?
- take the bus ?
- get to schoolwork ?
- start class work ?
- get home ?
- eat lunch ?
- eat dinner ?
- go to bed ?

Now write the times.

1. I get up at ...........
2. I eat breakfast at ...........
3. I leave home at ...........
4. I take the bus at ...........
5. I get to schoolwork at ...........
6. I start class work at ...........
7. I finsh school work at ...........
8. I get home at ...........
9. I eat lunch at ...........
10. I eat dinner at ...........
11. I go to bed at ...........
Task-III Make questions using Do/Does.
1. Rani reads a newspaper regularly.
2. I play kabbadi in my school.
3. Bhumi and Neha drink milk in the morning everyday.
4. They watch a cartoon on the T.V. every night.
5. Kamal plays cricket once a week.

Task-IV Write simple story from the outline.
Chakabhai, Chakiben live-bunyan tree - Chackiben food - everyday - Chakabhai - looks after kids - one day Chaki - forgot food - Chakabhai fly other village - brought laddus - everyone eats - happy.

Vocabulary:
Unscramble the verbs to get the correct sentences
a) I am teaning a slice of bread ____________
b) are you pailying the drums?_____________
c) no tinwcahg tv now. ________________
d) we are itslenngi to music now. __________
e) Smita is riwintg a letter._______________

Activity:
Read the given words to make a lemon juice.
A glass of clean water, a lemon, squees out, half spoon of sugar, a salt, jaljeera and mint, shake, add ice-cubes, serve.
Now write down the instructions for making lemonade in the correct order.
a. First, take a glass and add water   b. Then,_________________________
b. Then,_________________________
c. Next,_________________________ d. After that,_________________________
d. After that,_________________________
e. ____________________________ f. ____________________________
g. ____________________________ h. Finally,___________________________
Now, your lemon-juice is ready. Enjoy !!
B. Tell the class how does your grandma prepare lemon-juice at home. You may use the instructions.
Start like this: My grandma takes ...........
Role play:
1 Imagine that you have moved into a hostel and it's your first day there. You have two roommates. Now ask them questions about their daily routine.
2 Reflect on which roommate is more like you.

Functions: Reporting current events, expressing appreciation and other emotions.
Grammar structure: Polar questions, Past tense, Past perfect tense
Competencies:

Speaking:
- Responds to ‘wh’ questions.
- Makes and speaks meaningful sentences.
- Using given words phrases and other expressions with clarity.
- Describes objects, persons, actions and events through sequence of sentences.

Writing:
Writes simple guided compositions in 5-7 sentences on people, objects or places.

Listening: The students will listen and repeat these sentences after teacher.
1. Can you speak a little louder, please?
2. I don't understand.
3. Could you repeat that?
4. Maya had a bad dream last night.
5. Silence please.
6. Excuse me, can you show me the picture?
7. Can I take your pencil, please?
8. May I know your good name, please?
10. What a horrible accident it was.

Speaking:
Task-I Pair work: when do you make use of these expressions with the help of your partner choose a situation make use of such expressions in the class.
Task-II
A. Think of a movie you like. Make some notes about it. Don’t tell your partner the title!

Title: ____________________ Actors in the movie: ____________________
setting: ____________________
Plot: ____________________

B. Pair work. Your partner asks questions and guesses the movie title.

What’s the movie about?

It’s about a boy with magical powers.

Useful Expressions:
- What’s the movie about?
- What’s the setting for the movie?
- Who’s in the movie?
- What happens is the movie?

Task-III
Find out the correct word and speak to the class.

- Do you know/no who that man is?
- I caught/cot a fish once.
- He knew/new the correct answer.
- Have you heard/herd of the seven wonders of the world?
- His feet/feat are too big for these shoes.
- The teacher told us a tale/tale of two birds.
- This is the main/mane road.
- Why have you brought just two/too apples?

Task-IV
How many of your friends...? Answer these questions. Use all of, most of, a lot of, some of, a couple of, or none of.

Example: speak English? Most of my friends speak English.

1. have a bike? ____________________
2. like sports? ____________________
3. send e-mail? ____________________
4. are fun loving? ____________________
5. live near you? ____________________
6. have a mobile? ____________________

Group work: use these quantity expressions and talk about your friends in the class.
Task V

Last day you saw a puppet show and enjoyed it. Report about it to the class, in two-three sentences.

Reading: Read the sentences and join them.

<table>
<thead>
<tr>
<th>[A]</th>
<th>[B]</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Who rides a scooty?</td>
<td>(1) I eat two Rotis.</td>
</tr>
<tr>
<td>(2) Who helps Gitaben in the kitchen?</td>
<td>(2) I live in Bangalore.</td>
</tr>
<tr>
<td>(3) When do you play Cricket?</td>
<td>(3) He works in a factory.</td>
</tr>
<tr>
<td>(4) Where do you live?</td>
<td>(4) He gets up at 6.00 a.m.</td>
</tr>
<tr>
<td>(5) When does Samir get up?</td>
<td>(5) My mother rides scooty.</td>
</tr>
<tr>
<td>(6) Where does your father work?</td>
<td>(6) Varun helps her.</td>
</tr>
<tr>
<td>(7) How many Rotis do you eat?</td>
<td>(7) I play in the evening.</td>
</tr>
</tbody>
</table>

Writing:

Task I

Read the passage carefully and answer the questions.

The doctor is a very useful public servant. His work is very hard. He has to do his duty day and night. He gets up early in the morning. He goes to the hospital. There, he check-ups his ill patients. He prescribes medicine to them. He consoles them to be alright. He even goes to patient’s house in emergency. He saves life of patient. He is believed to be God.

Questions:

(1) Is the work of a doctor hard?
(2) When does he go to the hospital?
(3) Where does he check his patients?
(4) What does he prescribe?
(5) How does he look after patients?

Task II

A Use the words and punctuation from the box to make expressions that show interest.

I know too
How Sounds interesting
That really?
Me interesting!
Oh know that
I didn’t what you mean
   Lily: _______________________________. Was it hard?
   Ken: It’s the tallest mountain in India
   Lily: _______________________________

2. Monica: I used to live in Valsad.
   Leah: ______________________________
   Monica: ___________________________
   Leah: ______________________________

3. Dave: I met a famous actor last year.
   Min-Kyu: ___________________________
   Dave: ______________________________
   Min-Kyu: ___________________________

4. Your friend: _________________________
   You: ______________________________
   Your friend: _________________________
   You: ______________________________

Task- III  Make questions with ‘Who’ as example given below:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fly</td>
<td>Birds in the sky</td>
</tr>
<tr>
<td>Play</td>
<td>Children in school</td>
</tr>
<tr>
<td>Walk</td>
<td>People at market</td>
</tr>
<tr>
<td>Light</td>
<td>Sun in the sky</td>
</tr>
<tr>
<td>Take</td>
<td>Breakfast on the table</td>
</tr>
</tbody>
</table>

Example: Who are flying in the sky?
The birds are flying in the sky.
Task- IV  Read this animal fable and put the verbs in the correct form.
Use the simple past or past continuous.

The Tortoise and the Eagle

One day, a tortoise (sleep) ___________ in the sun. He (open) ___________ his eyes and (see) ___________ an eagle. The eagle (fly) ___________ high in the sky. “I want to fly like that!” the tortoise (say) ___________. The eagle (hear) ___________ him, and (agree) ___________ to help him. The eagle (pick up) ___________ the tortoise, and they (go) ___________ up. When they (fly) ___________ very high in the sky, the eagle (say) ___________, “Now, try it yourself.” He (open) ___________ his claws, and the poor tortoise (fall) ___________ all the way down.

The lesson: Wishes can be dangerous!

Write the similar story you know about ‘talkative tortois’, with the moral lesson also.

Vocabulary:

Make at least three words using the letters of these words.
You can use a dictionary.

<table>
<thead>
<tr>
<th>understand</th>
<th>under</th>
<th>and</th>
<th>stand</th>
<th>dear</th>
<th>at</th>
</tr>
</thead>
<tbody>
<tr>
<td>lawyer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bunglow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stranger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spread</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity: Give the proper answer. Practice the dialogues in the class.

1. What do you say when you want to come in?
2. What do you say when you make a mistake?
3. What do you say when you want to drink water?
4. What do you say when you want to wash your hands?
5. What do you say when you want to take out a copy?
6. What do you say when you want a pencil?
7. What do you say when you want to drink water?
8. What do you say when you want to tell the answer?
**Role Play: The Situation:** Act out a conversation in which you are making plans to do something with another student in the class. Choose one of the following emotions and play the scene using that emotion:

- anxiety
- anger
- fright
- fatigue
- surprise
- impatience
- disgust
- boredom

**The Challenge:** The rest of the class tries to guess what the emotion is!

**Functions:** Making suggestion

**Grammar structure:** Polar questions, Present tense.

**Competencies:**

**Speaking**
- Responds to ‘wh’ questions.
- Makes and speaks meaningful sentences.
- Using given words phrases and other expressions with clarity.
- Describes objects, persons, actions and events through sequence of sentences.

**Writing**
- Writes simple guided compositions in 5-7 sentences on people, objects or places.

**Listening:**

**Task-1** Your teacher will speak the dialogues between two friends. Listen to the conversation and pay attention to the words used for suggestion.

Listen to the conversation. Then listen again and underline the words used for suggesting.

Jinal: Where do you want to go for dinner?
Jay: I don’t know. Why don’t we go to the ‘Havmore’ place on the corner?
Jinal: Pavbhaji again? I don’t like their Pavbhaji.
It's too spicy.

Jay: You’re right. It’s spicier than the Pavbhaji at Maharaja house.

Jinal: Well, I still want to go out tonight. How about that new south India restaurant there.

Jay: sankalp? Ok! Let’s go!

Speaking:

Task-1 Pair work. now change the topic and Practice the above conversation with a partner

Useful Expression
why don’t we...?
How about...?
Let’s....

Task- II Read the following dialogues.

customer: I am looking for a fresh tasting toothpaste. Do you have any suggestions?
shopkeeper: Fresh testing toothpaste? Hmm. How about pepsodent?
customer: Pepsodent?
shopkeeper: Yes I think you'll like it. Everybody says it's very fresh-tasting.
customer: Okay. thanks for the suggestion
work in group. Now make suggestions and create dialogues from above matters.

**Reading:** Read and put the correct expression in the blank.

- Let's do something adventurous this weekend! Do you have any ______?  
  a. thought  
  b. recommend  
  c. suggest

- went camping in the saputara Mountains?  
  a. what if we  
  b. why don't we  
  c. we could always

- a light breakfast
  a. That's a  
  b. That sounds like  
  c. That sounds

- good.  
  a. That's a  
  b. That sounds like  
  c. That sounds

- why____ right after work?  
  a. about leaving  
  b. don't e leave  
  c. if we left
**Writing:**

**Task-I** Choose the correct advice for each situation. Draw lines to match.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sheila washes clothes in the river.</td>
<td>He shouldn’t cut trees. We should save trees.</td>
</tr>
<tr>
<td>b. Priya wears dirty clothes.</td>
<td>He should eat fruits. They are good for health.</td>
</tr>
<tr>
<td>c. Ravi doesn’t eat fruits.</td>
<td>She should wear clean clothes.</td>
</tr>
<tr>
<td>d. Kishan cuts trees for firewood.</td>
<td>She shouldn’t wash clothes in the river. It will get dirty.</td>
</tr>
<tr>
<td>e. Pratik doesn’t clean his room</td>
<td>He should clean his room regularly.</td>
</tr>
</tbody>
</table>

**Task-II** Complete the sentences with should/shouldn’t

**Example:** *you should (should/shouldn’t) travel on the bicycle whenever possible.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You___________(should / shouldn’t) reuse old materials like paper, cloth etc.</td>
<td></td>
</tr>
<tr>
<td>b. You___________(should / shouldn’t) eat unhealthy food.</td>
<td></td>
</tr>
<tr>
<td>c. You___________(Should / shouldn’t) keep your surroundings clean.</td>
<td></td>
</tr>
<tr>
<td>d. You___________(Should / shouldn’t) grow more trees.</td>
<td></td>
</tr>
</tbody>
</table>

**Task-III** Write sentences on what we should / shouldn’t do to save the environment. Take the help of the words in the bubbles.

**Example:**

- We should not wash clothes in the river.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wash / river</td>
<td>cut trees</td>
</tr>
<tr>
<td>plant trees</td>
<td>waste water</td>
</tr>
<tr>
<td>recycle materials</td>
<td>use plastic</td>
</tr>
<tr>
<td>kill birds/animals</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary: Match each word with its meaning.

1. Charming  a. pleasant
2. invite  b. a get-together for fun
3. neighbor  c. to ask someone to come to see you
4. nickname  d. one who lives close to you
5. Party  e. a short, fun name

Activity: Take turns and play these guessing games with a friend.

a. Ask your friend to write the name of a person and mention an activity he is doing at the moment. Example: Ramesh - eating a banana (you can think of any activity you like)

b. You think of something and ask your friend to guess. Use your imagination and think of interesting things that are difficult to guess.

Examples: What did I eat for breakfast? - Your friend should ask you questions such as: Did you eat biscuits?
Where did I go at 7 p.m.? - Your friend should ask your Questions such as: Did you go to the temple?
What did I do at 8 in the morning? - Your friend will ask you questions such as: Did you go to meet someone?
Did you eat breakfast?
The answers are: ‘Yes, I did’ or ‘No, I didn’t. Guess again’.

Function: Narrating an incident

Grammar Structure: Present continuous these, proposition of movement

Listening: Listen to your teacher singing rhyme of baby elephant.

Elephants marching one by one
Hurrah! hurrah!
Elephants marching one by one
And the little one stops to have some fun.
They all go marching gay.

Now sing rhyhmes by replacing ‘elephant’ with Tigers, Monkeys, Foxes and Teddy bears.
Speaking:

Task-1  Teacher will ask students to talk about the work of a farmer, a postman, a doctor, a shopkeeper and a soldier. They will follow the given dialogues with the necessary changes. (Group work)

Kanubhai: I go to office and first of all, take out all the letters from big bags... Then we....

Kashiram: I go to my shop and first of all dust the counter.

Then I pray to God....

Task-11  Mihir is telling Mina about his dream. Complete the story. For some blanks, more than one answer is possible.

I had a very strange dream last night. I______in the sky. It______very cold. In fact, it_______lost. Then I______a farm. Suddenly I_______a strange feeling.... I_______a farm han. like I_______into a hole.

We're having a party. Would you_______?

Be careful! Help!

Then I suddenly______.

It_______already morning.

Wow! What do you think the dream means?

I have no idea!

B. Pair work. Cover the story. Take turns telling the story to your partner.

C. Pair work. Ask and answer these questions with a partner.

1. What do you think Mihir’s dream means?

2. Have you ever dreamed you were lost/flying/falling? Have you ever dreamed about animals?
**Reading:** Read the passage carefully and answer the following questions.

**A Dream I remember**

Last night I had an interesting dream. There were many different colors and everything looked beautiful. For instance, the sky was clear blue, and the grass was bright green. I saw my friends around. I heard loud music and found a piano player near a rainbow. I felt sad when I woke up from that dream.

**Questions:**

1. What were there in the dream?
2. Whom do I found around me?
3. How was the sky and grass?
4. What did I hear?
5. Who was found near rainbow?

**Writing:**

**Task-I**

Read the story

There was a boy. He climbed up a tree. He set on a branch. He was cutting the same branch. An old man saw the boy. He said, “Oh boy! Don’t cut that branch. You will fall.” The boy laughed at the old man. He did not follow his advice. He continued to cut the branch. He fell down and broke his leg. Hos Stupid.

**Now, Re-write the story like this.**

There is a boy. He climbs up a tree..........................

**Task-II**

Use the words to complete the story. Use each adverb only once.

Calmly    neatly    slowly
clearly    nervously    strangely
happily    quickly
heavily    quietly

It was raining heavily. I couldn’t see c__________. I drove s_______. Suddenly, I saw a young girl. she was dressed n____________and standing in the middle of the road. I was surprised! Somehow, I stopped the car q__________.

“What are you doing?” I asked. she looked at me s_________but didn’t answer. “Are you OK?” I asked. “I’m fine,” she answered. Then she smiled h_________and walked away q__________.

N__________, I drove to my hotel and checked in. I told the clerk about the little girl. “Do you know her?” I asked. “Oh yes,” he said c__________. “That’s Mary Anne. She died five years ago on that road. It was a car accident during a rainstorm.”
Vocabulary:
Select words from columns A and B and frame new words.
One is done for you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>bed</td>
<td>1. Fire-station</td>
</tr>
<tr>
<td>alarm</td>
<td>chips</td>
<td>2. ..................</td>
</tr>
<tr>
<td>potato</td>
<td>clock</td>
<td>3. ..................</td>
</tr>
<tr>
<td>silver</td>
<td>coin</td>
<td>4. ..................</td>
</tr>
<tr>
<td>flower</td>
<td>engine</td>
<td>5. ..................</td>
</tr>
<tr>
<td>railway</td>
<td>juice</td>
<td>6. ..................</td>
</tr>
<tr>
<td>mango</td>
<td>station</td>
<td>7. ..................</td>
</tr>
</tbody>
</table>

Activity: Read these instructions for making tea. Select the instructions to make your own tea. Describe the process to the class. Only Use the instruction necessary for you.

- Stir with a spoon.
- Boil it.
- Pour the boiling water into the pot.
- Cover it with the lid.
- Add tea leaves.
- Put sugar and milk into the cups.
- Take two cups of water in a pot.
- Add a ginger and mint to it.
- Place it on the stove.
- Add sugar to it.
- Filter it.

Function: Describing People.

Grammar Structure: Present tense be, past tense be, adjective.

Listening: Listen to the words describing people carefully. The teacher then will ask students to speak them and will write them on the blackboard.
<table>
<thead>
<tr>
<th>face</th>
<th>eyes</th>
<th>hair</th>
<th>figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>round</td>
<td>twinkling</td>
<td>long</td>
<td>overweight</td>
</tr>
<tr>
<td>square</td>
<td>round</td>
<td>straight</td>
<td>slim</td>
</tr>
<tr>
<td>oval</td>
<td>shining</td>
<td>curly</td>
<td>short</td>
</tr>
<tr>
<td></td>
<td>short</td>
<td>tall</td>
<td>fat</td>
</tr>
<tr>
<td></td>
<td>silky</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking: Students then will describe people using these words into sentences given below.

Mr. .......... is a .........
He is ..........
His face is ..........
His eyes are ..........
His hair is ..........

Miss .......... is a ..........
She is ..........
Her face is ..........
Her eyes are ..........
Her hair is ..........

47
Reading: Read this story. Fill in the blanks. You may write more than one word in a blank.

A child returns .......... from school. He is bubbling over with Arithmetic. His mother .......... him for dinner. All .......... int the family are sitting .......... dining table. Mother serves two .......... dished. The child .......... them to be three, No.1, No.2 and 1 and 2 make three.” His mother...... No.1 for .........., No.2 for your father and .......... for you.

Writing:

Task-I

Make sentences using these clues.

Example: Narrate, Stories, interesting, Grandfather My grandfather, narrates, interesting stories.

1. Ultimately, for a long time, reached the top walked.
2. a parrot, surprised, see, in the pocket.
3. this year, expect, good rian
4. complete, suail, scold, a teacher
5. old bicyle, don’t, you, get rid of, why

Task-II

The names of professions are given in a jumbled order in column1. Rearrange the letters and write the names below them. Then match the professions with what they do.

Example: Doctor - treats patients.

<table>
<thead>
<tr>
<th>Column-1</th>
<th>What they do</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. rodcto</td>
<td>fits and repairs pipes and taps</td>
</tr>
<tr>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>b. ermulpb</td>
<td>makes tables and chairs</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>c. resnu</td>
<td>sells foodgrains, biscuits, toothpaste, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>d. crpetrean</td>
<td>lays bricks and builds walls</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>e. naplmoice</td>
<td>treats patients</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>f. koco</td>
<td>helps the doctor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>g. rectahe</td>
<td>catches thieves</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>h. onmsa</td>
<td>cooks food</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>i. rshepopoke</td>
<td>teaches students</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary: Here is a list of words and their meanings. They are all mixed up. Make pair and write them in the box.

<table>
<thead>
<tr>
<th>words</th>
<th>Pair No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrate, law, device</td>
<td>1. discover - find out</td>
</tr>
<tr>
<td>dense, mark, scale</td>
<td>2.</td>
</tr>
<tr>
<td>very thick, describe</td>
<td>3.</td>
</tr>
<tr>
<td>spot, find out, trail</td>
<td>4.</td>
</tr>
<tr>
<td>verch much, extremoly</td>
<td>5.</td>
</tr>
<tr>
<td>rule, way, discover</td>
<td>6.</td>
</tr>
</tbody>
</table>

Activity: Write 8-10 sentences about what you did during the last summer vacation. You may use the following words and word groups.

- visited, enjoyed, spent time with,
- travelled, helped, learnt, competed, went to.

Simulation: Think of the problems that people face in your village/city. Imagine that you are the sarpanch or the president. What will you do for your village/city? Work in groups of 10 with different problems asking you for the solution. Enact the situation to the class.

A. Group work. Get into groups of four: Students A, B, C, and D.

Get ready to play “Guess my job!” Read the instructions below.

1. Student A secretly chooses one of the jobs above. Don’t say the job you choose!
2. Students B, C, and D take turns asking one question each to discover student A’s job.
   Use a verb from the box below or one of your own.
3. After Student A answers the three questions, then together, Students B, C, and D take one guess to discover the job.
4. If the guess is incorrect, the game continues. Repeat steps 2 and 3 until someone guesses correctly.
Gopi is doing her homework. Her mother is helping her. Her brother's name is Mohan. He is playing with his friend. Gopi's friend is skipping. Gopi will finish her homework and join her friend. Gopi's father is reading a newspaper. Her grandparents also live in the same house. Her grandfather is sleeping and her grandmother is praying. Gopi's baby sister is playing with toys.

**1. Who is doing what? Complete the table.**

<table>
<thead>
<tr>
<th>Gopi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gopi's grandfather</td>
<td>sleeping</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. How are they doing it?
Write one of these sentences under each picture.

a. He is waving angrily.
b. He is talking loudly.
c. They are playing noisily.
d. He is drawing carefully.
e. She is smiling bravely.
f. She is opening the door politely.

She is smiling happily.
He is painting carelessly.
She is opening the door politely.
He is eating greedily.
They are playing dangerously.
He is acting rudely.
A  What are they saying? Use these words: can, can’t, jump, swim.

B  Look at the four pictures again and answer the questions:

Picture 1: Can you see a bird? Can you see an aeroplane?
I see a but I cannot

Picture 2: Can you see a sailor? Can you see a soldier?

Picture 3: Can you see a fish? Can you see a fisherman?

Picture 4: Can you see a dog? Can you see a cat?
Worksheet
Two

1. find out what Hardik and Sandhya were doing. Complete the sentences.

At 8
Hardik was reading a book.
Sandhya was writing a letter.

Now

Example:
At 8
Hardik was reading a book.
Sandhya was writing a letter.

At 9

Now

2. Now the questions. Based on the pictures given above.

Who was not reading a book at 8?
Was Sandhya skipping? [Yes, he was or No, he wasn't]

Who was watering the plants?

3. Tell about yourself.

What were you doing at 8 in the morning?

What are you doing now?

Worksheet
Three

1. Look at the pictures. Read the sentences? Fill in the gaps with proper verb.

{ Drink, Help, Sleep, Eat, Get up, Return, Run, go, Brush, Bath, Come, Play, Watch }

Montu gets up at 5.30 am. He brushes his teeth. He drinks a cup of tea.

He has his bath. He runs from his home He returns home to the temple.
He helps his father in the field.

He has bath again.

He eats lunch. Having chapatti, vegetables, dal and bhat.

He helps his mother at home.

He drinks tea with biscuits.

Then he goes out to play cricket with friends.

He comes home to eat his dinner.

Then he goes to his uncle's house to watch TV.

He sleeps at 10 pm.
2. Compare what you do with what Montu does.

<table>
<thead>
<tr>
<th></th>
<th>Montu</th>
<th>Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up?</td>
<td>5.30 am</td>
<td></td>
</tr>
<tr>
<td>drink?</td>
<td>tea</td>
<td></td>
</tr>
<tr>
<td>eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleep?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Now write a Composition about your routine using above details

**Worksheet**  
**Four**

1. Match the pictures with the words and write them under the (pictures)

(Feed the baby, sweep the floor, wash the clothes, feed the chicks, light the fire, wash the vessels, feed the cow, fill water)
2. write about sangita and viju from the details given above. create their story in your own words.

3. (a) Now write few sentences about your friends activities from details given below.
what work do you do at home?
I____________________________________

Ask your friend: What work do you do at home? Listen to what your friend says and write it.
Example: helps his father, feeds the cow, cleans the house, washes clothes
My friend________________________________________

(B) find out more information about your friend. Write a paragraph about your friend.
Start with these questions:
Where do your parents live?
Do you like addoos? What do you like to eat?
Tell me one thing you don't like.
What games do you play?
Do you have a pet?

My friend's name is_________ His/her parents live in_______
He/She likes_____________ He/She does not like_______
He/She plays___________ He/She_____________________
(has/does not have) a pet.

**Worksheet**

**Five**

1. **Look at the pictures of the three girls. Compare the length of their hair and fill in the blanks.**

   **Examples:** Radha's hair is longer than Rita's hair. Radha's hair is shorter than Mala's hair.

   ![Rita](image1) ![Mala](image2) ![Radha](image3)

   a. Rita's hair is.___________ Madhu's hair.
   b. Leela's hair is.__________Rita's hair.
   c. Leela's hair is.__________Madhu's hair.
   d. Rita's hair is.__________Leela's hair.
2. Compare the boys in the picture. Read the sentences in the example and make other sentences.

Examples: Aman is fatter than Jay.
Naresh is thinner than Piyush.

3. Create a strange animal with features taken from different animals. Draw the sketch and write a paragraph.
One example is given.

My animal is very tall and strong.
It has spots on its body.
It has a long nose and big ears.
It has thin legs and a long tail.
Worksheet
Six
1. Look at the pictures below. Make sentences with can/can't. Examples:

Raja can ride a motorcycle. Satish can't swim.

Mr. Patel can cook. Gopal can't dance.

Geeta can speak English. Maan can't climb.
6. What is he? What is she?

Write replies:

'She's a careful writer.'
Yes, she is. She writes carefully.'

'He's a careless writer.'
'Yes, ________ is. He writes ________.'

'He's a slow player.'
'Yes, ________. He ________.'

'He's a dangerous driver.'
'__________. He ________ ________ ________.'

'She's a quick worker.'
'__________.'

'He's a bad player.'
'__________.'
3. Write what each person has. Look at the equipments given below and choose the correct ones.

Example: A postman has a bag full of letters.

a. A tailor ______________________
b. A doctor ______________________
c. A potter ______________________
d. A barber ______________________

- bag and letters
- wheel
- sewing machine

- Comb and scissors
- Tools
- Stethoscope

Now write the composition about ‘people with different occupation’. 
It was a hot day, A fox roaming in the jungle.

The fox up high to get the grapes. But he could not reach them.

In the end the fox away saying to himself, “I am sure the grapes are sour.”

He a bunch of grapes hanging from a branch.

He again and again but could not reach the grapes.
2. Veena's life has changed and her interests have changed. Read the information given below in the table and write about Veena's life last year.

<table>
<thead>
<tr>
<th>Now</th>
<th>Last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surat</td>
<td>Rajkot</td>
</tr>
<tr>
<td>Class 8</td>
<td>Class 7</td>
</tr>
<tr>
<td>Glasses</td>
<td>No glasses</td>
</tr>
<tr>
<td>Cycle</td>
<td>Walking</td>
</tr>
<tr>
<td>Volleyball and Khokho</td>
<td>Only Khokho</td>
</tr>
<tr>
<td>Captain of volleyball team</td>
<td>Class monitor</td>
</tr>
</tbody>
</table>

Now
Veena lives in Surat.
She is in class 8.
She wears glasses.
She goes to school on cycle.
She plays volleyball and Khokho.
She is the captain of the volleyball team.

3. Complete the paragraph. Use the correct forms of the words given in the brackets.

{pour, follow, go, give, meet, have}

Jay Jay__________to his grandmother's house with a bag in his hand. He__________two bananas, a cup and a bottle of water in the bag. He_________a monkey on the way. Jay Jay_________the monkey both the bananas. Still the monkey_________him and said he was thirsty. Jay Jay said he would pour the water for the monkey. He__________the water on the monkey’s face.
Worksheet
Eight

1. Look at the pictures. Read the dialogues. What will/won't happen? Fill in the blanks.

Fathers
The baby ________ (will fall/won't fall).

Mother: Put out the fire quickly.

The sari __________ (will catch fire /won't catch fire).

Radha: Mohan, you have an exam tomorrow.

Mother: Turn off the stove!

The milk
If you don't study you (will pass/won't pass).

Rima: She didn't speak very well in the competition. !
I think she (will win/won't win).

Krish: There's a lot of work in this competition today. Father (will let me/won't let me) go to play.

2. (a) Gattu's dreaming about his future. Match the phrases in Column A with column B and sketcher his dream.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A machine will</td>
<td>do my home work,</td>
</tr>
<tr>
<td>b. School will be</td>
<td>give 100 marks in all subjects</td>
</tr>
<tr>
<td>c. A machine will</td>
<td>from 12 p.m. to 2 p.m.</td>
</tr>
<tr>
<td>d. A robot will</td>
<td>very rich.</td>
</tr>
<tr>
<td>e. Lunchbreak will be</td>
<td>comb my hair and brush my teeth.</td>
</tr>
<tr>
<td>f. Teachers will</td>
<td>wash my clothes.</td>
</tr>
<tr>
<td>g. I will be</td>
<td>from Monday to Wednesday.</td>
</tr>
</tbody>
</table>

(B) Write what Gattu is saying about his dream future.

"A machine will wash my clothes. School will be"

3. (a) Now write what won't happen in his dream future. Example: Gattu won't comb his hair and brush his teeth. A machine will do it.

a. School won't be from __________________________

b. Gattu won't wash. __________________________
1. Ask questions to your friend about what he will do on Sunday. You can ask questions such as these:

Will you wake up early?
Will you wash your clothes?
Will you study?

[Now write a paragraph about his Sunday planning in your own words.]  

2. Nisha's mother has asked her to clean her room and arrange her things properly. Write about what Nisha is doing, what she has finished and how much she is yet to complete. 

Example: Nisha is cleaning her room. She is sweeping the floor. She has already arranged her books on the table. She is yet to put her clothes in the cupboard.
3. Who did it?
Read the teachers instruction and fill in the blanks given below.

Susan, please switch on the light.
Switch off the fan, please, Montu.
Please open the cupboard, Juhi.
Move my desk, please, Pintu.
Will you turn over the map, please, Pintu.
Please close the window, Asha.
Please draw on the board, Kiran.
Will you please tie a ribbon to the handle of the door, Juhi.
8. What did the children do?
1. Susan switched on the light.
2. Montu____________off the fan.
3. Juhi____________cupboard.
4. Pintu____________the teacher's______.
5. Pintu___________over________.
6. Asha____________________
7. __________________________|
8. __________________________

Worksheet
Ten

1. (a) Complete the following sentences using the correct form of the verb.

a. They_______the Quarterly exam on Friday, (finish)

b. I_______a letter to my parents. Come with me to the post office. I want to send it immediately, (write)

c. I________your parents. They are very nice people, (meet)

d. She a big breakfast at 8. It is just 9 and she says she is already hungry, (ate)

e. He________to me two days ago. After that I have not to him again, (talk)

f. We________for a grand party. You must not miss it. (plan)
2. (b) Complete this conversation. Choose the appropriate forms from the brackets and fill in the blanks.

Suresh: I have finished my homework. [did you finish, have you finished, are you finish] yours?
Sheetal: I [have finished, finished, finishing] mine yesterday itself. We can play chess now.
Suresh: Oh yes, yesterday we [have left, leave, left] the game in the middle. Let's continue today.
Sheeta: Who [made, has made, is made] the last move yesterday? Let's check the notebook.
Suresh: No need to do all that. I remember everything. I [kill, killed, have killed] your horse yesterday. That was the last move.
Sheetal: Ok let me continue now. I [won, have won, have win] many games with you and I am sure you are going to lose this game too.
Suresh: You [have won, won, win] three times and I have won two times since last January. I am going to win this game and we will be even.

3. What happened?

These sentences tell a little Story but they are in the wrong order. Write them out in the correct order.

Then they went away.
Yesterday some men dug a hole.
He fell into it.
A policeman ran to him.
A bus stopped and an old man got off.
The man thanked the policeman.
He shouted, 'Help!'
The workmen came back.
He did not see the hole.
They put a rope around the hole.

He helped him out of the hole.
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<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
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<tbody>
<tr>
<td>1</td>
<td>Dr Rajendrasinh Jadeja</td>
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<tr>
<td>2</td>
<td>Dr Piyush Joshi</td>
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<td>3</td>
<td>Dr Sulabha Natraj</td>
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<td>Dr Mahendra Chotaliya</td>
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<td>Dr Vijay Sevak</td>
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<td>Dr Jayprakash Pandya</td>
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