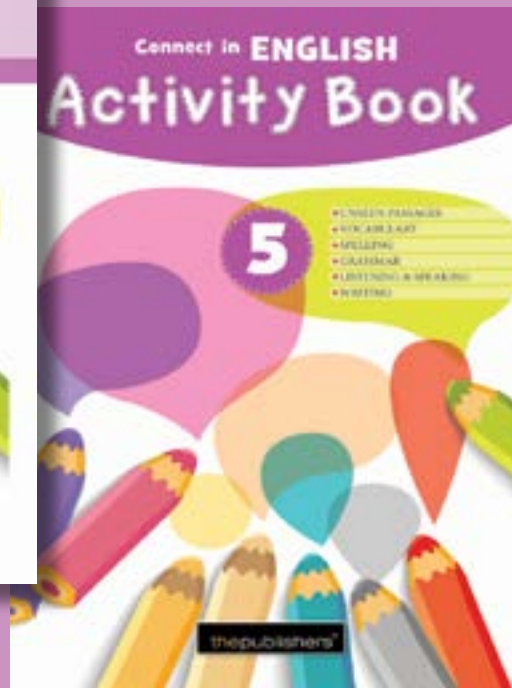


# Connect in ENGLISH TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY

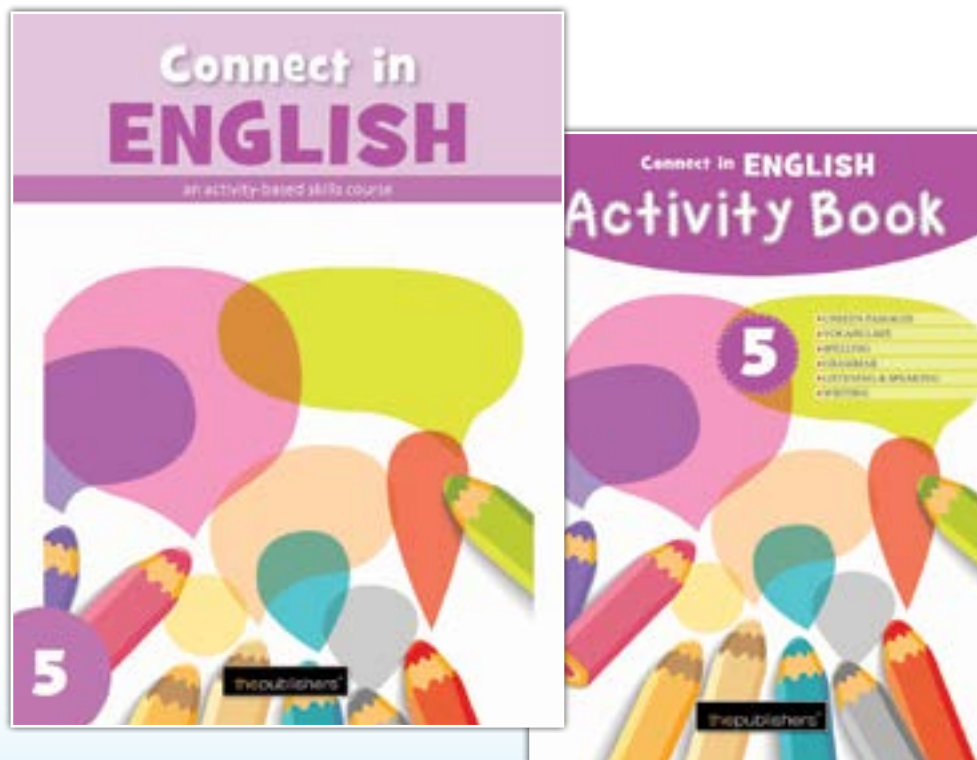


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# Connect in **ENGLISH**

## TEACHER'S COMPANION

COMPREHENSIVE LESSON PLANS • ANSWER KEY



5

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# Contents

1. <b>Emily Makes a Wish</b>	3
<i>The Months</i>	9
2. <b>The Storyteller</b>	11
<i>A Cat</i>	18
3. <b>The Ride to Freedom</b>	19
4. <b>A Home for Oliver</b>	26
<i>The Owl</i>	32
5. <b>The Four Friends</b>	34
<b>Model Test Paper 1</b>	42
<b>Revision Fun 1</b>	45
6. <b>Mr Adams Gets a Shock</b>	47
7. <b>The Dragon's Fury</b>	53
8. <b>The Wonder Machine</b>	60
<i>The World from a Railway Carriage</i>	67
9. <b>A Fool's Gold</b>	69
10. <b>Crusoe and his Companions</b>	76
<i>The First Tooth</i>	83
11. <b>The World under their Wings</b>	85
<b>Model Test Paper 2</b>	91
<b>Revision Fun 2</b>	93
<b>Communication Skills</b>	95

# 1.

# Emily Makes a Wish

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To recognise the correlation between the text and the pictures
- To encourage students to be self-reliant

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Then, ask them the following questions:
  - ◆ Do you believe in magic?
  - ◆ Do you feel a sense of achievement when you finish your work all by yourself?
  - ◆ If you had a genie, who offered you three wishes, what would you ask?
- Ask the students to talk about each picture one at a time. Help them correlate the text with the given pictures.

### 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 recognise the correlation between the text and the pictures.
- They will be encouraged to rely on themselves to do their work.

# Answer Key: Main Course Book

## Get Set

Accept all appropriate answers.

## Read and Understand

### A.

1. b. two Bs, two Cs and a D.
2. a. felt sleepy.
3. c. muttering some words
4. b. worked hard.

### B.

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

### C.

1. She said that it was Emily's brain magic at work, not pen magic.
2. The strange little man was Emily's wish come true. He turned Emily's pen into a magic pen.
3. The topic of Emily's poem was space travel.
4. Emily was upset on losing her pen. She thought she will not be able to work without it and will fall asleep again.
5. Emily's mother meant that the credit for the good grades goes to Emily. Emily did all the research and thought of all the ideas. The pen could not have written anything if Emily had not prepared well. The pen only did what Emily told it to do. The pen was not magical.

**D.** Accept all appropriate answers.

## Word Wise

### E.

Across:

1. Pencil
2. Eraser

Down:

3. Sharpener
4. Protractor
5. Crayon
6. Compass
7. Notebook
8. Ruler

### F.

1. goat—c. kid
2. elephant—d. calf
3. kangaroo—b. joey
4. horse—e. foal
5. deer—a. fawn

## Dictionary Check

### G.

1. disappointment
2. disaster
3. disbelief
4. discipline
5. discuss
6. disgrace
7. dismiss
8. dismay
9. display
10. displeasure

## H.

1. Emily was not happy with her grades.
2. She wishes she could finish her work quickly.
3. Suddenly a strange little man appeared.
4. He put a magic spell on Emily's pen.

## Use Grammar

- I. Accept all appropriate answers.
- J. Accept all appropriate answers.

## Write Well

- K. Accept all appropriate answers.

## Life Skills

- L. Accept all appropriate answers.

## Values

2. Their hard work bought them a good crop.

## Communication Skills

## Listen Carefully

### M.

1. four
2. sing and dance
3. Miss Rosie
4. drawings and cards
3. Rocky
4. friends

## Speak Well

- N. Accept all appropriate answers.

## Conversation Practice

- 0. Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. Mustafa asked Aladdin to hand him the magic lamp before helping him out of the cave. When Aladdin refused, his cruel uncle blocked the entrance to the cave and left.
2. Aladdin's first wish was to go home to his mother.
3. The genie of the ring made Aladdin and his mother rich.

### B.

1. e
2. a
3. d
4. b
5. c

### C.

1. c
2. c
3. b
4. b
5. c

### D.

1. darkness
2. frightful
3. shadowy
4. magician
5. devilish
6. freedom



**E.**

1. happily
2. clumsily
3. merrily
4. magically
5. really
6. angrily
7. noisily
8. carefully

**F.**

1. red helmet, white helmet and ball to the field
2. dishes, cups, a kettle and a baguette
3. bread, egg, banana and milk
4. milk, cream and sugar

**G.** Accept all appropriate answers.

**H.**

1. e
2. c
3. b
4. a
5. f
6. d

**I.** Accept all appropriate answers.

**J.** Accept all appropriate answers.



# The Months

## Learning Objectives:

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

## Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Then, ask them the following questions:
  - ◆ What do you think the poem is about just by looking at the pictures?
  - ◆ Which is your favourite month and season? Why?
  - ◆ In which month were you born?
- Read the poem aloud to the class. You may then ask the students to read the poem silently on their own again.
- Ask the students to talk about each picture one at a time. Help them correlate the text with the given pictures.
- Discuss the cycle of the seasons with the students. You may use the board to draw the cycle of the seasons using arrows.
- Talk about the months in an year. Talk about special events and festivals (like Christmas, Mother's Day, Easter, etc.) that occur in each month.
- Discuss the kind of activities they do in each month. For example, in winters, you can ice-skate; in summers, you can enjoy ice lollies, etc.

## 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 cognitive and reasoning skills.

# Answer Key: Main Course Book

## Enjoy the Poem

### A.

1. c. the weather is cold.
2. b. June
3. b. ripening of fruit

### B.

1. The poet associates the month of February with rain.
2. June is sunny while November is cold.
3. The poet describes December as severely cold. The nights are long and the atmosphere is bleak.
4. January is 'desolate' and December is 'bleak'. These two months are not happy or pleasant.

### C.

1. A friend in need is a friend indeed.
2. Make hay while the sun shines.
3. Absence makes the heart grow fonder.
4. A bird in hand is better than two in the bush.
5. Better late than never.
6. It is no use crying over spilled milk.

# 2.

# The Storyteller

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To recognise the correlation between the text and the pictures
- To introduce children to an African folktale

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Ask them the following questions:
  - ◆ Do you like listening to stories?
  - ◆ Do you think stories are important? Why?
  - ◆ Did your parent/s or grandparent/s ever tell you bedtime stories? Which story is your favourite?
  - ◆ Do you know any stories from another country?
  - ◆ Have you ever told your sibling a story?
  - ◆ Do you like stories where animals talk? Which is your favourite among them?
- Read the lesson aloud to the class or you may ask the children to take turns to do the same.
- Ask them what they understood from the story.
- Tell them some facts about Africa. Tell them that the folktale they just read is from Africa.
- Discuss with them the importance of stories—how they help expand our imagination and introduce us to different experiences.

- Bring the attention of the students to the fact that Manza and her children lived in a village. They were not very rich. They would not have many sources of entertainment like a mobile or a television. So, for them, stories would be even more important as a source of entertainment.
- Once the story has been discussed at length, help them with the exercises.

### 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 recognise the correlation between the text and the pictures.
- They will know an African folktale.

## Answer Key: Main Course Book

### Get Set!

1. ASIA
2. AUSTRALIA
3. AFRICA
4. NORTH AMERICA
5. SOUTH AMERICA

### Read and Understand

#### A.

1. b
2. c
3. c
4. b
5. b

#### B.

#### WHO MANZA MET

1. Hare

#### WHAT THEY SAID

that he had more important things to do

2. Fene, the Baboon that she does not have any time left after nurturing her
3. Owl that Manza woke her up from sleep because of such a trivial reason that humans are always looking for something or the other
4. Elephant that he does not know any stories, but the eagle does, as he flies high in the sky and knows many things
5. Eagle that he knows only about things that are there on the face of earth that he would call someone who knows about the secrets of the deep and dark ocean
6. Sea Turtle that Manza should climb on his back and hold him tight while he takes her to the Land of the Spirit People
7. The King and Queen that they have many stories of the Spirit People that Manza needs to give them a picture of her homeland, because they wanted to see how it looks like

### **C.**

1. One day, while sitting by the fire, Manza's children asked her to tell them a story.
2. Manza and her family lived in a village in Zululand. It was situated in the continent of Africa.
3. The villagers were engaged in different occupations. They hunted for meat, tilled the land, caught fish and crabs, wove baskets and made wooden carvings.
4. The Land of the Spirit People was at the bottom of the deep and dark ocean.
5. The King and Queen of the Spirit People asked Manza to bring a picture of the place where Manza comes from.

### **D.**

1. Accept all appropriate answers.
2. Accept all appropriate answers.

## Word Wise

### E.

1. a
2. b
3. b
4. a

### F.

1. sadness
2. freedom
3. childhood
4. boredom
5. neighbourhood
6. brotherhood
7. craziness
8. kingdom

## Spell Right

### G.

1. accidentally
2. possession
3. experience
4. pronunciation
5. business
6. disappointed
7. committee
8. Necessary
7. intelligence
8. questionnaire

## Dictionary Check

- H. Accept all appropriate answers.

## Use Grammar

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

## Listen Carefully

### M.

1. largest
2. studies animals
3. murder
4. twelve miles
5. smaller
6. seventy

N. Accept all appropriate answers.

O. Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. b
2. a
3. b

B. Accept all appropriate answers.

## Word Wise

### C.

1. c
2. b
3. a



**D.**

Image 1 – Dragon Dance

Image 2 – Hip-Hop

Image 3 – Samba

Image 4 – Tango

Image 5 – Ballet

**E.**

1. c
2. b
3. a

**Spell Right**

**F.**

1. easel
2. honour
3. weight
4. pleasure
5. imagination
6. painter
7. courtier
8. Beast
9. caught

**Understand Grammar**

**G.**

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

**H.**

1. always
2. usually
3. never
4. frequently
5. never
6. Sometimes

## **Listen and Speak**

- I. Accept all appropriate answers.

## **Write Well**

- J. Accept all appropriate answers.

# A Cat

## Learning Objectives:

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

## Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Then, ask them the following questions:
  - ◆ Do you have a pet?
  - ◆ Do you like cats? Why?
  - ◆ How do you think cats behave? What has been your observation?
  - ◆ How are cats different from dogs?
- Ask the students to look at the picture and the title and guess what the poem is about.
- Recite the poem aloud to them and ask them to sing along.
- Ask them if they have a cat as a pet. Ask them to share their experience of having a cat.
- Discuss with them the myth that a cat has nine lives. Tell them that the origin of the myth lies in the fact that cats are very flexible and agile. They are able to save themselves from many difficult situations due to this skill. There is another saying that goes: 'Cats always land on their feet.' Discuss these myths with them.

## Learning Outcomes:

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

# 3.

# The Ride to Freedom

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Then, ask them the following questions:
  - ◆ What do you think is happening in the picture?
  - ◆ Do you have friends who are 'different' from you in how they look or talk?
  - ◆ Do you think people should be treated badly just because they look and talk differently?
- After they have learnt how to correlate the text with the given pictures, read the story out to them.
- Discuss what they think of the story. Ask them what they liked about it.
- Ask students to share their own experiences of being bullied or any kind of unjust behaviour.
- Discuss the message of the lesson.
- Ask them if they have ever seen someone being mean to someone else based on the colour of their skin, texture and style of their hair, the way they talk, etc. Ask them to share appropriate measures to be taken in such a situation.
- Ask them if they know of any other famous African-American personalities.

- Discuss with them the importance of being kind to everyone.
- Discuss the given exercises and help 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 recognise the 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
2. b
3. a
4. b

#### B.

1. In Montgomery, public buses used to have separate seats marked out for passengers. The separation was done based on their race/skin colour.
2. Rosa Parks did not leave her seat because she was tired of being discriminated. She thought that such a system is unjust and reflects inequality/bias.
3. The Montgomery Bus Boycott was organised under the leadership of the NAACP (National Association for the Advancement of Coloured People), headed by E. D. Nixon. Soon after, it was joined by the MIA (Montgomery Improvement Association).
4. The US Supreme Court passed a ruling, saying that the seat segregation followed by the Montgomery public buses was unconstitutional and ordered to abolish it.

**C.**

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

**D.** Accept all appropriate answers.

**Word Wise**

**E.**

1. a
2. b
3. a
4. a
5. b
6. c

**F.**

1. aisle
2. brawl
3. comply
4. protest
5. segregate
6. budge

**G.**

1. injustice
2. unfair
3. unbiased
4. disorganised
5. independent
6. misplace/displace



## Spell Right

### H.

1. AROMA
2. YUMMY
3. COMIC
4. PLUMP
5. WINDOW
6. LOYAL

## Dictionary Check

- I. Accept all appropriate answers.

## Understand Grammar

### J.

1. b
2. a
3. a
4. a

- K. Accept all appropriate answers.

### L. Collective Nouns:

FLOCK

BUNCH

Abstract nouns:

JOY

LOVE

BUNDLE

BAND

GOODNESS

FEAR

HERD

CRY

LOYALTY

WISDOM

Accept all appropriate answers.

- M. Accept all appropriate answers.

## Values

1. brave
2. honest



3. cheerful
4. afraid, but trying to overcome one's fear

## Communication Skills

### Listen Carefully

**N.**

We shall overcome

We shall overcome

We shall overcome, some day

Oh, deep in my heart

I do believe

We shall overcome, some day

We'll walk hand in hand

We'll walk hand in hand

We'll walk hand in hand, some day

Oh, deep in my heart

I do believe

We shall overcome, some day

We shall live in peace

We shall live in peace

We shall live in peace, some day

Oh, deep in my heart

I do believe

We shall overcome, some day

We are not afraid

We are not afraid

We are not afraid, today

Oh, deep in my heart

I do believe

We shall overcome, some day





## Speak Well

- O. Accept all appropriate answers.
- P. Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. the small village of Skopje in Yugoslavia
2. Thérèse de Lisieux, the patron saint of missionaries
3. the poverty of the people who lived near the school where she taught
4. the poor and the needy
5. the Ramon Magsaysay Award and the Nobel Prize for Peace

### B.

1. Mother Teresa is admired by the world because of her kindness and compassion for the poor and the needy.
2. Accept all appropriate answers.

## Word Wise

### C.

1. eight o' clock
2. quarter to
3. two quarter past nine
4. half past six

### D.

1. to
2. two
3. to
4. to
5. too

## Spell Right

**E.** Accept all appropriate answers.

## Understand Grammar

**F.**

1. whales
2. lions
3. arrows
4. bees
5. geese
6. sticks

**G.**

1. freedom
2. non-violence
3. racism
4. compassion
5. Education

## Listen and Speak

**H.** Accept all appropriate answers.

## Write Well

**I.** Accept all appropriate answers.



# 4.

# A Home for Oliver

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To recognise the correlation between the text and the pictures
- To encourage kindness towards the underprivileged and homeless people

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Ask them the following questions:
  - ◆ Do you like reading books?
  - ◆ Have you read (or seen a movie on) any of the books in the picture?
  - ◆ Which is your favourite book on the shelf shown in the picture. Why?
  - ◆ Name some other books you like. Why do you like it?
- Read the story aloud to them.
- Ask them what they understood from the story. Discuss what they liked about it.
- Ask them what they think is the moral of the story.
- Discuss with them some privileges we take for granted. For example, education, food, clean water to drink, clothes, etc. Discuss with them the fact that some people don't have access to these basic needs.
- Ask them why they think someone becomes a thief? What could be the many reasons? Is one of the reasons poverty?
- Ask them to think of ways we can help underprivileged people in our everyday lives.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.
- They will be able to develop an attitude of kindness towards the underprivileged and homeless people.

## Answer Key: Main Course Book

### Get Set:

Roald Dahl – Charlie and the Chocolate Factory

A A Milne – Winnie the Pooh

Louisa May Alcott – Little Women

C S Lewis – The Lion, The Witch and the Wardrobe

### Read and Understand

#### A.

1. c
2. a
3. a

#### B.

1. "The other was a lovely young girl of seventeen."
2. "Let's go into the next room. We mustn't wake him up."  
"But, first of all, let us hear what the boy has to say when he wakes up. If we find him innocent, we will help him..."  
"The doctor tried to hide his tears."  
"Indeed, Mrs Maylie and Rose loved the boy. So did Dr Losberne."
3. "To their astonishment, they saw a child there, fast asleep. A mere child! His face was white. His wounded arm lay across his chest."  
"Oliver slept for many hours. In the evening, when he woke up, he was very weak."
4. "The ladies wept as they heard of his miserable life."

5. "Oliver had never known such peace and such happiness."  
"Three months passed by. They were the months of perfect happiness for Oliver Twist."

**C.**

1. Dr Losberne had been called to the Maylies' house to examine a patient.
2. By 'extraordinary thing', Dr Losberne referred to the patient he had just examined. The patient was assumed to be a thief, but it turned out that he was only a child.
3. a. The above-mentioned line is spoken by Miss Rose to Mrs Maylie.  
b. The boy was in danger of being sent to prison because he was believed to be a thief who had broken into the house.
4. When the police came to the Maylies' house, Mr Gileas and Brittles told them that Oliver had unintentionally wounded himself while playing with a gun. The robbers who had broken into the house were two men who looked evil. The servants corroborated the story and the police believed them.

### Think and Answer

**D.**

1. Accept all appropriate answers.
2. Accept all appropriate answers.
3. Accept all appropriate answers.

**E.**

OAK	LIVE	IDEAS
VELVET	EARACHE	REPAIRED

**F.**

1. b
2. c
3. c
4. b
5. c

### Spell Right

**G.**

1. ceiling

2. peach
3. weeds
4. friend
5. reading
6. feelings

## Dictionary Check

**H.** Accept all appropriate answers.

## Use Grammar

**I.**

1. next
2. already
3. yesterday
4. now
5. rarely
6. tomorrow

**J.**

1. nowhere
2. here
3. outside
4. everywhere
5. near
6. Somewhere

**K.**

1. eagerly
2. carefully
3. Crookedly
4. gently
5. smartly

**L.** Accept all appropriate answers.

## Life Skills

**M.** Accept all appropriate answers.

## Listen Carefully

### N.

1. Callum and Kelly went to Helpful Robots to buy a robot.
2. They brought a robot home, laid it on a table, opened all the screws and took it apart to see how it worked.
3. When they put it back, the robot picked up Callum and held him above his head.
4. Callum and Kelly were surprised to see the robot bringing shoes on a tray for lunch.
5. After a while, everything in the house was upside down.

O. Accept all appropriate answers.

P. Accept all appropriate answers.

## Answer Key: Activity Book

## Read and Understand

### A.

1. The giant did not allow anyone to enter the garden because he was extremely possessive about it.
2. The trees in the giant's garden did not bloom in spring because children were not allowed to enter the premises.
3. On seeing the tiny child, the giant went up to him, picked him up in a gentle way and placed him on a branch of the tree.
4. Accept all appropriate answers.

### B.

1. b
2. a
3. c
4. a

### C.

1. magnificent
2. smothered

3. superb
4. sympathetic
5. disappointed

## Spell Right

### D.

1. loaf
2. piece
3. carton
4. pair

## Understand Grammar

### E.

1. The boy has a cricket ball in his hand.
2. The man is buying medicines at the shop.
3. The child is swimming in the river.
4. The man is sleeping on the sofa.
5. The boy is sitting under a tree.

### F.

1. for
2. since
3. since
4. since
5. since
6. for
7. since
8. for

## Listen and Speak

- G.** Accept all appropriate answers.

## Write Well

- H.** Accept all appropriate answers.



# The Owl

## Learning Objectives:

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

## Engagement:

- Ask the students the following questions:
  - ◆ How would you describe an owl?
  - ◆ Do you think they are scary?
  - ◆ Do you have a pet? A cat or a dog? Do you feel safe having a pet around you at night? Can you think of an owl as someone who is looking over us at night as we sleep?
  - ◆ What other animals do you fear? Why? Do you think your fear is rational or irrational?
  - ◆ Name some birds that you like. What's special about them?
- Before reading the poem aloud, ask the students to look at the picture in the book. Ask them to guess what the poem is about.
- Recite the poem aloud to them and ask them to sing along.
- As something fun to do, ask them to draw an owl in their notebooks. Then, ask them to think of possible names for it. This also helps them think of an owl differently than how the bird is popularly perceived.

## Learning Outcomes:

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

# Answer Key: Main Course Book

## A.

1. b
2. a
3. c
4. c

B. Accept all appropriate answers.

## C.

- Dog- O
- Elephant- H
- Cheetah- C
- Zebra- H
- Deer- H
- Hare- H
- Chimpanzee- O
- Tiger- C



# 5.

# The Four Friends

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To recognise the correlation between the text and the pictures
- To appreciate the joy of summer holidays and friendships

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Then, ask them the following questions:
  - ◆ What does the picture in the book remind you of?
  - ◆ What do you like to do in your summer holidays?
  - ◆ Do you miss your school friends during the holidays?
  - ◆ Do you feel like coming back to school after the holidays?
  - ◆ Do you ever get bored during the holidays? What kind of things do you do when you get bored? Share your experience of doing something funny or silly just to get rid of the boredom.
- Read the story aloud to them. You may ask the students to enact the story in the class. One student could be the narrator and others could be the characters.
- Ask them if they have ever wanted to 'solve a mystery' like a detective.
- Discuss with them why the kids in the story assumed that the balloon seller was a thief. Ask them whether it was right of them to think like that. If it was someone rich, would they have made a similar assumption?
- Discuss with them the importance of imagination and if it makes our world better.

- Sometimes imagination (when it is an assumption) can also be a bad thing. The kids imagined the balloon seller to be a thief. Discuss the negative aspects of such an imagination.
- The lesson is about summer holidays. Discuss with them the plans the students have for summer holidays. Suggest interesting things they can do or places they can visit to make their holidays fun.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.
- They will learn to appreciate the joy of summer holidays and friendships.

## Answer Key: Main Course Book

### Read and Understand

#### A.

1. c. the park
2. b. Julie
3. b. going around to the back of the house.
4. b. they overheard the couple's conversation with the balloon-seller.
5. a. Foolish

#### B.

1. excited
2. begun
3. asked
4. suggested
5. standing
6. followed
7. enter
8. foolish

**C.**

1. Alen said these words. Ruby suggested they become detectives and solve mysteries like the Five Find Outers in Enid Blyton books. That is why he said that such things happen only in stories.
2. Ruby said these words. She was too eager to solve a mystery and act like a detective. She saw the balloon-seller waiting on the road. She wanted him to be a thief because then she could act like a detective.
3. Alen said these words. He was scared that they will be caught following the balloon-seller.
4. The mother said these words. She thanked the balloon seller for waiting because if her child did not get a balloon every evening, he starts crying and screaming.
5. Alen said these words. They had mistaken the honest balloon seller for a thief. He did not want to risk playing detective again.

**D.** Accept all appropriate answers.

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

1. shocked
2. opportunity
3. doubtfully
4. peered
5. mystery
6. affectionately

**F.**

1. slept like a log
2. chattered like a monkey
3. danced like a peacock
4. galloped like a horse
5. worked like a bee
6. swam like a fish

**G.** Accept all appropriate answers.

**H.**

A	IM	UN	DIS
mobile	immobile	✗	✗
real	✗	unreal	✗
usual	✗	unusual	✗
possible	impossible	✗	✗
believe	✗	✗	disbelief
agree	✗	✗	disagree
patient	impatient	✗	✗

## Spell Right

**I.**

1. Whose
2. We're
3. He's
4. their
5. your
6. It's

## Dictionary Check

**J.**

1. pear—f. pair
2. blew—e. blue
3. sword—h. soared
4. flower— b. flour
5. right—a. write
6. sow—d. so
7. colonel—c. kernel
8. bare—g. bear

## Understand Grammar

### K.

1. is going
2. will not
3. are going
4. will leave
5. will
6. will

### L.

1. They will go to the museum tomorrow.
2. They will go by bus.
3. They will eat at the park by the museum.
4. The children will bring snacks.

### M.

is going  
will have  
share  
will cost  
will be able to

**N.** Accept all appropriate answers.

## Life Skills

**O.** Accept all appropriate answers.

## Listen Carefully

### P.

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

## Speak Well

- Q. Accept all appropriate answers.
- R. Accept all appropriate answers.

## CHECK YOUR UNDERSTANDING

- A. Accept all appropriate answers.
- B.

Rusty remembers his friends and the games they played at the pool.

I remember the time there was (is) a terrible storm during which we almost drowned (drown). We were swimming (swim) in the pool. Sally was diving (dive) off the rocks. I was collecting (collect) some wild flowers. Aaron was trying (try) to climb high among the rocks. The clouds had gathered (gather) above. Suddenly, thunder rolled across the sky and the storm broke (break).

- C.

One day, as usual, Nurry the fox was wandering around the forest. He saw a bunch of grapes high up on a tree. Nurry loved grapes. He thought it would be a good idea to eat that bunch. He could almost taste its sweetness. Nurry leapt at the bunch of grapes but could not reach it. He jumped again and again. His anger grew with every jump. However, the grapes stayed out of reach. Bitterness and disappointment filled Nurry's heart. He sat under the tree feeling very upset. Then he shook off his sadness with a toss of his head and looked at the grapes again. They no longer looked sweet and juicy. 'It's a good thing I didn't get a bite,' thought Nurry. 'Those grapes must be sour.'

## Answer Key: Activity Book

### Read and Understand

- A.
  1. entertainer
  2. quick,nimble
  3. comfortable
  4. fun,laughter



**B.**

1. A successful clown must enjoy making people laugh.
2. A successful clown must not mind being laughed at.
3. A successful clown must be quick and nimble to perform his tricks.
4. A successful clown must be comfortable on stage.

Accept any other appropriate answers.

**C.**

1. characteristics
2. agile
3. copy
4. pranks

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

1. earns
2. price
3. costs
4. fee
5. salary

**E.**

1. kitten
2. snail
3. eel
4. duck
5. rabbit
6. kangaroo
7. horse
8. cheetah

**Spell Right****F.**

1. colourful
2. beautiful

3. procession
4. marvellous
5. palace
6. piece
7. design
8. appreciate

**G.**

2. hat
3. sad
4. room

## Understand Grammar

**H.**

One day the King got very angry with Jonny and told him to leave the court. Jonny was stunned. 'How will I get back into his good books?' he thought to himself. He went home and thought hard. Then he had an idea. 'Everything is going to be all right,' he said to himself.

The next day, the courtiers were astonished to see Jonny walking towards the court as usual. "Will he dare to go into the court?" one courtier wondered.

"Won't the King get angry?"

"Maybe he will banish Jonny forever."

"He will get into trouble," said another.

"He will not dare to appear before the King so soon," a third courtier scoffed.

"What excuse will he give for coming here today? I'm sure he is going to say something shocking. The king will get very annoyed. I'd really like to see that!" said a fourth.

"The King will enter the court in five minutes. Let's go in and see the fun," said the first courtier.

## Listenn and Speak

- I. Accept all appropriate answers.

## Write Well

- J. Accept all appropriate answers.

# MODEL TEST PAPER 1

## From the Lessons

### A.

1. Emily searched everywhere for her magic pen when she could not find it. She was very upset and was afraid that her grades would fall again without the pen.
2. The King and the Queen of the Spirit People gave Manza the gift of stories, held in a beautiful shell. When Manza held the shell to her ear, she could hear a tale.
3. Countryside: Hills and fields; People ploughing and reaping grains; Shepherds herding animals  
City: Busy streets; People and motor cars running up and down
4. A cat will purr and mew if it is pleased with someone.
5. Rosa Parks did not obey the bus driver because she thought the system was unfair. She was tired of the bias against people of colour.
6. The owl's hoot is very reassuring to the poet and seems to say that everything is well.
7. The children were suspicious of the balloon-seller because he had been standing at the gate of a house for half an hour without trying to sell a balloon.

### B.

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

## Reading

### C.

1. c
2. a
3. c
4. a

### D.

1. c
2. d
3. a
4. b

### E.

1. lost
2. requested
3. captured
4. like
5. blessed
6. filled

## Writing

**F.** Accept all appropriate answers.

**G.** Accept all appropriate answers.

## Grammar

### H.

1. Oscar fractured his leg.
2. Aidan loves to eat risotto.
3. The branches touched the sky.
4. The suspect wore a blue shirt.
5. I have finished my homework



**I.**

1. pack
2. anger
3. deck
4. carelessness
5. success

**J.**

1. I will go (go) to office tomorrow.
2. The sun was shining (shine) when he left (leave) the house.
3. The film began (begin) at 5 p.m. So, we have already missed half an hour.
4. Grace and Becca played (play) basketball yesterday.
5. Nelly was tired. So, she had (have) an early dinner and went (go) to bed.



# REVISION FUN 1

## Answer Key: Activity Book

### Reading

#### A.

1. a
2. a
3. c
4. b

#### B.

1. arrangements
2. knowledge
3. appointments
4. profession
5. fluent
6. clients

### Vocabulary

#### C.

1. cradle
2. tidal
3. adorable
4. verbal

#### D.

1. your
2. its
3. stationery

4. their
5. whose
6. Browse

## Grammar

### E.

1. a
2. a
3. a

### F.

1. troop
2. liberty
3. swarm

### G.

1. went
2. tried
3. was doing
4. was reading

## Writing

- H. Accept all appropriate answers.

# 6.

# Mr Adams Gets a Shock

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Then, ask them the following questions:
  - ◆ Have you heard the phrase 'there are two sides to a coin'? What do you think it means?
  - ◆ Which is your favourite book on the shelf shown in the picture. Why?
  - ◆ Name some other books you like. Why do you like it?
- Read the story aloud to them.
- Ask them what they understood from the story. Discuss what they liked about it.
- Ask them what they think is the moral of the story.
- Discuss with them some privileges we take for granted like education, food, clean water to drink, clothes, etc. Discuss with them the fact that some people don't have access to these basic needs.
- Ask them why they think someone becomes a thief? What could be the many reasons? Is one of the reasons poverty?



- Ask them to think of ways for helping underprivileged people in our everyday lives.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.
- They will be able to develop life skills.

## Answer Key: Main Course Book

### Read and Understand

#### A.

1. b
2. a
3. b
4. A

#### B.

1. c
2. d
3. a
4. b

#### C.

1. f
2. e
3. d
4. b
5. b
6. a

**D.**

1. Ryan felt suspicious because the man was walking very fast and held a bag close to his chest.
2. Sam thought that the man he saw was the thief because he was walking very fast and kept looking back.
3. Mrs Mani thought that the men on the motorcycle were thieves because they drove recklessly.

**E.**

1. a. Allen  
b. Gary  
c. Seth  
d. Mark  
e. Dan
2. Accept all appropriate answers.

**Word Wise**

**F.**

1. c
2. a
3. e
4. b
5. d

**G.**

1. suspicious
2. burgle
3. witness
4. glimpse
5. Reckless

**H.** Accept all appropriate answers.

## Spell Right

**I.**

1. enjoyable
2. adventure
3. cleanest
4. hopeful
5. comfortable

## Dictionary Check

**J.** Accept all appropriate answers.

## Understand Grammar

**K.**

1. What
2. Who
3. Whose
4. When
5. Which

## Use Grammar

**L.** Accept all appropriate answers.

**M.** Accept all appropriate answers.

## Write Well

**N.** Accept all appropriate answers.

## Life

**O.** Accept all appropriate answers.

**P.** Accept all appropriate answers.

**Q.** Accept all appropriate answers.

**R.** Accept all appropriate answers.

# Answer Key: Activity Book

## Read and Understand

### A.

1. a
2. c
3. b
4. b

## Word Wise

### B.

1. sleepy
2. hungry
3. confused
4. happy

### C.

1. know,now
2. no
3. know
4. no
5. no
6. know, no

### D.

1. present
2. appear
3. deny
4. always
5. near
6. distributed



## Spell Right

### E.

The chief of the thieves had a fierce moustache. He met his men in the corner of a field. He quietly received the stolen goods. A piece of his shirt got caught on the fence. The police used that as a clue to catch him.

## Understand Grammar

### F.

1. What
2. who
3. whom
4. What
5. Who
6. What

### G.

1. When did you discover the theft?
2. Where had you kept your watch?
3. Who had entered the room after you left?
4. How do you think your watch could have been stolen?
5. Whom do you suspect of having stolen your watch?

## Listen and Speak

H. Accept all appropriate answers.

## Write Well

I. Accept all appropriate answers.

# 7.

# The Dragon's Fury

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!' Ask them the following questions:
  - ◆ Are dragons real?
  - ◆ What is the difference between a dragon and a dinosaur?
  - ◆ Do you know any imaginary creatures?
  - ◆ Have you heard of any stories that had dragons or any other imaginary creatures in them?
  - ◆ Do you feel angry when you are lonely and nobody talks to you?
- Ask the students to look at the picture of the dragon and the little girl on the page and ask them to guess what the story could be about.
- Based on the picture, ask them to come up with some adjectives for both the dragon and the little girl.
- Read aloud the story to them.
- Ask them what they understood from the story. Discuss what they liked about it.
- Ask them what they think is the moral of the story.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Read and Understand

### A.

1. **c.** thrice
2. **c.** the dragon
3. **c.** she spoke to him kindly
4. **c.** the dragon got the river back to the village
5. **b.** befriended the dragon

### B.

1. Accept all appropriate answers.
2. Accept all appropriate answers.
3. Accept all appropriate answers.
4. Accept all appropriate answers.
5. Accept all appropriate answers.

### C.

1. Mei-Ling said these words. She was trying to put her dolls to sleep when she heard the loud noises the dragon was making. She thought it did not have any manners.
2. Mei-Ling's father said these words. He was trying to stop his daughter from going to the dragon on the mountain.
3. The dragon said these words. He admired Mei-Ling for being brave and kind enough to invite him to her birthday party.

**D.**

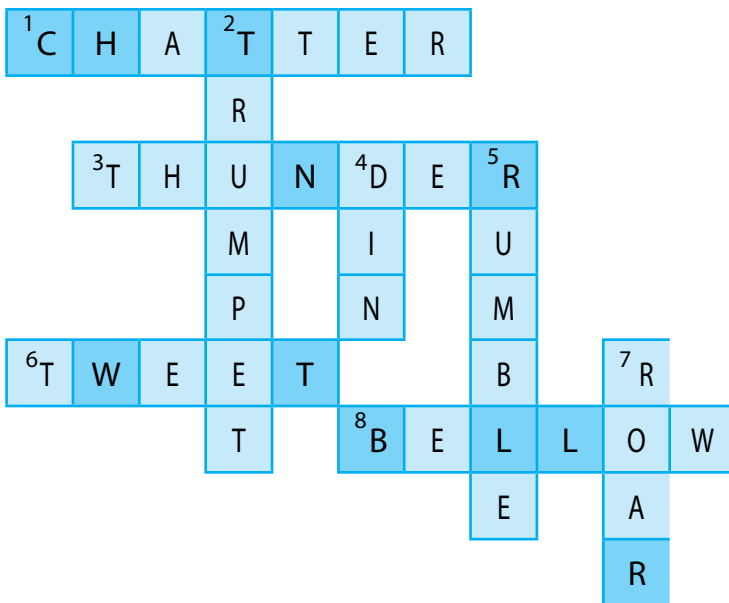
1. Accept all appropriate answers.
2. Accept all appropriate answers.

**Word Wise**

**E.**

1. C. YOU DO WHAT OTHERS ASK YOU TO DO.
2. D. YOU LISTEN TO OTHERS WHEN THEY SPEAK
3. A. YOU LAUGH AND SMILE
4. B. YOU SAY 'PLEASE' AND 'THANK YOU'

**F.**



**G.**

1. field
2. chief
3. fierce
4. deceive
5. quiet
6. receive
7. piece
8. lied
9. receipt





**H.**

small	smaller	smallest
happy	happier	happiest
dangerous	more dangerous	most dangerous
good	very good	extremely good
exciting	very exciting	most exciting
useful	very useful	extremely useful
bad	worse	worst
old	older	oldest
intelligent	more intelligent	most intelligent
pretty	prettier	prettiest

### Use Grammar

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

### Life Skills

- L. Accept all appropriate answers.

### Communication Skills

### Listen Carefully

**M.**

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

### Speak Well

- N. Accept all appropriate answers.



# Answer Key: Activity Book

## Read and Understand

### A.

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

### B.

FEATURE	WESTERN DRAGONS	EASTERN DRAGONS
appearance – size, body, wings/horns	enormous, scaly green bodies, huge red wings	small, long bodies, horns for ears
breath	breathed fire	breathed clouds
food	liked to eat humans	liked to eat sparrows
where they live	caves, mountains or lakes	wherever there is water

## Word Wise

### C.

1. plain
2. lake
3. king
4. gentle

### D.

1. deep
2. high
3. bad
4. alone
5. tell
6. Many



## Spell Right

### E.

1. biting
2. patting
3. getting
4. dated
5. knitting
6. fighting
7. writing
8. lighting
9. sitting

## Understand Grammar

### F.

good

better

best

difficult

more difficult

most difficult

old

older

oldest

angry

angrier

angriest

expensive

more expensive

most expensive

**G.**

1. The cheetah is a fast runner.
  2. The cute girl is chasing butterflies.
  3. The Banyan tree seems to be very old.
- Accept any other relevant response.

**Listenn and Speak**

**H.** Accept all appropriate answers.

**Write Well**

**I.** Accept all appropriate answers.

# 8.

# The Wonder Machine

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students to look at the picture and riddles in the section 'Get Set!' Ask them the following questions:
  - ◆ Did you find it easy or difficult to solve this riddle?
  - ◆ What did you need to solve the riddles?
  - ◆ Do you think the questions were deliberately written in a way to confuse your brain?
  - ◆ We exercise our body by running or swimming or playing. How do you think we exercise our brain?
  - ◆ Who/what do you think is smarter—the brain or the computer? Why?
- Read the story aloud to them.
- Ask them what they understood from the story. Discuss what they liked about it.
- Ask them whether they have used a computer or any gadget. Ask them what was special about it.
- Discuss the pros and cons of technology with them.
- You may ask them to make a list of things that they can do but a computer cannot. For example, writing a story. One needs an imagination to write a story. A computer does not have an imagination.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.

# Answer Key: Main Course Book

## Read and Understand

### A.

1. c. nerves
2. c. computer can only do what it is told and has no feelings.
3. c. nerves in the neck to the brain

### B.

The computer

1. wires
2. feel
3. collect and remember
4. aware
5. told

The human brain

1. nerves
2. feel
3. conscious
4. feel and remember
5. ideas

### C.

1. Amber was upset because Luke told her she doesn't have a brain.
2. The human brain is different from insects because it is big and clever.
3. Our brain is better than a computer because we can think of ideas and work without being told what to do.



4. If we are thirsty, our nerves will send information to the brain that we are thirsty. The brain will then urge the body to go drink water.
- D.** Accept all appropriate answers.

## Word Wise

**E.**

1. d. a difficult but enjoyable puzzle
2. a. someone who is very foolish
3. e. to convince or influence someone strongly
4. b. a sudden and clever idea
5. c. one who is very forgetful and disorganised

**F.**

1. make
2. do
3. do
4. make
5. do
6. make

## Spell Right

**G.**

1. frightened
2. phrase
3. fun
4. phantom
5. pharmacy
6. fire
7. photograph
8. cough
9. tough

## Dictionary Check

1. Accept all appropriate answers.
2. Accept all appropriate answers.
3. Accept all appropriate answers.

### I.

1. Beth's mother cooked a chinese meal with noodles, dumplings, fried rice and vegetables.
2. There are some erasers, pens, pencils, and sharpeners in that bag.
3. Emma and Josh, along with their parents Anthony and Janice, their grandmother and some other relatives, are travelling to Milan
4. We saw tigers, deer, lions, orangutans and other apes at the zoo.
5. Matt, Leece and Harry are my next-door neighbours.
6. Amelia opened the package, saw what was inside and squealed in delight.

## Understand Grammar

### J.

1. Would you like a slice of cake?
2. Mother Teresa received a Nobel Peace Prize for her service to the poor.
3. This is the most brilliant idea that you have had in a month!
4. The beaches of Maldives are very beautiful.
5. At last, an heir to throne was born and people of the kingdom rejoiced.

### K.

1. any
2. All
3. many
4. few
5. Most

## Listen Carefully

### O.

1. Movie
2. Newspaper





7. An
8. forget

## Spell Right

### D.

1. write
2. honest
3. gnaw
4. wrong
5. knife
6. listen
7. knock
8. farm
9. scene
10. often
11. hour
12. fasten

### E.

1. Rainbow
2. Witch
3. Frock
4. Guitar
5. Sword
6. Clock

## Understand Grammar

### F.

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



4. the

5. A,a

**G.**

1. every

2. many

3. Any

4. All

5. Each

### Listenn and Speak

**H.** Accept all appropriate answers.

### Write Well

**I.** Accept all appropriate answers.



# The World from a Railway Carriage

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students the following questions:
  - ◆ Have you ever been on a train? Do you like riding the train?
  - ◆ What kind of view do you see from the window of a train? How is it different from the view from an aeroplane?
  - ◆ What is your favourite mode of transportation? Why?
  - ◆ What according to you is the best part about travelling?
- Read the poem aloud to the class. You may then ask the students to read the poem silently on their own again.
- Discuss students' travel stories in class. Ask them to share their experiences of their travels/vacations. Ask them to think about the journey and not the destination. What kind of visuals or feelings does it evoke?
- You may give them an activity to do in class. Ask them to draw the most interesting view they have ever seen through a moving vehicle.
- You may show them images of trains from yesteryears. You can discuss how trains and transportation has evolved over the years.
- You may draw a comparison between the journey on a train and life with its constantly changing phases. Moments and years pass by before we realise they are over—and we keep growing.

## 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 cognitive and reasoning skills.

# Answer Key: Main Course Book

## Check Your Understanding

**A.** Accept all appropriate answers.

**B.**

1. b. they are all predators.
2. c. a painting to a gallery.
3. c. they all provide services to the community.

# 9.

# A Fool's Gold

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!' Ask them the following questions:
  - ◆ Who is your favourite mythical creature?
  - ◆ Do you know who were the parents of Pegasus?
  - ◆ Did Pegasus belong to the Greek mythology?
  - ◆ Do you know any stories about mermaids?
  - ◆ What do you think the sphinx symbolises?
- Read the story aloud to them.
- You may then ask some volunteers to enact the story in the class.
- Ask them what they understood from the story. Discuss what they liked about it.
- Ask them if they were Midas, what would they have wished for?
- Ask them to make a list of all the things they think they need to live a good life. Ask them to make two columns—'Cannot live without...' and 'Can live without...'. For example, they may say they can live without a car but not their pet dog. This exercise will help them prioritise the things in their life.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.
- They will be able to develop life skills.

# Answer Key: Main Course Book

## Get Set!

MERMAID    PEGASUS    ELF    SPHINX

Accept all appropriate answers.

## Read and Understand

### A.

1. b
2. a
3. b
4. a

### B.

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

### C.

1. Silenus was impressed by the kindness and hospitality Midas extended to him.
2. Midas realised the true nature of his boon when he accidentally turned his beloved daughter into a golden statue.
3. Midas repented his greed after having turned his daughter into a statue of gold. Dionysus heard the king's lament and felt sorry for him.
4. Midas washed his hands in river Pactolus to get rid of his abilities.

5. The incident made Midas realise the value of human relationships over wealth. He was grateful for all good things in his life. He became generous and shared his riches with his countrymen.

**D.**

1. Accept all appropriate answers.
2. Accept all appropriate answers.

**E.**

**Across**

1. PRECIOUS
2. GRATEFUL
3. LAMENT
4. SACRIFICER
5. INTENSE

**Down**

1. FRAGRANCE
2. LUXURY
3. INVITE

**F.**

1. minister
2. ambassador
3. commander
4. scribe

**G.**

2. inside
3. uncooked
4. uncover/discover/recover
5. disappear
6. disqualify





7. unable/disable
8. invisible
9. undo/redo
10. Uninteresting

**H.**

1. quickly
2. sadly
3. eagerly
4. Generously

**I.**

1. everywhere
2. up
3. nearby
4. Here

**J.** Accept all appropriate answers.

**K.** Accept all appropriate answers.

**L.** Accept all appropriate answers.

**M.** Accept all appropriate answers.

**N.**

1. In Greek mythology, there was a well-known hunter named Narcissus. He was a very beautiful young man.
2. Many fell in love with him, but he paid no attention to them.
3. One day, a woodland spirit named Echo, saw him and was immediately in love with him.
4. When she expressed her love to Narcissus, he asked her not to disturb him.
5. Heartbroken, she went she went away and roamed around in the woods, until what was left was only her sound—a sound we now call echo.

**O.** Accept all appropriate answers.

**P.** Accept all appropriate answers.



# Answer Key: Activity Book

## Read and Understand

### A.

1. a
2. b
3. a

### B.

1. evolve
2. surrounded
3. protect
4. danger
5. hub
6. battle

## Word Wise

### C.

1. through
2. eight
3. tales
4. current
5. bored
6. main

### D.

1. eight
2. main
3. through
4. Tales
5. bored



## Spell Right

**E.**

Hi David!

Yesterday we visited the robotics show. One silly robot was really troublesome. My father had to speak to the man at Robotics International. My father was quite angry with it. Finally, it was all sorted out.

Will you be coming here sometime? Why don't you come tomorrow? We can play some cool games on the computer.

Adam

## Dictionary Check

**F.** Accept all appropriate answers.

**G.**

1. went
2. stopped
3. visited
4. ran
5. spoke
6. buzzed
7. jumped
8. hurried
9. answered

## Understand Grammar

**H.**

1. I was doing my homework when the phone started ringing.
2. I made the chart while Adam was watching television.
3. I was doing my maths homework while Ryan was reading.
4. I was having my lunch when Miley was studying at her tutor's.
5. I was trying to sleep when the neighbours began to play loud music.
6. Ashley was playing in the park when it started to rain.

Accept any other appropriate answers.

## Listenn and Speak

I.

There are five stiff men standing on the wall.

If one stiff man should accidentally fall,

There'll be four stiff men standing on the wall.

There are four stiff men sailing on a ship.

If one stiff man should accidentally slip,

There'll be three stiff men standing on the ship.

There are three stiff men climbing up a slope.

If one stiff man just cannot cope,

There'll be two stiff men standing on the slope.

There are two stiff men swinging on a tree.

If one stiff man should decide to flee,

There'll be one stiff man standing on the tree.

There is one stiff man squatting on the road.

If one stiff man just happens to explode,

There'll be no stiff men left on the road.

## Write Well

J. Accept all appropriate answers.

# 10.

# Crusoe and his Companions

## Lesson Plan

### Learning Objectives:

- To develop cognitive and reasoning skills
- To develop comprehension skills
- To recognise the correlation between the text and the pictures
- To help them recognise the importance of perseverance

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Ask them the following questions:
  - ◆ Have you ever been on a ship? How was your experience?
  - ◆ How would you feel if you were stuck on a deserted island?
  - ◆ Name three things you would want if you were stuck on an island all alone.
  - ◆ What do you think are the qualities one needs to survive in such a situation?
- Read aloud the story to them.
- Ask them what they understood from the story. Discuss what they liked about it.
- You may want to discuss about the Sentinelese tribe with them. They are a tribe of people who live cut off from the rest of the world on an archipelago in the Bay of Bengal. They do not welcome any contact with the people outside their tribe. Their ways of living are very old. They do not use any modern technology. This discussion would help them think about life on an island.
- Ask the students about their best friends. Ask them how their friends have helped them through difficult times.
- Discuss with them about our dependency on technology. Ask them when was the last time they made something using their hands and minds—just like Crusoe and Friday made a boat on the island.

- Ask them what they think is the moral of the story.
- Discuss the given exercises and help 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 and inferential skills.
- They will be able to recognise the correlation between the text and the pictures.
- To will be able to recognise the importance of perseverance

## Answer Key: Main Course Book

### Get Set!

- 3 – The rudder is a piece of wood or metal at the back of the ship. It can be moved to the right or left to change the ship's direction.
- 5 – The hull is the main body or bulk of the ship, including the bottom and the sides.
- 2 – The mast is a tall pole to which the ship's sails are tied for support.
- 1 – The sail is a large piece of canvas which is stretched high on the ship. When the wind blows against the sail, it pushes the ship forward.
- 4 – The deck is the top part of the ship. It is like a floor which is open to the air and where people can sit.

### Read and Understand

#### A.

1. a
2. a
3. b
4. a

#### B.

1. a
2. b

3. a
4. a
5. b

**C.**

1. Robinson Crusoe took Friday to his cave and gave him some bread and a bunch of raisins to eat and a cup of water to drink.
2. Crusoe gave Friday a pair of goat-skin trousers, a goat-skin coat and a hare-skin cap. Friday was very proud of his new clothes.
3. Crusoe told Friday about the time he had been on the island, how he slowly adapted to the place, how he got food and built a home for himself, and how lonely it had been until Friday came.

**D.**

1. Accept all appropriate answers.
2. Accept all appropriate answers.

**E.**

1. Look
2. watch, see
3. look
4. see
5. Watch

**F.**

	ED	ING	ER	EN	EST
slip	slipped	slipping	slippier	x	x
play	played	playing	player	x	x
enter	entered	entering	x	x	x
love	loved	loving	lover	x	x
lose	x	losing	loser	x	x
soft	x	x	softer	soften	softest
broad	x	x	broader	broaden	broadest
wave	waved	waving	x	x	x



**G.**

\_\_\_\_\_ (date)

The Principal,  
XXX School

Dear Sir,

An inter-school soccer match is being held at Lincoln memorial school on \_\_\_\_\_ (date). I request you to grant me permission to take our team of thirteen members to this competition. Our sports teacher, Mr Norton would be accompanying us. We would also need to make arrangements for return travel by bus. Lincoln Memorial School has made arrangements for our accommodation.

Yours sincerely,

\_\_\_\_\_  
Captain, Junior Soccer Team

**H.**

1. a
2. a
3. a
4. d
5. a
6. c

**I.**

1. I have been in this school for five years.
2. I have lived in this city since I was two.
3. I play outside for an hour every day.
4. It has been raining since last night.
5. I was doing homework for two hours yesterday.





**J.**

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

I was really excited about the trip. This was my first plane trip alone without my parents. My flight left at eight o'clock, but I reached the airport long before six o'clock. I packed clothes for all sorts of weather. I also brought with me several books to read on the long plane ride. And, of course, I packed this diary. My parents talked to me about travelling on my own. I could tell by the look on my mother's face when I hugged her, that she was trying not to cry.

I smiled and joked, but I was actually feeling quite scared. But now, with the clouds above and below me, I am not afraid.

**K.** Accept all appropriate answers.

**L.** Accept all appropriate answers.

**M.**

1. principal
2. fleas
3. flour
4. pause
5. heard
6. Days

**N.** Accept all appropriate answers.

**O.** Accept all appropriate answers.

## Answer Key: Activity Book

### Read and Understand

**A.**

1. c
2. b

3. a

4. c

**B.**

appearance

character

hobbies

Ryan

Tall and slim

Quiet and shy

Reading books

Jack

Short and strong

Sporty, confident and high-spirited

Playing football and basketball and cycling

## Word Wise

**C.**

1. strumming

2. cracking

3. rumbling

4. pitter patter

5. ticking

**D.**

1. happy

2. thrill

3. unsteady

4. surprised

5. guard

## Spell Right

**E.**

1. agreed

2. ceiling

3. increased



4. clean
5. leak
6. worried
7. recieve
8. wheel
9. thief
10. niece
11. creaked
12. sleek

## Understand Grammar

### F.

1. My best friend is wearing a yellow t-shirt.
2. We spend most of our time playing football.
3. We like to eat sundaes.
4. We love drinking hot chocolate
5. My friend has a pet cat.

Accept any other appropriate answers..

### G.

1. My grandparents live in the countryside.
2. My friend lives in a house which has a garden.
3. Our house has a tiled roof.
4. We have blue tiles on the floor.
5. Nina's family lives in a flat on the third floor.
6. Ross's grandparents live in New York.
7. Our street has many apartment blocks.
8. Many children live in those blocks.
9. All the children play in the park in the evening.
10. All the students of the class helped to clean the school.

## Listenn and Speak

H. Accept all appropriate answers.

## Write Well

I. Accept all appropriate answers.

# The First Tooth

## Learning Objectives:

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

## Engagement:

- Ask the students the following questions:
  - ◆ Do you have a younger sibling?
  - ◆ How is your relationship with them?
  - ◆ Do they make you laugh?
  - ◆ Do you remember how you felt when you first learnt that you are going to have a younger sibling?
- Before reading the poem aloud, ask the students to look at the picture in the book. Ask them to guess what the poem is about.
- Recite the poem aloud to them and ask them to sing along.
- Ask them what they understood by the poem and what they liked about it.
- Discuss with them the pros and cons of having a younger sibling versus being the younger sibling.

## 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 cognitive and reasoning skills.

# Answer Key: Main Course Book

## Enjoy the Poem

### A.

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

### B.

1. b. baby
2. c. liked
3. d. stepping forward
4. a. appreciated

### C.

a tiny tooth—elder brother's double row of teeth  
half a word—all the words the  
elder brother can say  
putting a foot forward—elder brother's best dancing

D. Accept all appropriate answers.

## Lesson Plan

### Learning Objectives:

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

### Engagement:

- Ask the students to look at the pictures in the section 'Get Set!'. Ask them the following questions:
  - ◆ Do you like watching birds?
  - ◆ Do you know bird-watching is a hobby people have?
  - ◆ Which are your favourite bird?
  - ◆ Do you know that different birds have different behaviour?
- Read aloud the lesson to them.
- Ask them if they have heard of Puffins or seen one. You may want to bring a picture of a real puffin to share with the class. Ask them what they like about the bird.
- Discuss the habitat and habits of puffins as mentioned in the lesson. Compare them with other birds.
- Discuss other endangered animals with them. Begin by asking them how many endangered animals do they know about.
- Discuss with them some harmful activities that we do that endanger the animals.
- Discuss with them various things we as humans can do to save the endangered species like puffins.
- Discuss the given exercises and help 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 recognise the correlation between the text and the pictures.

## Answer Key: Main Course Book

### Get set!

#### A.

1. b. get confused by the streetlight.
2. b. cars and animals
3. b. are black and white
4. c. spear-like spines inside their beaks

#### B.

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

#### C.

1. The children of Heimaey rescue the stranded baby puffins with the help of their parents. They set them free near the sea.
2. Puffins can fly. They come from the northern hemisphere. They have broad and colourful bills. Penguins cannot fly, they come from the southern hemisphere and their bills are not as colourful.
3. The puffins have spines in their tongues. They also have spines on the roof of their mouths which act like spears. That is why they can store many fish in their mouth without dropping any.
4. The mother and father both take turns to feed it fish until they are ready to fly off.

5. They attract tourists from all over the world. Puffins also help in warning about overfishing. If the puffins are carrying back less fish from the sea, it is usually a sign of overfishing. Puffins are also an important source of food.

**D.** Accept all appropriate answers.

**E.**

1. unique
2. tradition
3. stranded
4. thriving
5. habitat
6. rescue
7. dangling
8. harvest

**F.**

1. c. savings put away for the future
2. a. a view from a height or distance
3. f. to work on something independently
4. g. an honour
5. h. to make a lot of money by unfair means
6. e. someone who arrives early or starts something early
7. d. something that has little effect
8. b. similar peoplespell it right

**G.**

Correctly spelt words:

1. accomodate
2. argument
3. commitment
4. conscience
5. embarrass
6. judgement



**H.**

1. a. while
2. b. but
3. c. because
4. b. when
5. b. if

**I.**

2. I would like milk. I would like it cold.
3. Would you like a slice of cake? Would you like a sandwich?
4. I would like a sandwich. But I may have it a little later. Use grammar

**J.** Accept all appropriate answers.

**K.** Accept all appropriate answers.

**L.** Accept all appropriate answers.

**Life skills**

**M.** Accept all appropriate answers.

**Listen Carefully**

**N.**

1. oceans of the northern hemisphere.
2. eleven
3. one
4. 100,000
5. the long fishing lines laid to catch tuna

**Speak well**

**O.** Accept all appropriate answers.

**Answer Key: Activity Book**

**A.**

1. b
2. c
3. c

4. a

5. b

**B.** Accept all appropriate answers.

## Word Wise

**C.**

1. taken

2. awaken

3. given

7. spoken

8. driven

**D.**

1. off

2. whose

3. lose

4. brought

5. Through

6. pictures

## Spell Right

**E.**

better, higher, faster, harder, scream

## Understand Grammar

**F.**

1. Mary is my friend and Riley is my sister.

2. I tried many times, but I could not learn to whistle.

3. I learned to ride a bicycle because I did not give up easily.

4. I can offer you a cup of tea or a glass of juice.

5. Dennis enjoys playing many sports although his favourite sport is badminton.

## G.

Rocky is a clown in the circus. He is talking to the ringmaster.

ROCKY: I know the programme, but I'd like to go over it again.

RINGMASTER: Alright. You can come into the ring after Rosie finishes her act on the trapeze.

ROCKY: Will it be alright if I follow her by jumping into the ring from the other end?

RINGMASTER: Yes, that's a good idea as the audience will be surprised.

ROCKY: May I use the trapeze for my routine, because that will make it interesting?

RINGMASTER: Yes, but you must be careful.

ROCKY: I need to practise on the trapeze, so I will get Ramesh to help me.

RINGMASTER: He may have gone out. He wanted to get a few things from the market.

Although he is out, you can ask Mark. He is free now.

## Listenn and Speak

H. Accept all appropriate answers.

## Write Well

I. Accept all appropriate answers.

# MODEL TEST PAPER 2

## From the Lessons

### A.

1. mascot
2. nerves
3. Pactolus
4. boat
5. Children

### B.

1. The police searched the whole house for clues. They asked people in the neighbourhood if they had seen anyone suspicious that night.
2. These words were spoken by the god Dionysus to king Midas. In reply, Midas asked for the power to turn everything he touched into gold.
3. The human brain can do things on its own without anyone telling it to do so. It also helps us to think and feel.
4. First, Crusoe found some sturdy wood and asked Friday to shape it to prepare the mast. Then, they found two large pieces of old sails and stitched them together to get the sail ready. After that, they made the rudder, which Crusoe fastened to the stern of the vessel. Thus, the boat was finally ready.
5. Over-fishing by humans and the introduction of other mammals like foxes and rats in the habitat threaten the survival of puffins.

### C.

1. b
2. a
3. b
4. Penguins do not need to dive very deep into the water because their prey can be found within sixty feet of the surface.
5. Penguins form groups called 'rookeries' during nesting.
6. Each penguin has a distinct call that allows individuals to find their mate or their chicks.

**D.**

1. prey
2. their
3. one
4. whole

**E.**

1. tropical
2. located
3. species
4. allows
5. mate

**F.** Accept all appropriate answers.

**G.** Accept all appropriate answers.

**H.**

1. best
2. younger
3. more intelligent

**I.**

1. the
2. little
3. most

**J.**

1. patiently
2. rarely
3. downstairs

**K.**

1. on
2. into
3. By

**L.**

1. Robert will be able to perform at the concert today because he is feeling better.
2. Most children like cake and milk.
3. Seth likes the sea but Karen likes the mountains.



# REVISION FUN 2

## Answer Key: Activity Book

### Reading

#### A.

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

#### B.

1. b
2. c

### Vocabulary

#### C.

1. crystal
2. mouse
3. glove
4. cucumber
5. monkey
6. fish

#### D.

1. lighting



2. lightning
3. lightening

**E.**

1. important
2. impolite
3. imagine
4. embroider
5. innocent
6. internal
7. employ
8. enjoy
9. impatient

## Grammar

**F.**

1. more expensive
2. taller
3. freshest

**G.**

1. outside
2. always
3. quickly
4. usually

**H.**

1. Charlotte reads a lot and has many books.
2. Charlotte started to read at a young age because her parents are great readers.
3. Charlotte loves to read but her best friend Amy is not much of a reader.

## Writing

- I. Accept all appropriate answers.

# Communication Skills

## Answer Key: Activity Book

### Tasks For Listening

**Task 1** Accept all appropriate answers.

**Task 2**

1. Lizzie
2. Nancy
3. Vincent
4. Shelly
5. Brendy
6. Sharon
7. Victor
8. Richard
9. Andrew
10. Fabia

**Task 3**

1. The great Pyramids of Giza are situated in Egypt.
2. Giza lies near river Nile, in the continent of Africa.
3. The Pyramids were built by the Pharaohs who ruled the country many years ago.
4. A Pyramid is like a triangle in shape.
5. It is a place of attraction for tourists.

**Task 4** Accept all appropriate answers.



### Task 5

Cats purr,  
Lions roar,  
Owls hoot,  
Bears snore  
Crickets creak,  
Mice squeak,  
Sheep baa,  
But I speak.

### Task 6

1. I like to stroke a kitten because its fur is soft.
2. Things like iron and steel are hard.
3. In summer, the sun is very hot.
4. It is nice to eat an ice cream cone in hot weather because it is cold.
5. Sugar makes ice cream sweet.
6. This orange is very sour.

### Tasks For Speaking

**Task 1** Accept all appropriate answers.

**Task 2** Accept all appropriate answers.

**Task 3** Accept all appropriate answers.

**Task 4** Accept all appropriate answers.

**Task 5** Accept all appropriate answers.

**Task 6** Accept all appropriate answers.



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