

DEVELOPMENT OF THE LESSON PLAN

PICTURE BOOKS IN WINTER

Learning Outcomes

By the end of the lesson, students will be able to:

- relate to the thoughts of the child spending time reading picture books.
- appreciate how nature has been used in the poem.
- identify the theme, mood and the poetic devices in the poem.
- infer the significance of books.
- explain the contrasting images depicted.

Suggested number of sessions: 5

Session 1: Warm up; Reading of the poem

Session 2: Recap; Discussion of poem (interactive session)

Session 3: Taking it Further; Post-reading

Session 4: Comprehension

Session 5: Comprehension

Summary

The poem captures the magic of picture story-books in providing warmth and comfort during the cold, bleak days of winter.

Summer moves away making way for winter. Thumbs tingle in the frosty cold while birds rest by the window. Children settle with their picture storybooks.

As winter makes its presence felt with frosty mornings and frozen water, the speaker and their nurse seek comfort in the colourful images on the pages of the storybooks where brooks still flow. These books depict lively scenes of nature, sheep, shepherds and fairies, bringing the bright and colourful world into the nursery.

The poem celebrates the power of books that transports readers to different worlds during the cold winter days.

Pre-reading

Warm up

Encourage students to close their eyes and imagine a rainy day. Or, transport them to a rainy day through your commentary if possible. (Begin by asking the students to close their eyes and imagine a rainy day. Encourage them to think about what they might see, hear, feel, and smell. Describe the sky turning gray, dark clouds gathering, and the first few raindrops falling...) Then, let them put down their thoughts in writing.

This integrates with intrapersonal intelligence prompting students to visualise a rainy day and what they would like to do

AFL; COM; COL; VL

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Begin by discussing the concept of seasons and how they change throughout the year. Ask students what they know about winter and how it differs from summer.

Introduce the poem *Picture Books in Winter* by Robert Louis Stevenson. Explain that it captures the essence of winter through vivid imagery.

Read the poem aloud. Alternatively you may play the audio track and direct students to listen and then read aloud using appropriate expressions and intonations.

Explain

- why the robin and the rooks are seen by the speaker in winter. (they are considered to be winter birds; seen more in winter)
- the contrast drawn in stanza 2 (the real and the imaginary: frozen water and flowing brooks)
- what the speaker sees in the picture books
- what the speaker appreciates in the end. (the warm fireplace in the nursery where one can read picture storybooks)

'Summer fading...the picture story-books.'—*Do you think the speaker likes winter? How do you know?*

'Water now is turned to stone...the picture story-books.'—*What do the lines 'Still we find the flowing brooks/In the picture story-books' mean?*

'All the pretty things... the picture story-books.'—Put students in groups. Ask them to pick out the images in these lines. Let them decide what images they like the best and why.

'How am I to sing... picture story-books?'

Is the speaker enjoying their time? How do you know the speaker is in a safe place?

What role do picture books play in the poet's life during winter?

Why do you think the poet ends the poem with a question? (The speaker does not know if they are praising the enjoyable time enough.)

Discuss the various elements found in the picture story books.

Pastoral: sheep and shepherd; trees and crooks

Exploration: seas and cities

Fantastical: Flying fairies

The poem helps readers **feel** the comfort within a home on a cold winter day.

Let students explain the contrast drawn in the poem. This will help them comprehend the sheltered and comfortable feeling enjoyed by the speaker.

| winter in the real world | how the books provide warm imaginative refuge from the cold |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• frosty mornings with birds settling by the window• frozen water | <ul style="list-style-type: none">• flowing brooks• life all around with sheep, shepherds and trees; seas, cities, fairies |

Key words: winter; story-books

Taking it further (HOTS)

Why does the speaker talk about picture storybooks? (to show how these books with stories of active life provide the warmth and comfort from the cold and still life outside)

Which part tells us that the speaker does not enjoy winter much? (water is now turned to stone; sitting 'safe' in nursery nooks)

Poetic devices

Rhyme scheme: AABB

Imagery: frosty mornings, water turned to stone (frozen)

Contrast: the harsh winter outdoors is contrasted with the warmth found indoors; depiction of the real world outside is contrasted with the fictional world in the story-books—frozen water and flowing brooks
Repetition to portray the significance of the image: story-books

Taking it further (HOTS)

Let students work in groups and discuss the overall mood and tone of the poem. *How does the poet feel about winter and picture books?*

Post-reading

Divide students into small groups and assign each group a stanza of the poem.

Have groups analyse their assigned stanza for:

- Imagery: *What pictures does the stanza paint in your mind? Explain*
- Theme: *What theme or idea is expressed in this stanza? Explain*
- Poetic Devices: *Are there any literary devices such as imagery, alliteration or rhyme used in the stanza? Explain*

Let each group present their analysis to the class.

Teacher's Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Picture Books in Winter

A. Chose the correct answer.

1. *In the poem, 'Picture Books in Winter', in winter, the water*
 - a. turns to stone.
 - b. evaporates into the air.
 - c. freezes into snow.

Ans: a

2. *In winter, the main activity in the nursery is*
 - a. playing with toys.
 - b. reading story-books.
 - c. chatting with friends.

Ans: b
3. *According to the poem, in the picture books we can see*
 - a. just sheep and shepherds.
 - b. only witches and crooks.
 - c. all things near and far .

Ans: c

B. Read the lines and answer the questions.

1. *Summer fading, winter comes—*
 - a. What are the changes that the speaker notices?
 - b. Who is the speaker in the poem?
 - c. What will he do in winter?

Ans: a. Winter mornings are frosty, making everything cold and icy. His fingers feel tingly because of the cold weather. Robins and rooks are birds that he can see during winter.
b. In the poem, the speaker is a child. c. He will read picture story-books.

2. *Sheep and shepherds, trees and crooks,*
 - a. Where can these be seen?
 - b. Why can't they be seen now?
 - c. How does the speaker feel about not being able to see them?

Ans: a. They can be seen in the speaker's picture story-books. b. They cannot be seen because it is winter. c. The speaker appears to miss spring because he cannot see all the beautiful things like sheep, shepherds, trees and other nice scenes in real life. He misses having those pretty things around.

C. Answer the questions.

1. *Is the speaker alone?*
Ans: The speaker is not alone. They have the company of their nurse.
2. *How does the speaker escape from the cold winter months? (Picture Books in Winter)*
Ans: The speaker escapes the cold winter months by reading picture story books in his warm nursery.
3. *Where does the speaker like to read?*
Ans: The speaker likes to read in a cosy and safe corner of the nursery.

D. Think and answer.

What role do the picture story-books play in the speaker's life?

Suggested ans. According to the poem, picture story-books are a source of joy and fascination for the speaker during winter. They provide a means to escape into worlds filled with sheep, shepherds, trees and fairies that are not visible in the speaker's immediate surroundings. The picture-books provide safety and comfort to the speaker.

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| STUDENTS' BOOK ANSWER KEY |
|----------------------------------|

Picture Books in Winter

Warm Up

Free response.

Reading

- A.
1. The 'flowing brooks' can be found in the picture story books.
 2. Winter brings frosty mornings, tingling thumbs, window robins and winter rooks.
 3. Sheep and shepherds, trees and crooks wait upon the children's eye. 'Wait' here refers to the eagerness of children who wish to see these things.
 4.
 - a. The speaker is praising the experience of reading picture story-books in winter.
 - b. The speaker recalls the comfort and joy found in reading picture story-books by the chimney corner, where the fire would keep them warm in winter.
 - c. The line "Sitting safe in nursery nooks" shows the speaker feeling secure. It takes the speaker back to childhood days when they felt safe and warm in their nursery.
- B.
1. The scenery outside changes with the coming of winter. The speaker describes the change by pointing out the things that winter brings, such as frosty mornings, tingling thumbs, winter robins, winter rooks and water turned to stone because of the cold.
 2. The speaker's mood in the poem is joyful and positive. The picture story-books play an important role in setting the mood as they provide warmth and comfort to the speaker on cold winter days. They also help the speaker imagine, which transports them to another place. The speaker travels through the picture story-books.
 3. The poet has used nature to describe the change in seasons. This is shown in the use of words like 'winter rooks', 'flowing brooks', 'trees and crooks' and 'water turned to stone'.
- C. The poet repeats the words 'Picture story-books' in every stanza to make the reader focus on these words as they are important in understanding the poem. The poet also repeats these words to create a rhythm.

Going Further.

Answers may vary.

1. *Betty bought a big bag of blue balloons.*
2. *Sara's seven sisters slept soundly on the soft sand.*
3. *Peter's puppy patiently played in the park.*

DEVELOPMENT OF THE LESSON PLAN

A BATTLE IN THE JUNGLE

Learning Outcomes

By the end of the lesson, students will be able to:

- identify the narrative as a travelogue.
- sequence the events and identify the details.
- discuss the pros and cons of wildlife tourism.
- identify and use auxiliary and modal verbs.
- use words associated with wildlife.
- create posters using the right format.

Suggested number of sessions: 6

Session 1: Warm-Up; Text: *The Maharaja stopped at Ranthambore... camouflaged by the long grass.*

Session 2: Recap; Text: *The Maharaja stopped at Ranthambore... camouflaged by the long grass.*

Session 3: Comprehension

Session 4: Grammar

Session 5: Vocabulary; Listening; Pronunciation; spelling

Session 6: Writing

Pre-reading

Warm up

Put students in groups. Tell them that there are logical reasons behind every rule given.

Let them discuss why they should do certain things and not do certain others.

Example: The natural environment of the jungle is silence, and animals in the jungle are not used to sudden outbursts/ noises. Hence, it is important to maintain silence in the jungle to respect the preferences of the animals and other creatures there.

Note: This perspective is very important because students may write that they have to be silent to sight the animals or enjoy the jungle better.

CT; COM;COL

Reading

Let students read the introduction silently.

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Teaching strategy: Audio-assisted reading

Play the text in the Smart Book in parts.

Let students follow the text in their books as they listen to you / follow the audio recording.

Note: There are quite a few words in the text where students might not know the correct pronunciation (Ranthambore, turquoise, stealthily, camouflaged etc.). Apart from that, the text is fairly simple for students to understand. This strategy helps to build fluency skills and helps build comprehension (to become autonomous readers). Discuss the meanings of the glossed words through the course of the reading exercise.

The Maharaja stopped at Ranthambore... camouflaged by the long grass.

Once they have read the part with and without the audio, ask them simple comprehension questions to get the sequence and details.

1. *What kind of weather is described here? (Cold and chilly weather)*

This helps students evaluate the situation and deduce the weather condition)

CT; COM

How did the group travel from the train station to Ranthambore National Park?

2. *The words 'roared off' here mean the jeep sped away noisily.*

The phrase uses vivid imagery to describe a scene where a jeep is leaving quickly and noisily, heading into a dense jungle.

This is getting the meaning from the context. Help students get the meaning by guiding them to read the words around the phrase.

CT; COM

What did the yelp in the forest signify according to their guide? Why did Raju stop the jeep after the guide's signal? Describe the tiger's appearance as seen by the group. What wildlife did the group observe before encountering the tiger?

Raju drove the jeep up and around the bend... was nowhere to be seen.

What did the tiger do after it saw the group? Why did Raju brake sharply while driving downhill?

How did the guide describe Machli?

3. *What do you think is about to happen? (Machli is getting set to attack the tiger.)*

Draw students' attention to the body language of the tigers. Then, let them predict what would happen.

CT; COM

4. *When do you 'hold your breath'? How do you say that phrase in your home language? (We hold our breath when we are scared about something.*

Answers may vary.)

Tell students that we are not talking about holding the breath during exercise.

Ask them the situations when they would hold their breath unintentionally.

Help them with the expressions in their home language. Whole-class discussion

CT; COM

What was the outcome of the fight between Machli and the other tiger?

Discuss

- what the defeated tiger did after the 'battle'.
- the phrase *lick one's wounds* (to quietly think about the defeat suffered)
- how this phrase can hold the literal and metaphorical meaning in the given situation. (The tiger literally licked his wounds to heal himself; the tiger would have felt defeated and scampered away to recover from the humiliating defeat.
- how 'licking her paws' stands in contrast to 'licking his wound' (Machli licking her paws symbolises her victory over the tiger who slinks away to recover)

How did the guide react to Machli's victory?

Post-reading

Taking it further (HOTS)

Put students in groups. Ask them to discuss if they are interested in wildlife tourism and if they would encourage it. Allow them to argue either way. Moderate when needed and wrap up (optional) by saying that wildlife tourism is dependent on peoples' respect towards wildlife and their environment and only responsible individuals will be suitable for this type of tourism. **AOL; CT; COM; COL**

GRAMMAR

Auxiliary and modal verbs

Main and auxiliary verbs:

Write the following sentences on the board. Ask them to identify the verbs in the sentences:

I saw an elephant./We are watching TV./ The sky became dark./ The food has gone bad./He speaks English./ She speaks fast./I do not like garlic./ Do you want some coffee?

Once they have underlined the verbs, ask them to read these sentences without the verbs.

Ask students:

Are the sentences meaningful? (No)

Tell them the sentence does not express a complete thought without these verbs. So these verbs are called **main verbs**.

Now ask them to look at the auxiliary verbs written on the board and identify them in the respective sentences. Ask them to read the sentences without these verbs.

Ask students:

Are these sentences meaningful? (Yes)

Then what do they express in a sentence? (tense of the main verb, negatives and questions)

Reinforce the concept with the help of the input given in the Textbook.

Modal verbs:

Explain that a **modal** is a special kind of verb and it is used before another verb to add a certain meaning to a sentence. Explain the functions of the different kinds of modals with the help of the table given in the Textbook.

VOCABULARY

words associated with wildlife and nature

Use the inputs given in the Textbook to teach and ask students to frame sentences as instructed.

WRITING

Making a poster

Share with students:

A Poster is a large notice announcing or advertising a product or an event. A poster can also be used for creating awareness, for extending an invitation or for warning people about something. It conveys the message in an eye-catching way. A poster has no fixed format. It is left to the creativity of the one who makes it.

Guidelines to create a poster:

- Provide an arresting title.

- Use illustrations/pictures. The visuals should be eye-catching.
- Ensure a clean layout with proper spacing, proportionate headings and illustrations.
- Mention the date, time and venue in case of an event.
- The message on the poster should be crisp, clear and appealing.
- The message should be in large fonts (letters).
- You may even use words or phrases. Complete sentences are not always required.
- Try to restrict the words.

Now, help them complete the writing task given in the Textbook.

Teacher's Observation

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

A Battle in the Jungle

A. Choose the correct answer.

1. *Raju drove the jeep around the bend to the other side in order to*
 - a. admire the tiger's beauty.
 - b. avoid startling the tiger.
 - c. observe the tiger closely.

Ans: c

2. *Machli was Queen of the Jungle and the pride of Ranthambore because*
 - a. she was the fastest tiger in Ranthambore.
 - b. she was the strongest tiger in Ranthambore.
 - c. she was the most feared tiger in Ranthambore.

Ans: b

3. *Machli established her dominance over the other tiger by*
 - a. snarling and growling.
 - b. slashing her claws across his face.
 - c. sinking her claws and teeth into his neck.

Ans: b

B. Read the lines and answer the questions.

1. *We sped downhill into a clearing, but then Raju braked sharply.*
 - a. Where is the speaker?
 - b. Why did Raju stop the jeep?
 - c. What happened next?

Ans: a. The speaker is in the jeep in Ranthambore National Park. b. Raju stopped the jeep sharply because they encountered a tiger less than twenty meters away. c. The group saw that another tiger was hidden in the trees. The guide told them that this was a tigress named Machli.

2. *A terrifying roar ripped through the jungle as birds flew off the branches, screeching.*
 - a. What was happening in the jungle?
 - b. Who won the fight?
 - c. How did the tiger win the fight?

Ans: a. Machli and a male tiger were engaged in a fierce battle, clawing and snarling at each other. b. The tiger named Machli, known as the Queen of the Jungle, won the fight against the other tiger. c. Machli won the fight by fiercely slashing her claws across the other tiger's face, asserting her dominance and causing the other tiger to retreat with wounds.

C. Answer the questions.

1. *How did the guide realise that there was a tiger nearby?*

Ans: A deer's yelp signalled the presence of a tiger nearby. The guide asked the driver to stop the jeep and the group prepared for a sighting.

2. *What did Machli do after her fight with the other tiger?*

Ans: Machli gave one final growl as she watched the other tiger retreat. Then, she calmly retreated to a nearby tree, where she settled down and licked her paws.

3. *What was the group's reaction to witnessing the tiger fight?*

Ans: The group watched in tense silence, holding their breath as the two tigers clashed in a dramatic display of power and aggression.

D. Think and answer.

1. *How do you think the group felt after sighting Machli in the wild and witnessing her fight?*

Suggested ans. Seeing Machli was a rare and privileged experience for the group as she was the most famous tiger in Ranthambore National Park. Her fight for dominance in the competitive world of tigers in the wild left a lasting impression on all who witnessed the battle.

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| STUDENTS' BOOK ANSWER KEY |
|----------------------------------|

A Battle in the Jungle

Springboard

Free response.

Warm Up

Accept any logical answer. Suggested answer: We have these rules so we can be safe on a safari. If we don't follow these rules, we might end up getting hurt or harming the animals around.

Reading

A. 2, 3, 6, 5, 4, 1

- B. 1. a. The speaker was inside the Ranthambore National Park in Rajasthan. b. The speaker heard the 'yelp' of a deer. c. The guide explained that the 'yelp' indicated that the deer had spotted a tiger
2. a. The line refers to the tiger that the speaker and her co-passengers had seen walking away. b. The tiger had lowered his head and raised his paw. This posture indicated that he had spotted something. c. The tiger had spotted Machli, a fifteen-year-old tigress and the most famous tiger of Ranthambore, hidden among the trees.
3. The speaker had boarded the Maharaja Express which stopped at Ranthambore for some time. After getting down from the train, they jumped into a safari jeep which was already waiting for them. Their driver, Raju, drove them into the Ranthambore National Park.
4. Raju drove the jeep up the hill and around the corner so that the passengers in his jeep could have a better sight of the tiger who had just walked into the trees, half-hidden by the tall grass. Just as the jeep turned the corner, the passengers saw the tiger stop in its track. He turned to look directly at them. Then, he calmly jumped on the road, walked around the back of the jeep and then walked into the trees.
5. Machli and the other tiger sprang at each other, meeting mid-air, and sank teeth and claws into each other's necks. They fought standing on their hind legs, snarling and growling. All of a sudden, Machli slashed her claws across the other tiger's face very fiercely. Surprised by the attack, and injured, the other tiger withdrew and limped away to lick his wounds. Machli growled once more to announce her victory and then went and sat under a tree. Thus, she justified the title, 'Queen of the Jungle'.
- C. 1. The two tigers were used to seeing human beings in the national park. So, they did not pay any attention to them.
2. The statement indicates that the jungle and all the animals living there were very familiar to the guide. He felt attached to each one of them. So, when Machli won the fight, he smiled proudly.

Grammar

- A. 2. Amrita did not bring her lunch. ✓
3. We are preparing for our exams. ✓
4. Does your aunt live in Mumbai? ✓
5. Anish does not drive a blue car. ✓
6. Did Naina buy the flowers? ✓
7. Manish was looking tired. ✓
- B. 2. was running 3. was standing 4. following 5. was passing
6. was talking 7. did ... say 8. was getting 9. Did ... see
- C. 2. should 3. must 4. might 5. will
6. Shall 7. will
- D. 2. shall 3. must 4. will 5. can
6. Would 7. could

Grammar Fun

1. *Free response.*
2. b. I must drive slower than 50 kilometres per hour.

- c. I mustn't take a U-turn.
- d. I mustn't take a right turn.
- e. I must throw the garbage in the bin.
- f. I mustn't create too much noise pollution.

Vocabulary

Accept any logical answer. Suggested answers:

- 1. The rainforest had a thick canopy which shut the sunlight out.
- 2. The crow settled at the edge of the bin and began to forage.
- 3. The eagle swooped down from the sky to scavenge the dead birds.
- 4. The cat began to groom itself when it came inside the room.
- 5. The owl is a nocturnal bird as it hunts its prey at night.

Listening

To be marked on the map accompanying the exercise

Writing

Free response.

Spelling

- | | | | |
|------------------------|---------------------|---------------------|--------------------|
| 1. <u>division</u> | 2. <u>admission</u> | 3. <u>digestion</u> | 4. <u>solution</u> |
| 5. <u>registration</u> | 6. <u>decision</u> | 7. <u>duration</u> | 8. <u>revision</u> |

THE DEVELOPMENT OF THE LESSON PLAN

THE FIRST VOYAGE OF SINDBAD

Learning Outcomes

By the end of the lesson, students will be able to:

- recognise the text as an adventurous travel narrative.
- sequence the events in the story and identify the details.
- draw a character sketch of Sindbad.
- identify the different tenses.
- identify and find meanings of homonyms.
- write a notice.

Suggested number of sessions: 6

Session 1: Warm-up; Text: *Sindbad was the son of... fell asleep, exhausted.*

Session 2: Text: *When I woke up... What do you think?;* Think Pair Share

Session 3: Comprehension

Session 4: Grammar; Think Pair Share

Session 5: Vocabulary; Speaking; Punctuation; Reading Aloud

Session 6: Writing

Pre-reading

Warm up

The activity integrates with WAU helping students identify the monuments and the places.

This is an individual activity as every person's likes and dislikes differ. Let students share with the class their choice of monument/place and why they would like to visit it.

It could be:

- cultural interest drawing them to places with cultural significance or rich history.
- recommendations from friends, family, or travel influencers.
- suitable weather conditions.
- having friends or family that makes it more appealing.

COM; IL/WAU

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Play the text in the Smart Book in parts. / Read the text in parts. Pause to explain / discuss / check comprehension. Discuss the meanings of the glossed words through the course of the reading exercise.

Sindbad was the son of... fell asleep, exhausted.

Nutmeg, ginger, cloves— What do you call these in your home language? How did Sindbad end up stranded at sea? What was unusual about the island? What was it that looked like an island?

1. *Can you think of a reason as to why lands might move? (Please accept any logical answer. Suggested answer: earthquakes) This tests students' critical thinking skills and integrates with WAU (Geography)*

CT; COM

Was Sindbad's crew mean? Why did they abandon him? How did Sindbad survive after being abandoned by his crew? What gave Sindbad hope?

Teaching strategy: Story sequence

Now, instruct students to give the sequence of events orally.

This could be quick recap or a formative assessment (AAL).

Taking it further (HOTS)

If you were Sindbad, how would you have handled the situation differently to avoid being left behind by the ship?

When I woke up... What do you think?

What role did Sindbad take on in the kingdom? Why did Sindbad become the Master of the harbour in Mahrjan? How did Sindbad prove his identity? What did Sindbad do with the rare spices he brought back from his journey?

2. Do you think the King should have trusted a stranger with this important job? Say why you think so. Sample answer. Please accept any logical answer. I think the king was right in trusting Sindbad and making him the Master of his harbour because Sindbad proved that he is a brave man who can overcome challenges with courage and determination. (This will help students evaluate situations in general and arrive at conclusions. Allow free response)
3. Use another word for lucky: (fortunate, blessed. *Answers may vary.*) **CT; COM**

Taking it further (HOTS)

What themes or lessons can be drawn from Sindbad's story? (prosperity to loss to survival to success again/ His experiences shape him into a more responsible and capable individual. Discuss Sindbad's character elaborately)

How do you say *bazaar* in other languages? Free response. **IL/ML; COM**

Post-reading

Teaching strategy: Story frames

Put students in groups. Ask them to prepare story frames and share with the other groups (They may use cards to do this activity).

Note: Similar to story maps, story frames are visual representations that focus students' attention on the structure of a story and on how the content of the story fits its structure. Simple story frames require students to provide basic information about the sequence of events in a story:

Example:

- The problem in the story is _____.
- This is a problem because _____.
- The problem is solved when _____.
- In the end _____.

You may add more frames based on the challenge level of your class.

GRAMMAR

Tenses

Review simple present and present continuous tenses.

Optional: Draw Table 1 and Table 2 on the board and write these sentences in Table 1. Ask students to put them in the right columns in Table 2. Example— *Happening at the moment: She is writing a letter*

Table 1

| | | |
|----------------------------------|-------------------------------|---------------------------|
| He works hard. | Do you have a pet? | What are you cooking? |
| Varun is not listening to music. | She is writing a letter. | My parents live in Delhi. |
| I don't like chocolates. | Does she go to school by bus? | They don't watch T V. |

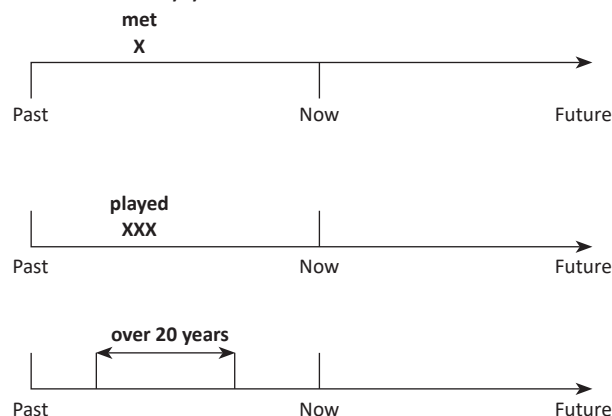
Table 2

| | | |
|---------------------------------------------------------|--------------------------|-------------------------------------------------|
| Permanent states/feelings/ opinions (simple present) | Routine (simple present) | Happening at the moment (present continuous) |
| | | |

You may introduce timelines for tenses at this stage.

Draw the timelines on the board. Alternatively, you may put them up as a chart for reference. Ask students to look at the timelines and match the sentences to the timelines.

1. We met last year.
2. When we were young, we played together every day.
3. They lived in Mumbai for over twenty years.



Tell students:

We use *will* to express future time

- for plans made at the moment.
- for a future action that will definitely happen.
- for predictions.

Help students complete exercises A and B.

Present perfect tense

Write the sentence on the board.

1. *They have lived in the place for nearly thirty years.*
Ask students:
Did they start living there now or in the past? (In the past)
Do they still live there? (Yes)
2. *My parents have been to Nagpur thrice.*
Ask students:
Are they talking about the past? (Yes)
Are they talking about a definite time in the past? (No)

3. *I've lost my door keys.*

Ask students:

How can you say they have lost the keys? (Cannot enter the house/room)

Can you see the result or the consequence of the past action in the present? (Yes)

Tell students:

We use the **present perfect tense** to talk about something that has happened at an indefinite time in the past or that has started in the past and continues in the present or if we could see the effect of past action in the present.

VOCABULARY

Homonyms

Begin by asking students if they know any words that have the same sound and spelling but have different meanings.

List them on the board.

You may get them started with a couple of examples.

- *bat: a wooden club; a nocturnal flying mammal*
- *can: able to; a container*

Tell students that such words are called **homonyms**.

Activity

Think pair share

Let students work in pairs and write two sentences for a homonym, showing different meanings. They may use a dictionary.

Observe student participation during discussions and activities.

Let them share with the class.

WRITING

Notice

Explain:

A notice is written in order to inform people (or students in a school) about an event or an activity. It could be about a competition, an exhibition, an excursion, a meeting or any other activity to take place in the near future. Or, it could be any specific information that has to reach a group of people (Lost and found).

A good notice should be in formal language and to the point, but contain all the necessary information.

The details to be included in a notice:

- Name of the issuing agency (school, club, etc)
- Date of the notice
- Subject / Who is it addressed to
- Event (what is the event about?)
- Date/time/duration (when?)
- Place/venue (where?)
- Signature and name/designation

Teacher's Observation

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

The First Voyage of Sindbad

A. Choose the correct answer.

1. *After spending a night on a plank of wood, Sindbad*
 - a. was lost in the middle of the ocean with no land in sight.
 - b. was rescued by passing fishermen who took him to their village.
 - c. reached an island with abundant fruit bushes.

Ans: c

2. *Sindbad convinced the Captain that he was indeed Sindbad by*
 - a. showing him scars from his encounter with the island fish.
 - b. telling him all that had happened to him since the strange island.
 - c. demonstrating his knowledge of rare spices and silks.

Ans: b

3. *After selling all his bales in the bazaar, Sindbad*
 - a. returned to Baghdad and reunited with his family.
 - b. stayed in Mihrjan and became a wealthy merchant.
 - c. set sail for another adventure to explore new lands.

Ans: a

B. Read the lines and answer the questions.

1. *As the flames began to flicker, something very strange happened*
 - a. Where was Sindbad?
 - b. What began to happen?
 - c. Why did it happen?

Ans: 1. a. Sindbad and his sailors were on a strange island. There were only a few trees and there was no beach b. When the sailors lit a fire, the island began to shudder and shake. c. The island was actually a huge fish. It had been lying in the shallow water for a long time and trees had grown on its back. The fire had awakened the creature and it began moving towards deeper waters.

2. *I have brought my ship here to sell his bales of goods.*

- a. Who said these words to whom?
- b. Where was the speaker?
- c. What would he do after selling the bales?

Ans: 2. a. The captain said these words to Sindbad. b. The speaker was in the harbour of the kingdom of Mirhjan. c. He planned to sell the bales and give the money to Sindbad's family.

C. Answer the questions.

1. *What cargo did Sindbad buy before starting his journey?*

Ans. Sindbad bought sacks of nutmeg, ginger, cloves and other rare spices.

2. *How did Sindbad meet the king of Mirhjan?*

Ans. The king's rider took Sindbad to the city. He was taken before the king who gave him a hearty welcome and listened to his story with interest.

3. *What did Sindbad do when he got back his goods from the captain?*

Ans. Sindbad chose the rarest spices from his cargo, and took a small quantity to the King as a present for his kindness. The next day, he sold all his bales in the bazaar.

D. Think and answer.

Why do you think Sindbad grew tired of his luxurious life and longed for adventure?

Suggested ans. Sindbad grew tired of his luxurious life and longed for adventure because he found fulfillment and excitement in exploring the unknown and overcoming challenges. His initial life of luxury, marked by extravagance and comfort, may have felt boring and dull compared to the thrill and sense of achievement he experienced during his adventurous voyages.

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| STUDENTS' BOOK ANSWER KEY |
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The First Voyage of Sindbad

Warm Up

- Mysore Palace – Mysuru
- Gateway of India – Mumbai
- Taj Mahal – Agra

Free response.

Think pair share

Free response.

Reading

- A. 2. They landed on a strange island which turned out to be a large fish.
5. The King of Mirhjan was impressed with Sindbad and made him the Master of his harbour.
7. Sindbad sold all his spices, made a lot of money and went back home.
- B. 1. a. These words were spoken by Sindbad. b. He said these words when the strange island began to shudder and shake. c. The island turned out to be a large fish.
2. a. The King of Mirhjan said these words. b. The king said these words when he heard Sindbad's story of how he survived so far. c. The Gods protected Sindbad by keeping him alive and unharmed.
3. Sindbad and his men came across a strange island. There were a few trees on it and the land glistened like black ebony. Sindbad went on to explore the island while his men built a fire to cook

a meal. Suddenly, the land shuddered and shook. Later, they realised that it was not an island, but a large fish. The fish had been lying in the shallow water for so long that trees had started growing on it. The fire had awakened the fish which was now moving towards the deep waters.

4. Sindbad narrated all the events that had happened to him since the strange island to make the captain of the ship believe that it was indeed him. He also recognised his bales and told the captain that he cannot sell them.
 5. The King of Mihrjan was impressed with Sindbad when he heard the story of how he had survived the strange island and the deep waters. He was impressed with Sindbad's bravery and strength.
 6. The King of Mihrjan made Sindbad the Master of his harbour. Sindbad had to note down the names of all the ships that arrived at the harbour and list the cargo they brought. One day, as he was working at the harbour, he spotted his old ship and the captain as they arrived at the harbour. Sindbad was able to meet his captain and go back home only because he was working as the Master of the harbour. Hence, this is how his new role helped him get back home safely.
- C. 1. Sindbad is a strong and brave character with positive and negative qualities. Let's look at some of them.

Positive qualities:

- Brave: He had to face challenges like the giant fish and being lost at sea, but he managed to overcome them.
- Clever: When he lost sight of his ship and his men, he found a way to stay alive. He found a plank of wood and held on to it when he was about to drown.
- Honest: Sindbad told the king of Mihrjan the truth about how he survived.
- Generous: When he found his bales, he generously offered the king his spices.
- Fighting spirit: He fought his best to stay alive and didn't give up trying when he faced many challenges and dangers.
- Adventurous spirit: Sindbad was always ready to take on another adventure, which made him suitable for a life of adventure.

Negative Qualities:

- Lifestyle: Sindbad lived a life of riches and wasted his father's fortune without thinking about the future.
- Restless nature: Sindbad grew tired of his rich and comfortable life and longed to set out on another adventure, which could bring forth new dangers and risks.

2. *Free response.*

Grammar

- A. 2. will reach 3. were playing 4. performed 5. bought 6. go
- B. 2. We met the actors. 3. Rajesh was driving the car very slowly. 4. Mother will go to the park by the river. 5. I am having curd rice for lunch. 6. Mita watered the plants before going to school.

Grammar Fun

Please accept any logical answer. Suggested answers:

- Ram will play football in the evening.
- Mithun is eating samosa.
- Ria sang at the competition.
- Ravi is playing the guitar.
- Priya was watering the plant when I saw her.

- C. 2. has gone 3. Have ... visited 4. has won 5. have planned 6. has bought
- D. *Please accept any logical answer. Suggested answers:* 2. Amit has not visited his uncle yet.
3. Shafia has found her earrings. 4. I have not hidden your book. 5. We all have submitted our homework. 6. My sister has made friends at her new school.

Grammar Fun

Free response.

Vocabulary

1. a. write one's name 2. b. to buy something in advance 3. b. to see
4. b. condition 5. b. electricity

Fun with Words

Please accept any logical answer. Suggested answers:

- Ritu used a scale to draw a house.
• Vehicles cause pollution on a large scale
- Suman picked up the suitcase by its handle.
• We were able to handle the situation very well.
- The child wanted to stroke the cat gently.
• My uncle is recovering from the stroke he had last month.

Speaking

Free response.

Punctuation

2. The ready-made dress did not fit Anne. 3. There was a plate of half-finished food on the table.
4. A middle-aged man was walking along the canal. 5. We went to a child-friendly restaurant.

Writing

Please accept any logical answer. Suggested answers:

24 August, 2025

NOTICE

AUDITIONS FOR THE ANNUAL DAY PLAY

The Drama Club is excited to announce auditions for our upcoming play to be performed at the annual day event! We are looking for enthusiastic students to bring our play to life.

- Date: 15 September 2025
- Time: 1 p.m. to 2 p.m.
- Venue: school auditorium
- Number of candidates required: 8
- Eligibility: Open to all students of classes 6 to 8

Please submit your name and class to Tina Ravi, by 10th September 2025. Don't miss this chance to showcase your talent!

See you there!

President

The Drama Club