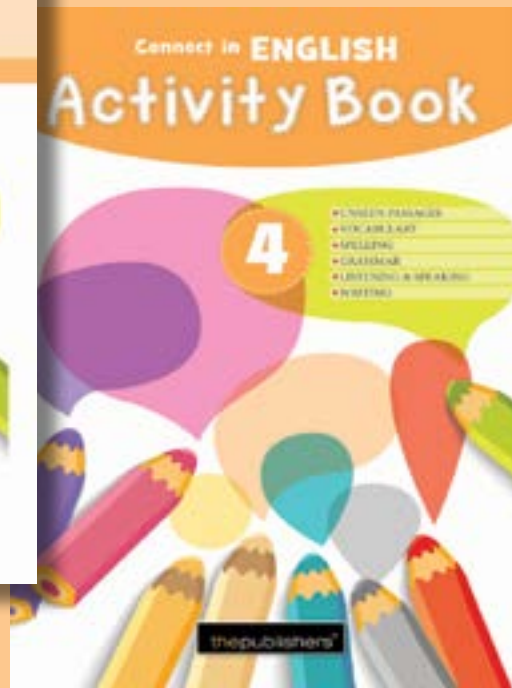
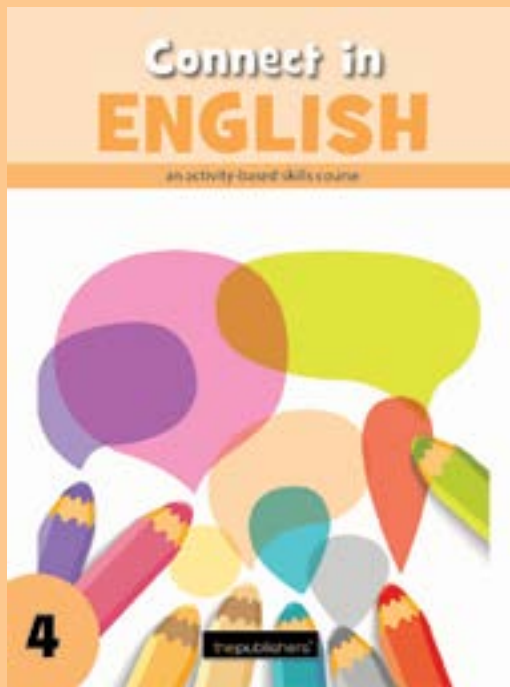


# Connect in ENGLISH TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY

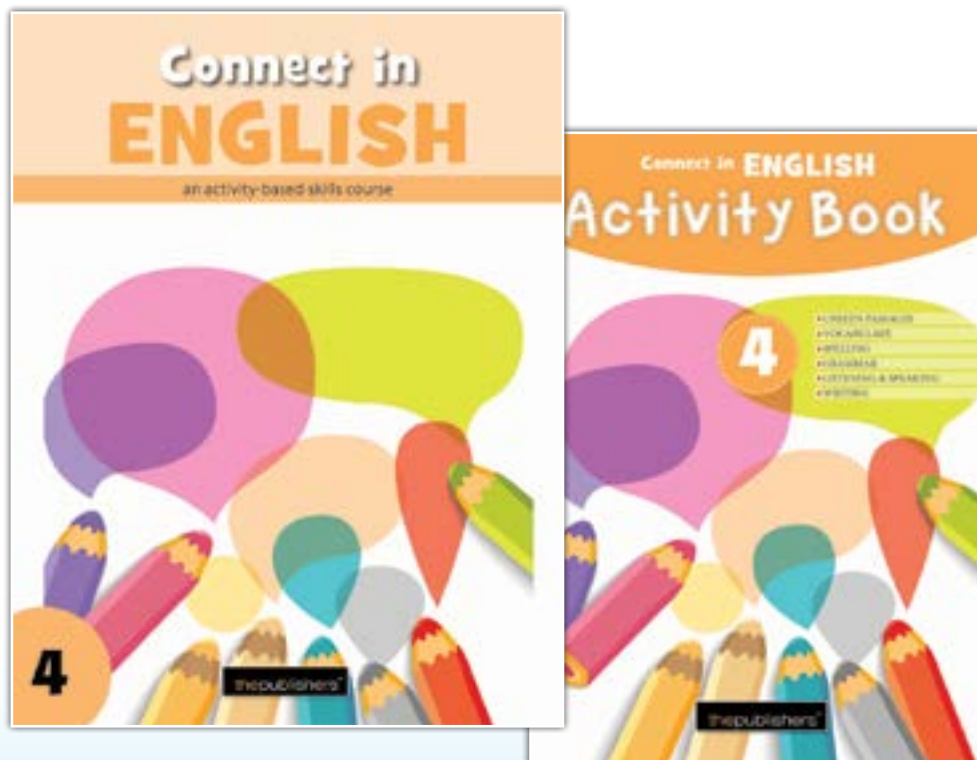


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# Connect in **ENGLISH**

## TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY



4

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# 1.

# The Three-legged Race

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to discuss if the sport is played in the school and if any one of it interests them
- Ask the students the following questions:
  - ◆ Which is your favourite sport?
  - ◆ Name two sports personalities associated with your favourite game.
- You could initiate a discussion about sports tournaments around the world. Circulate relevant information in the class.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask the students what all games are played in a team or individually. Make a list on the blackboard.
- You could initiate a discussion about 'sportsmanship' and 'team spirit'. Ask the students to share their understanding about it.
- Discuss the given exercises and help the students complete them after the lesson.

## Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Get Set!

Accept all appropriate answers.

## Read and Understand

### A.

1. sports competition the next month.
2. all of them would be participating.
3. they practised hard for it.
4. he chose fast runners for his team

### B.

1. False
2. False
3. True
4. False
5. True
6. False

### C.

1. All the children participated in the competition.
2. Rita and Kevin prepared for the race by practising hard.
3. They kept falling because they didn't know how to tie the rope.
4. The teacher helped the children by tying the rope for them.
5. Nicole and Ken won the three-legged race.

**D.** Accept all appropriate answers.

## Word Wise

**E.**

1. exercise
2. healthy, fit
3. race, fast
4. active

**F.** Accept all appropriate answers.

T	O	P	E	R	U	F	E
H	A	I	M	A	E	A	L
E	X	E	R	C	I	S	E
A	N	Z	A	E	B	T	R
L	S	W	O	M	I	A	E
T	G	S	S	V	F	M	N
H	D	A	C	T	I	V	E
Y	W	E	R	Y	T	O	L

## Spell Right

**G.**

1. kick
2. jump
3. run
4. race
5. throw
6. catch

**H.** HARE: I am the fastest animal in this jungle.

TORTOISE: Do not be so sure.

HARE: Will anybody race me?

TORTOISE: I will race you!

HARE: I will take a short nap.

TORTOISE: Slow and steady wins the race!

HARE: I have been proud and foolish.

TORTOISE: Thank you for teaching me this lesson!

## Understand Grammar

1. Ali lives in a huge house.
2. He has his own room.
3. He plays with his friends in the park..
4. He loves to play football.
5. He wants to become a famous football player.

## Use Grammar

- J. Accept all appropriate answers.
- K. Accept all appropriate answers.

## Write Well

- L. Accept all appropriate answers.
- M. winning, respecting, blaming, encouraging, laughing, loving, fair

## Listen Carefully

**N.**

1. football
2. three-legged race
3. blind man's bluff
4. cricket
5. hide-and-seek
6. badminton

## Speak Well

- O. Accept all appropriate answers.

## Conversation Practise

- P. Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. cat ; mice
2. meeting
3. hide
4. bell
5. plan.

**B.** Accept all appropriate answers.

## Word Wise

**C.**

1. run
2. worth
3. win
4. health
5. active
6. mate

Accept all appropriate answers.

**D.**

A	G	L	U	S	C
R	I	O	P	H	R
C	V	W	G	O	Y
B	E	F	O	R	E
W	A	R	I	T	F
E	U	X	N	P	U
T	R	I	G	U	Z

**E.**

1. basket- c. ball
2. knee- f. cap
3. pan- g. cake
4. weight- a. lifting
5. score- b. board
6. goal- j. keeper
7. free- h. style
8. breast- i. stroke
9. play- e. ground
10. foot- d. ball



## Spell Right

### F.

1. friend
2. billiards
3. competition
4. wrestle
5. innings
6. referee
7. achieve
8. field

### G.

1. slipper
2. paddle
3. collar
4. ladder
5. apple
6. yellow
7. balloon
8. copper
9. saddle

## Understand Grammar

### H.

1. White clouds float- b. In the sky.
2. The children play- d. in the park.
3. These roller skates belong- a. to Raul.
4. Rachel, the lioness, has- c. a little club.
5. Ron run- g. after the ball.
6. It rained- e. all of yesterday.
7. The crowd cheered- f. for the players.

**I.**

1. Diego Maradona is a great football player.
2. He was first recruited at the age of eight.
3. He scored the winning goal in the world cup 1986.
4. He is also known as the golden boy.
5. He made his international debut at the age of sixteen.

## Listen and Speak

**J.** Accept all appropriate answers.

## Write Well

**K.** Accept all appropriate answers. wers.

# 2.

# Going School

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to do the given exercise. Discuss the answers with them.
- Ask the students the following questions:
  - ◆ Have you seen a route map at the entry of a zoo or a historical monument?
  - ◆ How do you following a map helps in such places?
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask students to draw a rough map of the school which includes a small picture for every place like a playground, a staffroom.
- You could initiate a discussion in the class about how to give directions of one place to another. They can start from their house to the park nearest to their house.
- For example: After you exit the main gate, take the main road. Take the first left
- Discuss the given exercises and help the students complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.

- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Get Set!

Accept all appropriate answers.

### Read and Understand

#### A

1. Uncle Andy was going to look after them.
2. thought of exciting things to do.
3. had a test that day.
4. thought they were going the wrong way.

**B.** Accept all appropriate answers.

#### C.

- 2 The children were excited because Uncle Andy had come to stay with them.
- 5 Uncle Andy offered to take them to see the vintage cars at the Auto Expo.
- 4 The children missed the school bus.
- 3 Vaughn said that he hoped Uncle Andy would take them to see a football match.
- 1 Dora and Vaughn's parents had gone out of town.

**D.** Accept all appropriate answers.

### Word Wise

#### E.

1. moan – when someone is in pain
2. laugh – when something is funny
3. gasp – when something is shocking
4. wail – when one is crying
5. scream – when one is scared

## **F**

1. asked
2. .exclaimed
3. sobbed
4. instructed
5. replied

## **Spell Right**

### **G**

1. argument
2. grateful
3. discipline
4. tuition
5. foreign
6. separate

## **Understand Grammar**

### **H**

1. Muhammad Ali Jinnah
2. mother's
3. Jesus Christ's
4. holidays, grandmother's
5. brother's, friends

## **Use Grammar**

- I. Accept all appropriate answers.

### **J.**

1. Tina's truck
2. Baby's rattle
3. Father's book
4. Mother's pen



5. Victor's paintbrush

## Write Well

**K.** Accept all appropriate answers.

## Life Skills

**L.** x



x

## Listen Carefully

**M.** Accept all appropriate answers.

## Speak Well

**N.** Accept all appropriate answers.

## Conversation Practise

**O.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. b. candy floss
2. c. performers
3. b. puppets
4. a. Elena and her parents bought at the fair

**B.**

1. went- c. came
2. bought- d. sold



3. gathered- b. scattered
4. swallow- e. spit
5. wonderful- a. awful

## Word Wise

### C.

1. aunt
2. grandparents
3. uncle
4. ancestors
5. siblings
6. cousins

## Spell Right

### D.

1. winner
2. computer
3. actor
4. grandmother
5. writer
6. officer
7. doctor
8. reader
9. teacher
10. tailor
11. motor
12. horror

## Understand Grammar

- E.** The children's party was in the garden. There were flowers in the pots. The rays of the sun fell on the flowers and lit them up. Mary's class had prepared a game for the party. They all enjoyed it. Mary's dress got dirty during the party.

Mary has many dresses but this was her favourite. Mary's mother said that she should wash it after the party.

**F.**

1. Andy's badminton racket.
2. John's sister
3. the cub's name
4. Clara's singing lesson
5. Ann's ribbon.
6. Taylor Swift's picture
7. Mr Smith's house.
8. children's books

### Listen and Speak

- G.** Accept all appropriate answers.

### Write Well

- H.** Accept all appropriate answers.





# The Lion and the Mouse

## Lesson Plan

### Learning Objectives:

- To develop listening and comprehension skills
- To develop life skills
- To strengthen motor skills
- To recite and enjoy the poem

### Engagement:

- Ask the students the following questions:
  - ◆ Who is more powerful- a lion or a mouse? Give reason.
  - ◆ Can a little mouse help a lion?
- Recite the poem in a fun way and do actions along with it. Ask the students to say the poem aloud in the same way. Let them do the actions as they like and enjoy.
- Discuss the meaning of difficult words.
- You may do a fun activity: Mask Making. Seek help from art teacher for helping students make masks of lion and mouse with the help of thick paper and colors. Ask students to write some dialogues in pair related to a conversation between the lion and mouse based on the situation in the poem.
- Discuss the given exercises and help students to complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop listening and comprehension skills.

- They will be able to develop life skills.
- They will be able to strengthen their motor skills.
- They will be able to recite and enjoy the poem.

## Answer Key: Main Course Book

**A.** was hunting, food, caught, tried, came, saw, nibbled, set, laugh, need

**B.**

1. prey – away
2. net – set
3. house – mouse
4. lives – gives

**C.**

1. free – unfree
2. despise - love
3. unpleasant - pleasant
4. strongest – weakest
5. tiny - huge
6. poor – rich

**D.**

1. wood - would
2. there - their
3. knead - need
4. one - won
5. hole - whole
6. knot – not

### CHECK YOUR UNDERSTANDING

- A.** Accept all appropriate answers.
- B.** Accept all appropriate answers.

- C.** Accept all appropriate answers.
- D.** Accept all appropriate answers.
- E.** Accept all appropriate answers.
- F.** Accept all appropriate answers.



# 3.

# Vivian's Letter

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to do the given exercise. Discuss the answers with them.
- Ask the students the following questions:
  - ◆ Have you ever written a letter to someone? If yes, to whom and|about what?
  - ◆ Can you tell what was the mode of communication before cellphones came into existence?
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Discuss the format for writing formal and informal letter in the class. Ask them to write a sample letter after that. Later, if possible take them to a post office and help them post that letter. (If possible, check the timings of the post office and coordinate the same with the class's schedule.)
- You could initiate a discussion about one's behaviour towards a new classmate. Ask them to share their experiences. Guide them towards the required behaviour and manners.
- Discuss the given exercises and help the students complete them after the lesson.

## Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Get Set!

- Accept all appropriate answers.

## Read and Understand

### A.

1. how she made a new friend.
2. Dubai
3. Brighton
4. uncomfortable
5. kind-hearted

### B

1. Gerald thought the new girl looked proud and stuck up.
2. The new girl looked lonely and sad because nobody spoke to her and Mark and Ahmed laughed at her.
3. Vivian was glad she had spoken to the new girl because she was a really nice person.
4. The new girl had moved to Brighton because her mother was going to work in Dubai.
5. The two girls decided to call themselves The Vivian Duo because because they were named Vivian and Viviana.
6. Poppa and Grandma were busy making different kinds of snacks and cakes for Vivian.

## **C**

1. a new bag
2. whispered to
3. proud and stuck-up
4. sad and lonely

## **D**

1. The new girl looked away when Mark and Ahmed were whispering to each other because they made her feel uncomfortable.
2. Accept all appropriate answers.
3. Vivian's grandfather was proud of her because she made friends with someone who was scared and lonely.

## **Word Wise**

### **E.**

1. new
2. too
3. there
4. aloud
5. see;Sea

**F.** cheerful, funny, friendly, loyal, patient

## **Dictionary Check**

### **G.**

1. scream
2. hug
3. proud

## **Spell Right**

### **H.**

1. quick
2. quarrel

3. question
4. quest
5. quality
6. quarter
7. queen
8. quite

1. quiet
2. quarter
3. question
4. quality
5. quick, quarrel

## Understand Grammar

### I.

1. sits
2. visit
3. has
4. ties
5. plays

## Use Grammar

### J.

1. is studying
2. is baking
3. is parking
4. are wearing
5. is sitting

**K.** Accept all appropriate answers.



## Write Well

L. Accept all appropriate answers.

## Life Skills

M. Accept all appropriate answers.

## Listen Carefully

N. Accept all appropriate answers.

## Speak Well

O. Accept all appropriate answers.

## Conversation Practise

P. Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. c. Vivian
2. b. Vivian's trip to San Francisco
3. a. is big and beautiful
4. a. Botanical Gardens

## Word Wise

**B.**

1. a. hear  
b. Listen
2. a. breathe  
b. smell
3. a. chew  
b. eat



4. a. look
- b. see

**C.**

ONE
alone
single
mono

TWO
duo
double
pair

MORE THAN TWO
triple
trio
four

## Spell Right

**D.**

1. patch; lunch
2. watched; teachers; match
3. cheered; teachers
4. catch.
5. Chased.

## Understand Grammar

- E.** Accept all appropriate answers.
- F.** Accept all appropriate answers.
- G.** Accept all appropriate answers.



## Listen and Speak

H. Accept all appropriate answers.

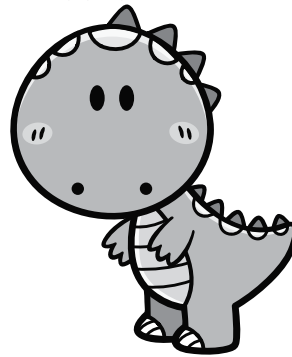
One morning, as Sam was walking ~~to~~<sup>a</sup> school, the big truck rattled along ~~an~~<sup>the</sup> road past him. The truck jolted over the bump in ~~a~~<sup>the</sup> road and an ~~box~~<sup>a</sup> fell off.

The box smashed open but ~~a~~<sup>the</sup> truck kept going along the road and out of sight. Out of ~~a~~<sup>the</sup> broken box there fell out the egg. But what ~~a~~<sup>the</sup> egg! It was as big as Sam and when he pushed it, ~~an~~<sup>the</sup> egg rolled. Sam rolled it all the way to school.

"Put it on a mat, dear," said Miss Hatfield, Sam's teacher, when she saw ~~a~~<sup>the</sup> huge egg. As Sam rolled ~~an~~<sup>the</sup> egg onto a mat he noticed there was the crack in it.

Then he heard noises coming from inside ~~an~~<sup>the</sup> egg—tap, tap, tap, chip, chip, chip. The crack in ~~an~~<sup>the</sup> egg got wider.

Then ~~an~~<sup>the</sup> egg split in half right through ~~a~~<sup>the</sup> middle. Out of ~~a~~<sup>the</sup> broken egg there rolled an bundle. A bundle uncurled itself, sat up and smiled. It was the beautiful baby dinosaur!



## Write Well

I. Accept all appropriate answers.

# Kindness to Animals

## Lesson Plan

### Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop life skills
- To strengthen motor skills

### Engagement:

- Ask the students the following questions:
  - ◆ Name your favourite animal.
  - ◆ Do you take care of animals? How?
- Recite the poem in a fun way and do actions along with it. Ask the students to say the poem aloud in the same way. Let them do the actions as they like and enjoy.
- Discuss the meaning of difficult words.
- You may do a poster making activity with them. Ask them to discuss among themselves and at home about the ways to be kind towards animals. Ask them to make posters to be kind towards animals. Display these posters in the class and school.
- Discuss the given exercises and help students to complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.

- They will be able to develop life skills.
- They will be able to strengthen their motor skills.

## Answer Key: Main Course Book

**A.** Little, harm, timid, happy

**B.**

1. roam - home
2. hair - lair
3. sing - spring
4. long - song

**C.**

1. gentle - rough
2. high - low
3. day - night
4. save - waste

**D.**

1. hair - hare
2. I - eye
3. write - right
4. allowed - aloud

**E.**

1. small - little
2. merry - happy
3. end - close
4. shy - timid



# 4.

# Kitty's Skipping Shoes

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to do the given exercise. Discuss the answers with them.
- Ask the students the following questions:
  - ◆ How often do you obey your parents or your siblings when you are asked to do some work?
  - ◆ How do you see yourself as?
    - 1.Lazy
    - 2.Moderately active
    - 3.Active
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask the students: what will you do if they are given magic shoes for one day. Ask them to write a short story around it.
- Ask a few students to share their stories with their partners.
- You could discuss in class relevant phrases which can be used while offering help to someone or while giving an affirmative reply.

- For example: When your father asks you to fetch the newspaper from the living room. You should reply “ Sure, father.” “ Okay father, I will just get you the newspaper.”
- Discuss the given exercises and help the students complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Get Set!

Accept all appropriate answers.

### Read and Understand

#### A.

1. pair of shoes
2. dancing prettily
3. landed her in the strawberry bed with one jump.
4. took long leaps like him

#### B.

1. Kitty’s father asked her to get his letters from the post office. Kitty did not want to do it but the shoes made her run the errand.
2. Kitty offered to get Willy’s ball to see if the shoes only worked when she was good and kind.
3. Kitty felt happy when she delivered the bundles to the poor.
4. The cricket said that because it was Mid summer Day and because her shoes were magical, Kitty could understand the insects and animals.

**C.**

1. Kitty was a selfish girl at the beginning of the story.
2. The shoes taught Kitty that helping others makes one happy too.

**Word Wise****D.**

1. whined – spoke in a complaining voice
2. trotting – moving at a quick, even pace
3. stubborn – refusing to agree or give in
4. imitate - -copy
5. pranks – naughty tricks

**E.**

1. exclaimed
2. ordered.
3. requested
4. told
5. whined

**F.**

1. whether
2. weather
3. loose
4. lose
5. except, accept

**G.**

1. tale
2. unhappy
3. jungle
4. well-known



## Dictionary Check

### H.

1. delighted
2. soothed
3. forlorn
4. jaded
5. solace

## Spell Right

### I.

1. grumbled
2. bewitched
3. trotting
4. zipped
5. briskly
6. errand

## Use Grammar

### J.

1. Subject: Kitty  
Predicate: did not want to go to the office.
2. Subject: sun  
Predicate: shone brightly
3. Subject: mangoes  
Predicate: are sour
4. Subject: birds  
Predicate: have made a nest here

**K.** Accept all appropriate answers.

## Write Well

**L.** Accept all appropriate answers.



## Life Skills

**M.**

- True
- True
- False
- True
- False
- True

## Listen Carefully

**N.**

1. False
2. False
3. True
4. False
5. True
6. True

## Speak Well

**O.** Accept all appropriate answers.

## Conversation Practise

**P.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. a. magma.
2. c. of the ancient Roman god of fire.
3. b. 1900.
4. b. the Pacific Ocean.

**B.**

1. world.
2. word
3. worship
4. worse
5. wool
6. wonder

**C.**

1. to
2. sea
3. right
4. new; be
5. where

**D.** Accept all appropriate answers.

## Spell Right

**E.**

1. careful
2. harmless
3. playful
4. sleepless
5. fearless
6. homeless

## Understand Grammar

**F.**

1. an
2. a
3. the
4. the
5. the
6. an



7. a
8. The; the
9. An
10. a; a

**G.**

1. a
2. an
3. an
4. the
5. the
6. the
7. the
8. a
9. an
10. an

**H.**

- a
- the
- the, a
- the
- an, the
- the, the
- the
- the
- the, the
- the

## Listen and Speak

- I. Accept all appropriate answers.

## Write Well

- J. Accept all appropriate answers.



# The Silent Snake

## Lesson Plan

### Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem

### Engagement:

- Ask the students the following questions:
  - ◆ Can you identify animals and insects through their voices?
  - ◆ Have you seen a snake? Where did you see it? Was it making any sound? What was your first reaction on seeing it?
- Recite the poem in a fun way and do actions along with it. Ask the students to say the poem aloud in the same way. Let them do the actions as they like and enjoy.
- Ask the students to practice to animal's or insect's voice. Ask a few of them to make the sound for the whole class. The class could repeat the sound after the student and also identify the animal/insect alongside.
- You could make the list of the animals/insects identified on the blackboard.
- You could start a discussion about 'natural habitat' of the animals. Discuss the natural habitat of the animals in the list.

### Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.

# Answer Key: Main Course Book

## Enjoy the poem

### A.

1. Birds go fluttering in the air.
2. Rabbits run and skip.
3. Squirrels race along the bough.
4. Mayflies rise and dip.

### B.

1. The poet says that the silent snake goes creepy creep because the snake silently creeps on the ground.
2. Birds can also chirp, tweet and mimic human sounds.

### C.

1. slither – snakes – hiss
2. leap – frogs – croak
3. swim – ducks – quack
4. fly – crows – caw
5. spring – tigers – roar

# 5.

# Mrs Magpie's Nest

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to do the given exercise. Discuss the answers with them.
- Ask the students the following questions:
  - ◆ How many birds do you see usually in your neighbourhood? Describe them and share it with your partner.
  - ◆ Have you seen bird nest? Make a list of things that you could identify in the nest, for example, twigs, sticks, leaves, etc.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask them to make a list of birds which are mentioned in the chapter. You may discuss about the trees or other places where these birds make their nest. Circulate relevant information in the class.
- Provide students with strings of soft wool, cotton, small leaves, adhesive. Divide the class into pairs and ask them to make a nest with this material and paste it in their notebooks. Guide them throughout the activity. (If possible collect the required material two days prior to the activity.)

- Discuss the given exercises and help the students complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Get Set!

Accept all appropriate answers.

### Read and Understand

#### A.

1. wanted to build its nest on top of a cliff
2. little twigs
3. never makes a nest
4. in a crow's old nest.
5. cover its babies with its wings

#### B.

1. The magpie was called a wise bird because it was the only bird that knew how to build a nest.
2. All the other birds gathered to listen to the magpie's instructions. They included the bald eagle, lark, bobolink, oriole, whip-poor-will, owl, robin, crow and swallow.
3. The birds flew away without listening to the whole lesson because each one wanted to build its nest in its own way.

**C.**

BIRD	WHAT IT DID	WHY
eagle	He put together a few rough sticks on a rocky mountain cliff and called that a nest.	He didn't want a tree for himself in the valley. He wanted his nest to be on the highest cliff of the mountain.
oriole	She hung her nest from little twigs.	She did not want to set her nest on a branch.
whip-poor-will	She did not take any trouble and did not make a nest.	She was a lazy bird and making a nest was so much work for her.
owl	She put her eggs in a crow's or a hawk's old nest.	He did not want to go through the whole trouble.
robin	She didn't build a dome over her nest.	She wanted to cover her little ones with her wings. She said she could hide them and keep off the rain
swallow	She build her nests in buildings, often under a roof or a window ledge. Some have made theirs under roofs of open barns; and still others under eaves.	She said that dome is a fine thing but there is no need to build it when there are plenty of domes already built. She said one only need to make our nests under them.
magpie	She built her nest at the top of a high tree. She made it of mud and sticks, and covered it with a dome to make it comfortable and cozy.	She was the only bird in the whole world who knew how to build a nest.

**D.** Accept all appropriate answers.



## Word Wise

### E.

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. as free as a bird          | a. to think highly of oneself         |
| 2. as wise as an owl          | b. completely free to do as one wants |
| 3. as proud as a peacock      | c. very intelligent                   |
| 4. to clip someone's wings    | d. an achievement                     |
| 5. a feather in someone's cap | e. to bring someone under control     |

1. completely free to do as one wants.
2. very intelligent.
3. to think highly of oneself
4. to bring someone under control.
5. an achievement

### F.

A	P	C	B	I	R	D	E
D	N	L	S	C	U	L	P
F	E	A	T	H	E	R	S
B	S	W	H	E	G	O	R
O	T	S	B	A	G	B	O
W	W	I	N	G	S	E	P
E	I	K	I	N	S	A	I
F	L	I	G	H	T	K	M

## Understand Grammar

### G.

1. mine
2. I, me
3. We, us
4. mine, hers
5. I, it

6. She, us
7. his, mine

## Use Grammar

### H.

1. He, them
2. She
3. It
4. They
5. It

### I.

it  
they  
us  
them, they  
we

## Write Well

- J. Accept all appropriate answers.

## Life Skills

### K.

1. saves water
2. causes noise pollution
3. wastes electricity
4. saves water
5. cause air pollution
6. reduces plastic use
7. wastes electricity

## Listen Carefully

**L.**

1. True
2. True
3. False
4. False

## Speak Well

**M.** accept all appropriate answers.

## Conversation Practise

**N.** Accept all appropriate answers.

## CHECK YOUR UNDERSTANDING

- A.** Accept all appropriate answers.
- B.** Accept all appropriate answers.
- C.** Accept all appropriate answers.
- D.** Accept all appropriate answers.
- E.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. c. six
2. b. an elephant
3. c. wanted to know what an elephant looked like.
4. c. each of them touched different parts of it.

**B.**

1. True
2. True
3. False

4. False
5. True

## Word Wise

### C.

1. Mouse
2. Owl
3. Lion
4. Fox
5. Bee
6. Mule
7. Bird
8. Peacock
9. Pig
10. eel

### D.

1. Sparrow
2. Parakeet
3. Crow
4. Cuckoo
5. Kite
6. Owl
7. Flamingo
8. Duck
9. Swan
10. Dove

## Spell Right

### E.

1. Cheetah
2. Leopard

3. Habitat
4. Project
5. Prey

## Understand Grammar

### F.

1. they
2. he ; it
3. she
4. he
5. them
6. she
7. she; one
8. they

### G.

1. us
2. we
3. you
4. I
5. us
6. you

### H.

1. This pen drive is mine.
2. This suitcase is yours.
3. These clothes are theirs.
4. These toys are his.

## Listen and Speak

- I. Accept all appropriate answers.

## Write Well

- J. Accept all appropriate answers.

# Model Test Paper 1

## Answer Key: Main Course Book

### From the Lessons

#### A.

1. Nicole and Ken won the three-legged race. Rita and Kevin were happy with the result because they knew Nicole and Ken ran well together.
2. Dora and Vaughn did not want to miss school because Dora had a test while Vaughn had a football match with Grade 4.
3. Vivian's grandfather was proud of her because she made a sad and lonely girl feel welcome.
4. Little children should not give pain to or hurt living things. They should not do wrong to the gentle creatures.
5. The magpie's nest is made out of mud and sticks and covered with a dome to make it cozy and comfortable.

#### B.

1. an Auto Expo.
2. Viviana
3. under roofs of open barns and eaves

#### C.

1. The whip-poor-will said these words to the magpie.
2. The whip-poor-will doesn't build a nest. It lays its eggs in a hollow in the ground or on a log.

## Reading

### D.

1. Bryan had gone to play with his friends on the other side of the hill.
2. Bryan picked up the puppy so that he could keep it warm and dry.
3. Bryan came out of the hut when the rain became a drizzle and a ray of sunlight broke through the clouds.

### E.

1. that it was going to start raining.
2. came down in a rush.
3. the rain became a drizzle and a ray of sunlight broke through the clouds.

### F.

1. didn't want to get caught in the storm
2. in a broken-down hut
3. it saw the sunlight

### G.

1. lonely
2. dim
3. picked
4. slowly

### H.

1. flashed
2. rumbled
3. drizzle

## Grammar

I. Accept all appropriate answers.

### J.

1. Alan's grandmother is younger than my grandmother.
2. The dog's tail was wagging so Hector patted its head.
3. Rachel's bag and shoes were thrown carelessly on the floor.

**K.**

1. a, The
2. a, the
3. The, an

**L.**

1. we
2. I
3. themselves

**Writing**

**M.** Accept all appropriate answers.



# Revision Fun 1

## Answer Key: Activity Book

### Reading

#### A.

1. Hummingbirds get their name from the sound that their wings make.
2. While in flight, they can beat their wings 60 to 200 times per second. This makes a buzzing or a whirring sound.
3. The flight of humming birds is amazing to watch as they can fly up, down, forwards, backwards and sideways. They can even stop in mid-air.
4. The feet of hummingbirds are not very strong because they fly too much.
5. Hummingbirds usually feed on insects and nectar.

### Vocabulary

#### B.

1. listen
2. tell
3. for
4. switch
5. see

#### C.

1. sensible
2. comfortable
3. affordable
4. acceptable
5. impossible
6. responsible

**D.**

1. order
2. dismay
3. unfinished
4. visible

**Grammar****E.**

1. girl's
2. children's

**F.**

1. I will come back in a hour.
2. Let's go for the movie in the evening.
3. Aeroplane crashed into the Atlantic Ocean.

**G.**

1. went  
is going
2. play  
are playing

**Writing**

- H.** Accept all appropriate answers



# 6.

# The Kind Prince

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Ask the students the following questions:
  - ◆ What do you understand by the word 'kindness'? In what ways can you show kindness towards people around you?
- Read aloud the content given in 'Get set!'. Discuss the difficult words in the poem. Ask a few students to enact the poem in the class.
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask the students: Have you seen a statue? Did you see whose statue was that?
- You could start an informed discussion about the ways we can be kind towards others.
- Ask the students: Share the experience when you have helped someone in need or showed a gesture of kindness.
- Discuss the given exercises and help the students complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.

- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Get Set!

Accept all appropriate answers.

### Read and Understand

#### A.

1. c. a tear
2. a. delivered a red gem to the little boy's mother
3. c. He was afraid that without it the prince would become blind.
4. b. the mayor

#### B.

1. The prince was crying because he could see all the unhappy things from the top.
2. The prince gave his first blue gem to a young man. It was because the man was in a bare room where there was no fire. He wanted to write but was too cold to hold a pen. And he has nothing to eat.
3. The prince wanted to give the second blue gem to a girl. The girl was trying to see matches but her hands were so cold that she dropped them in the wet and now they were of no use. The prince wanted to help her so that her father do not scold her when she returns home.
4. The swallow decided to stay with the prince as he had gone blind. She wanted to stay so that he can use his eyes to see.

C. Accept all appropriate answers.

#### D.

1. a. thunder
2. c. mouse

3. c. silk
4. b. lamb
5. a. rock
6. b. bus

## Word Wise

### E.

1. you're
2. It's
3. your
4. It's
5. you're
6. Its

### F.

1. chimes
2. rumbles
3. hisses
4. squeaks
5. croaks
6. creak

## Spell Right

### G.

1. coming
2. changing
3. hoping
4. dining
5. dancing
6. smiling

## Dictionary Check

- H. Accept all appropriate answers.

## Understand Grammar

**I.**

1. large, strong, beautiful
2. kind-hearted, loving
3. powerful, obedient
4. shining, soft
5. cool
6. strange
7. interesting

**J.** Accept all appropriate answers.

## Use Grammar

**K.** Accept all appropriate answers.

## Write Well

**L.** Accept all appropriate answers.

## Listen Carefully

**N.**

1. build
2. stationery
3. principal
4. piece
5. guessed
6. your

## Speak Well

**O.** Accept all appropriate answers.

## Conversation Practise

**P.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. Banyan tree is called the king of trees.
2. The oak's leaves quiver in the breeze.
3. The maple tree grows straight and tall.
4. The Plumeria spreads along the wall.
5. The teak tree gives useful timber.
6. Accept all appropriate answers.

## Word Wise

### B.

- 
1. used to measure
2. move back and forth or sideways
3. name of a bird
4. text arranged vertically down a page
5. a type of flower
- a. a machine used to length lift heavy objects
- b. king
- c. pillar
- d. past tense of 'rise', meaning to get up
- e. stone

### C.

1. tyres
2. toes
3. months
4. hands
5. vegetables
6. insect

## Spell Right

### D.

1. night
2. bread

3. by
4. hole
5. knew

## Understand Grammar

### E.

1. small/beautiful
2. hot/heavy
3. beautiful/fluffy
4. blue/beautiful/white/cloudy
5. small/heavy/brown
6. funny/beautiful
7. beautiful/gentle
8. beautiful/heavy
9. small/blue/brown/cozy/white
10. funny/beautiful
11. small/heavy/funny
12. heavy/fluffy/beautiful/white

### F.

1. dirty
2. red; long
3. plain; small
4. merry
5. pesky
6. greedy
7. angry

## Listen and Speak

**G.** Accept all appropriate answers.

## Write Well

**H.** Accept all appropriate answers.



# Homework

## Lesson Plan

### Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop life skills
- To strengthen motor skills

### Engagement:

- Ask the students the following questions:
  - ◆ Be honest and tell who all actually like to do homework?
  - ◆ Do you make excuses to avoid doing your homework?
- Recite the poem in a fun way and do actions along with it. Ask the students to say the poem aloud in the same way. Let them do the actions as they like and enjoy.
- Discuss the meaning of difficult words.
- You may ask the students to share their love/fear related to homework in writing. Read and discuss these either as a class or individually.
- Discuss with them the importance of getting homework and how it helps to strengthen what they learn at school.
- Discuss the given exercises and help students to complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.

- They will be able to develop life skills.
- They will be able to strengthen their motor skills.

## Answer Key: Main Course Book

### Enjoy the Poem

1. go swimming.
2. chased him around the house.
3. did homework every day before going to play.
4. his feelings of guilt because he hadn't done his homework.



# 7.

# Girls Can Play Cricket

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to discuss the answers with their partners.
- Ask the students the following questions:
  - ◆ Which is your favourite female sportsperson?
  - ◆ Do you follow women's international cricket? If yes, which is your favourite team?
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Divide the class in teams. Each team should have 11 players. Discuss the basic rules of Cricket with the class. Appoint team captains and take them out for a game of cricket. (If possible, check the availability of the school playground one day prior to the activity.)
- You could start a discussion about working together in a team. Ask the students about their experience about playing in a team.
- You could discuss in the class how can a misunderstanding or a fight can be tackled in a group while playing a game.
- Discuss the given exercises and help the students complete them after the lesson.

## Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Get Set!

Lionel Messi- football

Shahid Afridi- cricket

Lebron James- basketball

Serena Williams- tennis

Accept all appropriate answers.

## Read and understand

### A.

1. cricket set
2. boys did not include them in their game
3. her mother
4. though that cricket was a boys' game
5. the girls' team was much better than he expected

### B.

1. Sean - 6
2. Victor - 4
3. Selena - 15
4. Selena's mother - 6
5. Ryder- 15
6. Patty-10
7. Andre - 4
8. Patty's mother - 0

**C.**

- 1
  - a. Selena said these words to the other girls and their mothers.
  - b. Selena wanted to 'show' the boys that girls can also play cricket.
  - c. determined
- 2
  - a. Sean said these words to Aunt Martha, Selena's mother.
  - b. Aunt Martha was planning to take part in the match.
  - c. Sean said these words because he thought aunt Martha won't be able to play and will hurt herself.

**D.** Accept all appropriate answers.

**Word Wise****E.**

	ION	ED	IVE
exclaim	X	exclaimed	X
select	X	selected	X
cheer	X	cheered	X
talk	X	talked	X

**F.** Accept all appropriate answers.

**Spell Right****G.**

1. wonderful
2. doubtful
3. handful
4. beautiful
5. dutiful
6. pitiful
7. colourful
8. watchful



## Dictionary Check

### H.

1. unnecessary
2. unpleasant
3. unaffordable
4. unpunctual
5. unlucky
6. unconscious

## Understand Grammar

### I.

1. many
2. much
3. many
4. much
5. many

## Use Grammar

**J.** Accept all appropriate answers.

### K.

1. many
2. much
3. many
4. many

## Write Well

**L.** Accept all appropriate answers.

**M.** Accept all appropriate answers.

## Listen Carefully

**N.** Accept all appropriate answers.



## Speak Well

- O. Accept all appropriate answers.

## Conversation Practise

- P. Accept all appropriate answers.

## CHECK YOUR UNDERSTANDING

### A.

1. Yes
2. No
3. Yes
4. Yes
5. No

- B. Accept all appropriate answers.

- C. Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. The invitation is from Stella.
2. The invitation is for Stella's birthday party.
3. The Party is to be held at 14, Ralph Doe Housing Society, Garden Hills, San Jose, California.
4. The party is to begin at 4 p.m. and end at 7 p.m.
5. Accept all appropriate answers.

## Word Wise

### B.

1. meet, cement, excite
2. sport, port, sort
3. bad, mint, mad

**C.**

1. Roger stood in his place silently.
2. The children played cricket daily.
3. The magazine comes out weekly.
4. Sandra ran quickly to the stumps.
5. The girls jumped happily.

**Spell Right****D.**

1. out
2. bought
3. caught; hit
4. out; ten
5. fought, out
6. not

**Understand Grammar****E.**

1. much
2. many
3. much
4. many
5. some
6. some
7. any
8. many

**F.** Accept all appropriate answers.

**Listen and Speak**

**G.** Accept all appropriate answers.

**Write Well**

**H.** Accept all appropriate answers.





# Laughing Song

## Lesson Plan

### Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop life skills

### Engagement:

- Write the words: Laugh/merry/Joy on the board. Ask students to share the moments when they feel like this. Make notes of their responses.
- Ask them to share the importance of being happy.
- Ask them if they think that animals, birds, rivers etc can also laugh or feel good.
- Recite the poem in a fun way and do actions along with it. Ask the students to say the poem aloud in the same way. Let them do the actions as they like and enjoy.
- Discuss the meaning of difficult words.
- You may do an activity with students. Ask students to select a few words from this poem and create their own short poem on the same theme. Ask them to read it to the class.
- Discuss the given exercises and help students to complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.
- They will be able to develop life skills.

# 8.

# The Tiger Gets a Fright

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to discuss the answers with their partners.
- Ask the students the following questions:
  - ◆ Have you seen a tiger before? Have you seen in its natural habitat in a jungle safari or in a zoo?
  - ◆ What do you think about animals who are kept in the zoo?
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask the students if the story could have a different ending. Ask them to write their version of the end.
- Provide the students with the situation: what would you have done if you were that boy. Ask them to rethink the story. Ask a few of them to share their versions with the class.
- Discuss the given exercises and help the students complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.



- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Get Set!

1. as big as a whale
2. a bookworm
3. as free as a bird
4. as quiet as a mouse
5. curiosity killed the cat

### Read and Understand

#### A.

1. tiger
2. village
3. little boy
4. tiger
5. little boy
6. tiger

#### B.

1. b. was looking for food
2. tiger would eat him
3. his grandmother gave him a dried persimmon
4. tiger

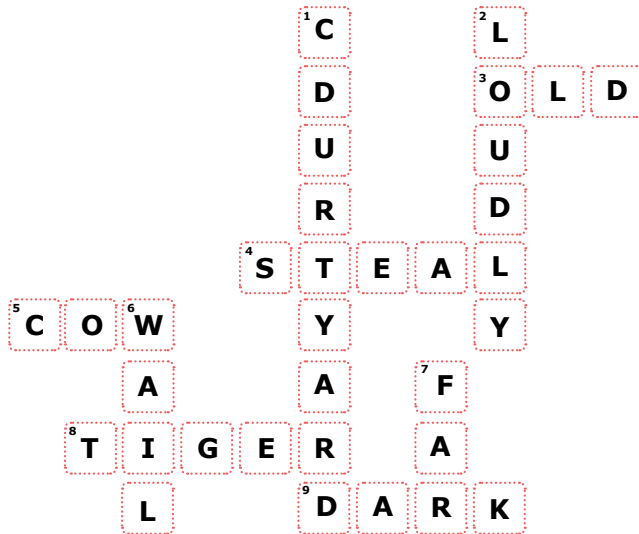
#### C.

1. The tiger thought these words.
2. The 'dreadful thing' being referred to is the persimmon.
3. It was thought to be dreadful because the little boy stopped crying when he was given a persimmon.

D. Accept all appropriate answers.

## Word Wise

E.



## Spell Right

F.

1. visible – invisible
2. tidy – untidy
3. complete – incomplete
4. prefect – imperfect
5. wrap – unwrap
6. possible – impossible

## Dictionary Check

G.

1. pause
2. release
3. apologetic
4. merciful
5. awesome
6. alarm

## Use Grammar

**H.** Accept all appropriate answers.

**I.**

1. foolish
2. terrified
3. talented
4. small
5. huge
6. difficult
7. tired

## Listen Carefully

**K.**

1. write – letter
2. build - road
3. act - stage
4. run - race
5. grow - vegetables
6. pack – bag

## Speak Well

**L.** Accept all appropriate answers.

## Conversation Practise

**M.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

5. The greedy dog decided that he wanted that piece of meat as well.
2. Very pleased at his good fortune, he rushed home to enjoy the treat in peace.
6. He growled and snapped at the other dog to frighten him.

1. There was once a greedy dog who managed to steal a piece of meat from a butcher's shop.
3. On the way home, he had to cross over a low bridge that lay across a narrow stream.
7. Of course, the meat in his mouth fell into the stream and was swept away by the running water.

**B.**

1. a. good luck
2. c. enjoy the fruit in a quiet place
3. b. as good

## Word Wise

**C.**

1. holiday
2. mistake
3. road
4. false
5. old
6. filthy
7. empty
8. happiness

**D.**

1. catch
2. pass
3. have to
4. find
5. hurt
6. not be able

## Spell Right

**E.**

1. Mathematical

2. classical
3. bicycle
4. comical
5. alphabetical
6. miracle
7. circle
8. muscle
9. musical
10. numerical

**F.**

1. musician
2. actor
3. tailor
4. architect
5. mechanic
6. writer

## Understand Grammar

**G.** Accept all appropriate answers

**H.**

1. happily
2. badly
3. heartily
4. thoughtfully
5. quickly

## Listen and Speak

**I.** Accept all appropriate answers.

## Write Well

**J.** Accept all appropriate answers.

# 9.

# The Help

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to discuss the answer with their partners.
- Ask the students the following questions:
  - ◆ How often do you visit your grandparents?
  - ◆ What is your favourite vacation spot and why?
  - ◆ Have you got lost while playing the game of 'hide and seek'?
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- You could start a discussion about how students can help people in need. What are the immediate actions that they can take and what precautions they should take.
- Provide the students with a few situations and register their reactions.
- Ask a few students: How did you spend your last holidays? Share your experiences with the class.
- You could make a list of all emergency numbers which can be helpful for children in a difficult situation. You can also ask them to carry a small first aid kit with them every day.



- Ask the students: What activities do you plan while you go to explore a forest place with your family. Ask them to discuss the same with their parents and make a list of those things.
- Discuss the given exercises and help the students complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Get Set!

Accept all appropriate answers.

### Read and Understand

#### A.

1. the temple
2. he was hiding
3. a piece of paper
4. policeman
5. smugglers

#### B.

1. Vishnupur was a small, quiet town surrounded by green hills and some ancient ruins.
2. Maya and Aryan loved going for walks and exploring and playing in the old temple in a fort in Vishnupur.
3. The children knew someone was in trouble because they found a piece of paper asking for HELP.
4. Maya and Aryan freed the man and called the police.

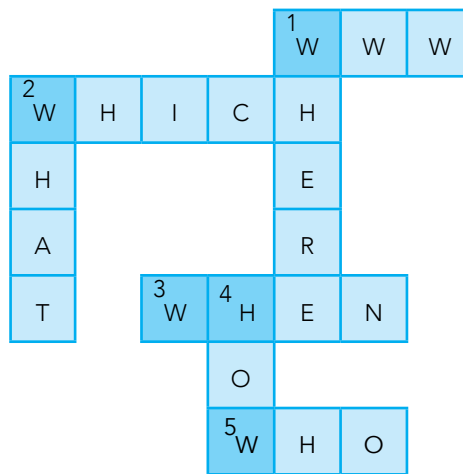
**C.**

1. True
2. False
3. False
4. False
5. True

**D.** Accept all appropriate answers.

**Word Wise**

**E.**



**F.**

1. fly
2. bow
3. watch
4. fly
5. bow
6. watch

**Spell Right**

**G.**

1. straight
2. night
3. bought



4. light
5. right
6. tight

## Punctuation

**H.** My name is Birbal. I am a police officer. I need help as soon as possible! I was after a gang of smugglers but I was outnumbered and captured. Whoever finds this note, please inform the Vishnupur Police Station. Please ask the officers to come to the caves near MenaBazaar.

## Understand Grammar

**I.**

1. at
2. to, by
3. at
4. on
5. by
6. in, for

## Use Grammar

**J.**

1. to
2. on
3. In, of
4. In, On

**K.**

1. in his pocket
2. under the hat
3. behind the books
4. between the toys
5. inside the drawer
6. on the bag

## Write Well

### L.

1. Who
2. Where
3. Where
4. When
5. Which
6. What
7. How

## Listen Carefully

### M.

1. Maya and Aryan
2. Aryan
3. Maya
4. the police officer
5. grandparents
6. smugglers

## Speak Well

**N.** Accept all appropriate answers.

## Conversation Practise

**O.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. True
2. False
3. True

4. False
5. False

## Word Wise

### B.

1. lamps
2. wise man
3. vain
4. confusing
5. correct

### C.

1. weight
2. no
3. heard
4. won
5. their
6. fined

### D.

1. fined
2. won
3. heard
4. no

## Spell Right

### E.

1. splash
2. spread
3. scorpion
4. scare
5. stretch
6. stranger



7. stream
8. sculptor

## Understand Grammar

**F.**

from

of

in

over

at

before

of

along

around

behind

## Listen and Speak

**G.** Accept all appropriate answers.

## Write Well

**H.** Accept all appropriate answers.



# The Wind

## Lesson Plan

### Learning Objectives:

- To develop listening and comprehension skills
- To recite and enjoy the poem
- To develop life skills
- To strengthen motor skills

### Engagement:

- Ask the students to share what all a wind can do. Keep writing their responses on the board.
- Ask them if they think that animals, birds, rivers etc can also laugh or feel good.
- Recite the poem in a fun way and do actions along with it. Ask the students to say the poem aloud in the same way. Let them do the actions as they like and enjoy.
- Discuss the meaning of difficult words.
- You may do an activity with students. Ask them to research and find various uses of wind from reference books or internet and make a list. Ask them to make a collage with pictures to represent it. Display the collage in the class.
- Discuss the given exercises and help students to complete them after the lesson.

### Learning Outcomes:

- Students will be able to develop listening and comprehension skills.
- They will be able to recite and enjoy the poem.
- They will be able to develop life skills.
- They will be able to strengthen their motor skills.

# Answer Key: Main Course Book

## Enjoy the Poem

### A.

1. high
2. cannot
3. does not make
4. stronger

**B.** Accept all appropriate answers.

**C.** Accept all appropriate answers.





# 10. Inside the Magic Shop

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To develop correlation between the text and the pictures
- To develop life skills

### Engagement:

- Read aloud the content given in 'Get set!' and ask the students to discuss the answer with their partners.
- Ask the students the following questions:
  - ◆ Have you come across a mysterious looking shop in your neighbourhood?
  - ◆ If yes, what did you observe? Share it with the class.
  - ◆ Have you seen a magic show before? What did you like the most?
- Ask students to read the lesson silently first and then give a chance to them to read it aloud to the class.
- Ask the students: How often do you go out shopping or on a walk with your father? Do you enjoy it? Ask a few students to share interesting stories if they have any.
- Provide the students with two black chart papers , a red/ yellow ribbon, a pair of scissors. Give them instructions to make a magic hat. Later you could ask them to put a few of their favourite things in the hat.
- You could organise a magic show in which all the students will carry their magic hats with them.
- Discuss the given exercises and help the students complete them after the lesson.

## Learning Outcomes:

- Students will be able to develop cognitive and reasoning skills.
- They will be able to develop comprehension skills.
- They will be able to develop correlation between the text and the pictures.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Get Set!

Accept all appropriate answers.

## Read and Understand

### A.

1. a. Gip took the writer to the Magic Shop.
2. a. Gip was the writer's son.
3. a. The shopman drew a glass ball from his head.
4. b. The shopman clapped a big drum over Gip.
5. b. The writer banged into a decent-looking man on Regent Street.

### B.

1. c. purchase some simple tricks
2. c. the writer's hat
3. c. alarmed
4. b. worried

### C.

1. The Magic Shop had several crystal balls, magic fish bowls, a china hand holding magic cards and magic mirrors.
2. When the shopman clapped a big drum over Gip, the writer shouted, "Take that off!" and tried to grab his hand.
3. When the writer tried to catch hold of the shopman, he banged into a decent-looking man on Regent Street.
4. The strangest thing that happened at the end was that the Magic Shop disappeared completely.

**D.** Accept all appropriate answers.

## Word Wise

**E.**

1. you're
2. their
3. We're
4. lose
5. Whose
6. It's

**F.**

1. listen
2. hear
3. Listen, hear
4. hear
5. listen
6. hear
7. listen
8. listen

## Spell Right

**G.** mother, son, daughter, uncle, father, aunt

## Dictionary Check

**H.** discuss with students.

## Understand Grammar

**I.** Accept all appropriate answers.

## Use Grammar

**J.** Accept all appropriate answers.

**K.** Accept all appropriate answers.

## Write Well

**L.**

## Listen Carefully

**M.**

1. Father wants to go to Great Smokey Mountains for trekking.
2. Mother wants to go to Scotland to visit her parents.
3. Kiara wants to go to Los Angeles to watch a film shooting.

## Speak Well

**N.** Accept all appropriate answers.

## Conversation Practise

**O.** Accept all appropriate answers.

## CHECK YOUR UNDERSTANDING

- A.** Accept all appropriate answers.
- B.** Accept all appropriate answers.
- C.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

**A.**

1. a. bark.
2. a. weather.
3. c. more than eight colours.
4. a. two days.
5. b. fire.

## Word Wse

**B.**

1. Ouch!- d. pain

2. Hurrah! - a. cheer
  3. Hush! - b. silence
  4. Wow! - c. appreciation
- C.** Accept all appropriate answers.

### Spell Right

- D.** Accept all appropriate answers.

### Understand Grammar

**E.**

1. if
2. since
3. or
4. because
5. so

**F.**

1. We had a party yesterday because it was Zoey's birthday.
2. The living room was full of streamers and balloons.
3. There were many delicious things to eat but I was not very hungry.
4. We could drink orange juice or lemon juice.

### Listen and Speak

- G.** Accept all appropriate answers.

### Write Well

- H.** Accept all appropriate answers.

# Model Test Paper 2

## Answer Key: Main Course Book

### From the Lessons

#### A.

1. The king decided to use stone instead of wood for his new palace because he was moved by the tree spirit's willingness to suffer pain for others' sake.
2. The boys didn't invite the girls to play because they thought that girls can't play cricket. Selena's mother suggested forming a girls' team.
3. The tiger thought that the persimmon was something terrifying because the little boy stopped crying when his grandmother gave him a persimmon.
4. Mia and Adrian knew that someone was in trouble because they found a piece of paper asking for HELP.
5. Accept all appropriate answers.

#### B.

1. False
2. True
3. True
4. False
5. False

### Reading

#### C.

1. she had a broken wing
2. he said she might eat up all his acorns
3. the North Wind
4. The North Wind had made their leaves fall
5. evergreen trees

**D.**

1. why evergreen trees do not lose their leaves
2. fruits
3. proud
4. kind
5. spruce

**E.**

1. home
2. turned down
3. vain
4. shield
5. alone

**Writing**

**F.** Accept all appropriate answers.

**G.** Accept all appropriate answers.

**Grammar****H.**

1. much, many
2. much, many
3. many, much

**I.** Accept all appropriate answers.

**J.**

1. across
2. to
3. for
4. on

# Revision Fun 2

## Answer Key: Activity Book

### A.

1. b. twenty-one times.
2. b. 1990
3. c. he needed to take care of his family.
4. b. the USA.

### B.

1. super
2. various
3. maximum
4. expedition
5. top
6. founded

## Vocabulary

### C.

1. loud and clear
2. a sigh of relief
3. safe and sound
4. razed to the ground
5. from time to time
6. thick and thin

### D.

1. tired and weary
2. little and small



3. story and tale
4. neat and tidy

## Grammar

### E.

1. white
2. but
3. cheerfully
4. on
5. big

Accept all appropriate answers.

### F.

1. any
2. many
3. much
4. few
5. any

## Writing

**G.** Accept all appropriate answers.





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