



1 Meet My Family

My Family and I



OBJECTIVES

In this chapter, we will:

- ◆ read about Neha's family.
- ◆ learn naming words and special naming words.
- ◆ listen and colour a picture.
- ◆ call our family members in home language.
- ◆ write about them and draw their pictures.



WARM-UP

Mindfulness Activity

Palm tracing

- A. Place your left palm on the desk with fingers widespread. With the index finger of the right hand, trace your palm beginning from one end to the other.

Challenge: Try doing it without touching your palm. Now trace your friend's palm.

- B. Work in pairs. Tell your partner about your family.
1. How many members are there in your family?
 2. What are their names?



Features Highlighted

Objectives: All learning goals for the chapter listed out for clear understanding of Learning Objectives.
Mindfulness Warm-up: Activities to help train the students' minds to be involved in the present moment without getting distracted.

SUMMARY

These limericks bring out the strange humour of Lear's nonsense poetry. The first one is about an old man on a tree, who is horribly bored by a bee. While there, he is questioned if the bee buzzes or not. The second old man has a huge beard. As he had feared, two owls and a hen, four larks and a wren have made their nests in his beard. The last one is about an old man from Basing, who uses his presence of mind to run away from the people of that town on his fast steed.

COMPREHENSION



A. Choose the correct option.

1. The old man in a tree was bored by a
 - a. bee.
 - b. flea.
 - c. knee.
2. How many larks were there in the beard of the old man?
 - a. Six larks
 - b. Five larks
 - c. Four larks
3. A steed is a
 - a. dog.
 - b. horse.
 - c. donkey.
4. The man who had great presence of mind was from
 - a. Berlin.
 - b. Basing.
 - c. Bengaluru.

B. Read these lines from the poem and answer the questions.

1. *When they said, 'Does it buzz?'*
He replied, 'Yes, it does!'
 - a. Who does *they* refer to?
 - b. What buzzes?
 - c. Who is *He*?
2. *It is just as I feared!*
 - a. Who said, 'It is just as I feared!'
 - b. What was he afraid of?
 - c. Did his fear come true?

LISTENING AND SPEAKING



Listening



A. Listen to the passage and fill in the blanks.

1. The Marine National Park is located on the shore of the of Kutch.
2. It has islands on the coast.
3. Some of the flora and fauna which can be seen in the park are coral, sea, painted, shelled molluscs, and
4. The national park is the first wildlife sanctuary and the first national park in India.

Speaking



B. Imagine there is an urgent need to understand a fragile ecosystem and preserve an endangered species. Organise a mock press conference in the class. Divide the class into three groups. One group will represent the conservation committee, another the scientists, and the third the media. The media will ask questions directed towards the conservation committee or the scientists. Role-play the interview.

Pronunciation

C. Adding an -e at the end of a word often changes the short vowel sound to a long vowel sound. Add -e to the following words to make new words with a long vowel sound. Then say them aloud.

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. bit..... | 3. gap..... | 5. hop..... | 7. sit..... |
| 2. cap..... | 4. hat..... | 6. pan..... | 8. tap..... |

WRITING



Write a newspaper article on an imaginary incident about an exotic fish being seen in the sea. Include these points.

- Where was it first seen?
- What time of the year was it?
- What did it look like?
- What was the reaction of the onlookers?
- Where did the fish end up—aquarium or the sea?
- Who made the decision? What led to this decision?

Features Highlighted

Listening and Speaking: A wide variety of communicative activities covering pronunciation.
Writing: A well - graded section with a wide variety of creative and scaffolded writing tasks.

Write the name of the language (Greek, Hindi, French, Spanish) from which the following words have been borrowed. You can use the Internet for help.

- | | |
|--------------------|-----------------|
| 1. alligator | 2. ballet |
| 3. charpoy | 4. coat |
| 5. croissant | 6. guru |
| 7. mania | 8. plaza |
| 9. shampoo | 10. war |



GRAMMAR

Kinds of sentences

There are four kinds of sentences.

- A **declarative sentence** makes a statement of fact. A full stop is put at the end of a declarative sentence. For example:

Space is a very difficult place to explore.

- An **interrogative sentence** asks a question. A question mark is put at the end of an interrogative sentence. For example:

Is space a difficult place to explore?

- An **imperative sentence** makes a request or an order. A full stop is put at the end of an imperative sentence. For example:

Please come with me.

- An **exclamatory sentence** expresses a sudden and strong feeling. An exclamation mark is put at the end of an exclamatory sentence. For example:

What a difficult place to explore space is!

A. Read these sentences and write *D* for declarative, *In* for interrogative, *Im* for imperative and *E* for exclamatory sentences.

- | | |
|---|--------------------------|
| 1. Do you wish you could travel in space? | <input type="checkbox"/> |
| 2. A spacesuit weighs approximately 280 pounds. | <input type="checkbox"/> |
| 3. Please take me with you when you go on a holiday. | <input type="checkbox"/> |
| 4. India is making great progress in space technology. | <input type="checkbox"/> |
| 5. How exciting it must have been for Neil Armstrong to be the first man on the moon! | <input type="checkbox"/> |

C. Look at the time and draw hands on the clocks.



READING



Read this poem by Eleanor Farjeon where a little girl insists to stay past her bedtime and finish everything before going to bed.

Fact File

Did you know?

- There are 60 seconds in a minute!
- 60 minutes in an hour!
- 24 hours in a day!
- 7 days in a week!
- 4 weeks in a month!
- 12 months complete a year!



castle: a large strong building, built in the past by a king/ruler for protection during wars and battles

bead-chain: Beads are small pieces of coloured glass, wood, or plastic with a hole through the middle. Beads are often put together on a piece of string or wire to make jewellery.

It's a pity: a phrase meaning *it's sad*

Five minutes, five minutes more, please!
Let me stay five minutes more!

Can't I just finish the **castle**
I'm building here on the floor?

Can't I just finish the story
I'm reading here in my book?

Can't I just finish this **bead-chain** —
It almost is finished, look!

Can't I just finish this game, please?
When a game's once begun

It's a pity never to find out
Whether you've lost or won.

Can't I just stay five minutes?
Well, can't I just stay just four?

Three minutes, then? two minutes?
Can't I stay one minute more?





Homonyms, homophones, and homographs are words that are often confused.

Homophones

- **Homophones** are words that sound the same but have different meanings and different spellings. For example:

to, too, two

Homonyms

- **Homonyms** are words that have the same pronunciation and spelling, but have different meanings. For example:

bear (animal) and *bear* (to tolerate)

Homographs

- **Homographs** are words that are spelled the same but have different meanings and different pronunciations. For example:

bow (a weapon) and *bow* (to bend)

	Same spelling	Same pronunciation	Same meaning
Homophones	x	✓	x
Homonyms	✓	✓	x
Homographs	✓	x	x

A. Choose the correct homophones to fill in the blanks.

1. He stretched his hands in prayer. (*forth, fourth*)
2. Shoaib stood and could not get a medal. (*forth, fourth*)
3. The players the rules of the game very well. (*new, knew*)
4. It's always nice to learn a sport. (*new, knew*)
5. The team wears a uniform. (*blue, blew*)
6. The wind hard, making it difficult for the player to bowl. (*blue, blew*)

B. Write sentences with the homonyms to bring out their different meanings.

1. a. fair (an event)

.....

- b. fair (quite good)

.....

2. a. lie (to rest in a flat position)

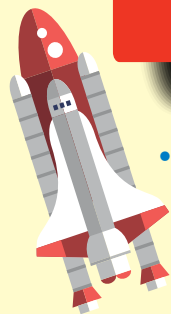
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ACTIVITY



Flights into space

Look at the timeline of a few major events that took place in the field of *space exploration*.



October 4 1957

- The Soviet Union sent the satellite Sputnik 1 into space.

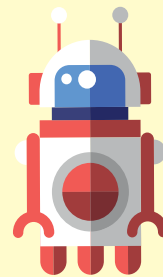


November 3 1957

April 12 1961

- The Soviet Union launched Vostok 1, carrying Yuri Gagarin.

- The Soviet Union launched another satellite known as the Sputnik 2, which carried a dog in low Earth orbit for seven days.

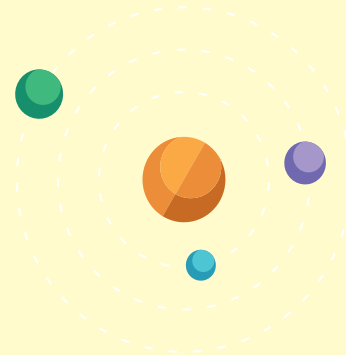
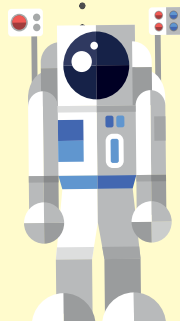
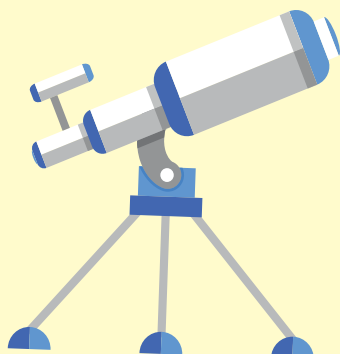
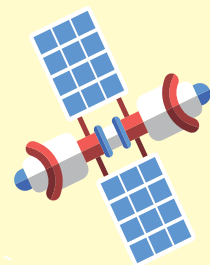


February 20 1962

July 20 1969

- Neil Armstrong and his crew landed the Apollo 11 safely on the moon.

- John Glenn achieved his first orbital flight.



Divide the class into five groups. Each group should pick an event from the timeline. After conducting a thorough research on the allocated topic, make an interesting PowerPoint presentation in the class. You can extend the timeline to the present day.

PROJECT 2



Travelogue



Many countries may not have English as the native language. Write about their native language/s. Also talk about other vernacular languages that may be spoken there.



It is very important to write about the currency of the countries that you are visiting. Write their names as well as their exchange rates. The exchange rate of a country's currency is how much it is as compared to your country's money.



A good travelogue talks about five to ten landmarks that a tourist must visit. Give practical details like how to reach there, ticket fares, what to see and when. Also, write about specific rules that site might have, like what to wear.



No travelogue is complete without a mention of local cuisines and delicacies. Make sure you list places with special dishes and the estimated prices.



BRAZIL



SOUTH AFRICA



SPAIN



MEXICO



EGYPT



VIETNAM

Assessment Paper

Text A

15 marks

Read the article below and answer the questions that follow.

Source: *In this account, Mark Twain (November 30, 1835 – April 21, 1910) is learning to ride the high-wheel bicycle. In every day speech it was called the Ordinary which was clipped to ‘Ornery.’ ‘Ornery’ now means having an ugly disposition, stubborn, vile, or low.*

I thought the matter over, and concluded I could do it. So I went down and bought a barrel of Pond’s Extract and a bicycle. The Expert came home with me to instruct me. We chose the backyard, for the sake of privacy, and went to work.

Mine was not a full-grown bicycle, but only a colt—a fifty-inch, with the pedals shortened up to forty-eight—and skittish, like any other colt. The Expert explained the thing’s points briefly, then he got on its back and rode around a little, to show me how easy it was to do. He said that the dismounting was perhaps the hardest thing to learn, and so we would leave that to the last.

But he was in error there. He found, to his surprise and joy, that all that he needed to do was to get me on to the machine and stand out of the way; I could get off, myself. Although I was wholly inexperienced, I dismounted in the best time on record. He was on that side, shoving up the machine; we all came down with a crash, he at the bottom, I next, and the machine on top.

We examined the machine, but it was not in the least injured. This was hardly believable. Yet the Expert assured me that it was true; in fact, the examination proved it. I was partly to realize, then, how admirably these things are constructed. We applied some Pond’s Extract, and resumed. The Expert got on the other side to shove up this time, but I dismounted on that side; so, the result was as before.

Questions

- Find and copy the correct numbers to answer the questions below. (2 marks)
 - How tall was the bicycle?
 - At what height were the pedals placed?
- We chose the backyard, for the sake of privacy, and went to work.*
Choose one phrase from the list below that means “went to work” in the passage. (1 mark)
 - started working
 - started commuting to work
 - started to repair the bicycle
 - started learning to ride the bicycle



1 I'm Late for School

Pre-reading Activities

⌚ 10-15 minutes

Divide the class into three to four groups. Announce that the learners will get three minutes to note down all that they see in the picture of Rohan's room. Ensure that the timing has been strictly adhered to. Each group can then present all the things that were not kept properly. The group that is able to observe the maximum number of things in disarray wins.

Initiate a discussion on what they feel about the room. Ask questions like:

- What could be done?
- What should you do if it were your room? How would you do it?

Finally, ask the learners to work in pairs and complete the warm-up exercise, seeking and extending help wherever necessary.

While-reading Activities

⌚ 30-40 minutes

Encourage the learners to engage in target reading. This is an effective strategy for improving reading skills and comprehension. They may be encouraged to do silent reading with the following questions in mind:

- What is the poem all about?
- What did the boy do first on getting up late?
- Where did the boy throw his books?
- Where was his coat lying?
- Whom did he hop over on the way?
- Why did he freeze still on climbing aboard the bus?
- What made his face turn red?

Features Highlighted

Lesson Plan: Detailed lesson plan given in the Teachers Resource Book.