

| Sl. No. | Days | Content | Activities | Duration in Hours | Pag no. |
|---------|------|-------------------------|--|-------------------|---------|
| 1 | 1 | Pretest and | Self introduction | 1 | |
| 2 | 2 | Antonyms | 1) I say In 2) Match the oppsites 3) Cross word | 1 | |
| 3 | 3 | Prefixes | 1) Find your Group 2) Clouds around wheels 3) Guess the word | 1 | |
| 4 | 4 | Homophones | 1) Locate me 2) Match the Homophones 3) Fill in the blanks | 1 | |
| 5 | 5 | Homophones collocations | 4) Identify the mistake 1) Collocations | 30 min 30 min | |
| 6 | 6 | Reading | 1) Reading aloud (Prose) | 1 | |
| 7 | | | 2) Reading aloud (Poetry) | 1 | |
| 8 | 8 | | 3) Graph reading | 1 | |
| 9 | 9 | Reading | Reading comprehension (unseesn passages) | 1 | |
| 10 | 10 | Writing | Editing 1. Match the marks 2. summer camp | 1 | |
| 11 | 11 | | 3. Missing punctuation 4. Capitalization | 1 | |
| 12 | 12 | | 5. Jack | 1 | |
| 13 | 13 | | Letter Writing : 1. Arrange the letter | 1 | |
| 14 | 14 | | 2. Re arrange by numbering | 1 | |
| 15 | 15 | Grammar | Question tags 1. Locate the verb | 1 | |
| 16 | 16 | | 2. Positure or negative | 30 min | |
| | | | 3. Contractions | 30 min | |

| Sl. No. | Days | Content | Activities | Duration in Hours | Pag no. |
|----------------|-------------|----------------|------------------------------------|--------------------------|----------------|
| 17 | 17 | | 4. Add tages | 1 | |
| 18 | 18 | | Frame 'Wh' questions | | |
| | | | 1. Question Me | 1 | |
| 19 | 19 | Grammar | 2. Which 'Wh' word | 1 | |
| 20 | 20 | | 1. Dictionary order | 1 | |
| 21 | 21 | | 2. Resource Materials | 30 min | |
| | | | 3. Where in the Book | 30 min | |
| 22 | 22 | | Whatever We do : Activity 1, 2 & 3 | 1 | |
| 23 | 23 | | Activity 4, 5 & 6 | 1 | |
| 24 | 24 | | A Girl called Golden | 1 | |
| 25 | 25 | | and review | 1 | |

| | No. of periods / Hours |
|---|----------------------------|
| <p><u>Vocabuarly</u></p> <p>1. Antonyms</p> <p>2) Prefixes</p> <p>3) Homophones & Collcations</p> | <p>1</p> <p>1</p> <p>2</p> |
| <p><u>Reading</u></p> <p>1) Reading aloud (prose & poetry)</p> <p>2) Graph reading</p> <p>3) Reading Comprehension (unseen passages)</p> | <p>2</p> <p>1</p> <p>1</p> |
| <p><u>Writing</u></p> <p>Editing</p> <p>Letter Writing</p> | <p>3</p> <p>2</p> |
| <p><u>Grammar</u></p> <p>Questions tags</p> <p>Framing questions</p> | <p>3</p> <p>2</p> |
| <p><u>Reference :</u></p> <p>Dictionary order</p> <p>Reference page</p> | <p>1</p> <p>1</p> |
| <p><u>Prose and Poetry</u></p> <p>Whatever we do</p> <p>A girl called Golden</p> <p>Pres & Post test</p> | <p>2</p> <p>1</p> <p>2</p> |

PART - A

ANTONYMS

Act 1 : I say 'In'

Teacher says : "I say 'in', you say "....."

Student's response should be the opposite of underlined word i.e out.

Likewise teacher can add words like, come, rich, ugly, strong, bottom etc. and elicit opposites from the students.

This can be played as a group activity or for whole class.

Act 2 : Make students to Match the words in column A with their opposites in column B in worksheet 1

CROSSWORD

Act 3 : Make students read the clue and fill the crossword puzzle in worksheet 2

PREFIX

Act 1 : Instructions to the teacher

- 1) Divide the class into 2 groups.
- 2) Distribute the words to 1 group and prefixes to the other group.
- 3) Let the group with the prefix card stand in a fixed place.
- 4) Students with 'word' card should identify the right prefix, go and stand in its group.
- 5) Ask the participants to pair with prefix word and the root word.
- 6) Now ask the whole group to read the words and their prefixes.

Act 2 : Facilitator gives the worksheet no. 3 and asks them to write prefix in the cloud of words. Ex : dishonest

Find your Group

| | | | | | | | |
|----|----|-----|----|----|-----|-----|----|
| un | in | dis | im | ir | mis | mal | ig |
|----|----|-----|----|----|-----|-----|----|

| | | | | |
|------------|-----------|-----------|---------|-------------|
| perfect | active | respect | happy | probable |
| grateful | fortunate | obey | conduct | nutrition |
| correct | pure | grateful | kind | complete |
| proper | connect | pronounce | mobile | replaceable |
| reversible | rational | practice | noble | appropriate |

Act 3 : Make the students to write a word adding prefix which describes the given phrase in worksheet 4

HOMOPHONES

A homophone is a word having the same pronunciation but different meaning and spelling. Teacher writes examples on board.

Eg : nose, knows
wait, weight etc

Facilitator gives the meaning and definition of the word homophone and elicits examples.

- Act 1 :** Facilitator makes the students to read the sentences given in worksheet **5** and asks them to identify words with same pronunciation and circle them.
- Act 2 :** Students are asked to match the homophones in worksheet **6**
- Act 3 :** Students are given the worksheet no **7** and are asked to use the homophon pairs given in the bracket to and complete the sentences.
- Act 4 :** A small story is given with incorrect words students read the story and replace them with correct homophones in worksheet **8**

COLLACATION

- Act 1 :** Facilitator provides the worksheet - **1** and asks them to combine the word in column A with its collocative word in column B by describing collocation. Collocation refers to a group of words that often go together or that are likely to occur together.

Ex : quick shower.

Fast food.

News + paper → news paper

Fast + runner → fast runner

Hot + Coffee → hot coffee

High + Fever → high fever

READING

- Act 1 :** Facilitator reads the text (any prose from the text book) aloud by chunking it meaningfully and give practice to the students.
- Act 2 :** Facilitator reads the poem from the text book aloud by chunking it meaningfully. Importance should be given to intonation, pause and stress and followed by reading practice by the learners.
- Act 3 :** Facilitator provides the worksheet 10 to the students and asks them to read and comprehend the pie chart and answers the given questions.
- Act 4 :** Facilitator gives the worksheet and makes them to answer the questions after reading the bargraph.
- Act 5&6 :** Facilitator asks the learners to read and comprehend the passage. Then they are asked to answer the given questions in worksheet **12 & 13**.

WRITING EDITING

- Act 1 :** Facilitator gives worksheet **14** teacher introduces the punctuation marks to the students and asks them to match the punctuation marks in column B with their names in column A.
- Act 2 :** Facilitator provides a worksheet **15** and guides them to complete the letter with missing punctuations.
- Act 3 :** Facilitator gives out the worksheet **16** and ask them to complete the sentences with the missing punctuation marks.

Facilitator gives the rules of capitalization to the learners. Capital letters are used in the following occasions.

- 1) Names or titles of people.
- 2) Names of mountains, mountain ranges, hills and volcanoes.
- 3) Names of bodies of water (rivers, lakes, oceans, seas, streams and creeps)

Act 4 : Worksheet **17** is given to the learners and they are asked to rewrite the sentences correctly using capital letters and full stops wherever necessary.

Act 5 : Facilitator gives the worksheet - **18** and ask the learners to read the story and reqwrite the paragraph using capital letter wherever necessary.

Act 6 : Arrange the letter

Instructions :

1. Divide the whole class into groups of 5.
2. Make sufficent photocopies of worksheet 19(a)
3. Cut each stage of the letter (as divided in boxes) in worksheet 19(a)
4. Jumble the pieces, staple them and give one set each to every group.
5. Make students to arrange the stages of the letter in correct order and paste them on a brown sheet.

19(a)

From
Namasvi. C.
88, Vennela Nilaya
12th Cross, Bhapuji Nagar,
Raichur

23rd September 2016

The Editor
The Times of India
Raichur

Dear Sir

Sub : Dumping of garbage on pavements.

The Raichur City Corporation is doing a good job by collecting garbage from door to door. Houwever, vegetable vendors on the Bazaar Street are dumping vegetable wastes on the pavements. The authorities should take steps to prevent dumping of vegetable wastes on pavements to avoid unhygienic environment.

Thank you
Yours faithfully
_____ (Signature)

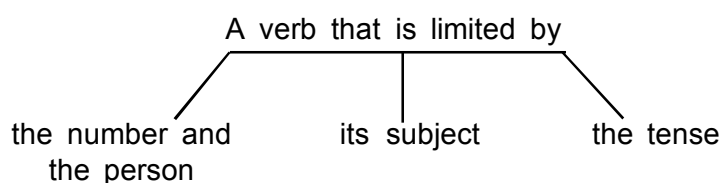
Act 7 : Worksheet **19(b)** has a letter in which the stages of the letter are jumbled. Facilitator makes students to rearrange the stages in the right order by numbering them in the box provided.

GRAMMAR

Facilitator introduces finite verbs before teaching questions tags. Finite verbs are those verbs that have a definite relation with the subject or a noun.

Eg : I go
 She goes
 She went
 He walks home
 He walked home

Finite verb



Act 1 : Facilitator provides the worksheet **20** and ask them to identify the finite verbs in the sentences.

Act 2 : Facilitator gives the meaning with examples for positive sentence and negative sentence and asks the learners to classify the positive and negative sentences in worksheet **21**

Act 3 : Facilitator gives the worksheet **22** and gives an example to write contracted verb forms for the given words. Learners are asked to follow the example.

GRAMMAR - QUESTION TAGS

Act 5 : Facilitator explains the meaning and usage of questions tags.

Question tags are short questions at the end of the statements.

- They are mainly used in speech when we want to -
 - * Confirm that something is true or not.
 - * to encourage a reply from the person wer are speaking to.
 - Question tags are formed with the auxiliary or model verb from the statement and the appropriate subject.
 - A positive statement is followed by a negative question tag.
 Eg : Jack is from Spain, isn't he ?
 - A negative statement is followed by a positive question tag.
 Eg : They arn't funny, are they ?
 - When the verb in the main sentence is in the present simple we form the question tag with 'do/does'.
 - If the verb is in the past simple we used 'did'.
- Eg : They went to the cinema, didn't they ?

- When the statement contains a word with a negative meaning, the question tag needs to be positive.

Eg : He hardly ever speaks, does he ?

Exceptions :

- I am → I am attractive, aren't I ?
- Positive imperative → Stop day deaming will / won't you ?
- Negative imperative → Don't stop will you ?
- Let's - Let's go to the beach, shall we ?
- Have got (possession) - He has got a car, hasn't he ?

Act 4 : Facilitator distributes the worksheet **23** and asks them to write question tags for the given sentences.

'Wh' QUESTIONS QUESTIONS ME

Act 5 : Divide the class into 2 groups. One group should frame a 'Wh' question and the other group should answer. Next the other group will take turn to ask question. Each correct question and answer will be rewarded with a point classroom situation can be used to ask questions.

Act 6 : Facilitator distributes the worksheet **24** and asks them to frame 'Wh' questions for the given sentences and clues.

REFERENCE - DICTIONARY ORDER

Act 1 : Facilitator instructs the learners to arrange the given words in the worksheet **25** in the alphabetical order.

Act 2 : Facilitator gives the worksheet **26** and through this, she makes the learners to learn the uses to resource materials by eliciting answers from the learners and ask them to match Column A with column B.

Act 3 : Facilitator gives the worksheet **27** 'where in the book' and asks them to go through the worksheet and answer the question that follow referring to the content page given.

WHATEVER WE DO

Teaching points :

1) Doing actions or words better [Para 1-4]

Act 1 : Creating situations.

Facilitator divides the class into groups and gives them situations. Students converse about the situations in a polite way.

Eg : • Thanking a friend for helping you to complete notes when you were sick.

- You got less marks in the exam. You console your friend.

Act 2 : Miming

Teacher selects a few students, discusses about the incident in the lift and asks them to mime the situation.

2. Intonation in speaking [Para 6-9]

Act 3 : Conversation.

Students are divided into groups and given situations - Customers and waiters in a hotel, doctor treating patients, customers with an autorikshaw driver, etc. to sit and discuss, practice dialogues and converse / present.

3. Public notes, instructions and orders [Para 10 & 11]

Act 4 : Students are asked to collect some public notices from different places and make them sound polite by adding words.

Eg : 'Don't spit here' can be written as 'Please keep the place clean by not spitting here'.

'Cross road on zebra lines' - 'Kindly Safeguard your life by crossing only one zebra lines'.

4. Practice of good manners [Para 12 & 13]

Act 5 : Teacher narrates a story and extracts moral values from that. Then asks students to read - 12 & 13 and comprehend. Students are also asked to list out some moral values and then discuss about them.

5. Methods of improving communication [Para 14, 15]

Act 6 : Complete the following dialogues

1. Can you help me please ?
2. Could you please tell me
3. Do you mind if I
4. I will be thankful to you if you contd.....

A GIRL CALLED GOLDEN**Summary :**

This poem is about a girl called Betty Cuthbert who was an Australian Sprinter. |X| She had great passion for running, a career she then pursued and won four gold medals. She trained when all her friends played. She did not give up even during difficult times.

Quiz :

1. What is the name of the girl ?
a) Jane Eyre b) Betty Cuthbert c) Betty Ryan d) Layla Wattson
2. Name of the poet is _____
a) David Liam b) David Peter c) David Bateson d) Charles MCKay
3. What was her talent ?
a) Dancing b) Singing c) Rurrrning d) Writing
4. Where was David Bateson born ?
a) North-America b) South-America c) Austraila d) South Africa
5. What was she practicing for ?
a) Olympic games b) FIFA c) Wimbledon d) Oscar
6. How many medals did Betty win ?
a) 4 b) 3 c) 8 d) 10
7. Who recognized that Betty was speical ?
a) her father b) her coach c) her mother d) her friend

PART - B

WORKSHEET -1

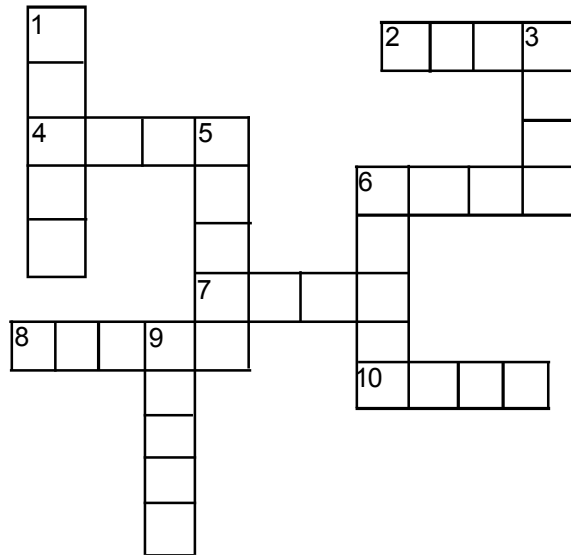
Act 2 : Match the words in column 'A' with their opposites in column 'B' and write the answers in the space provided.

| A | B | Answer |
|---------|-----------|--------|
| enter | traitor | |
| busy | modern | |
| awake | dusk | |
| birth | deep | |
| patriot | exit | |
| famous | asleep | |
| dawn | sharp | |
| ancient | death | |
| shallow | idle | |
| blunt | rotorious | |

WORKSHEET -2

Act 3 : Crossword

Complete the grid using the opposite words of the given clues.



Down ↓

- 1. sad
- 3. dry
- 5. left
- 6. dark
- 9. late

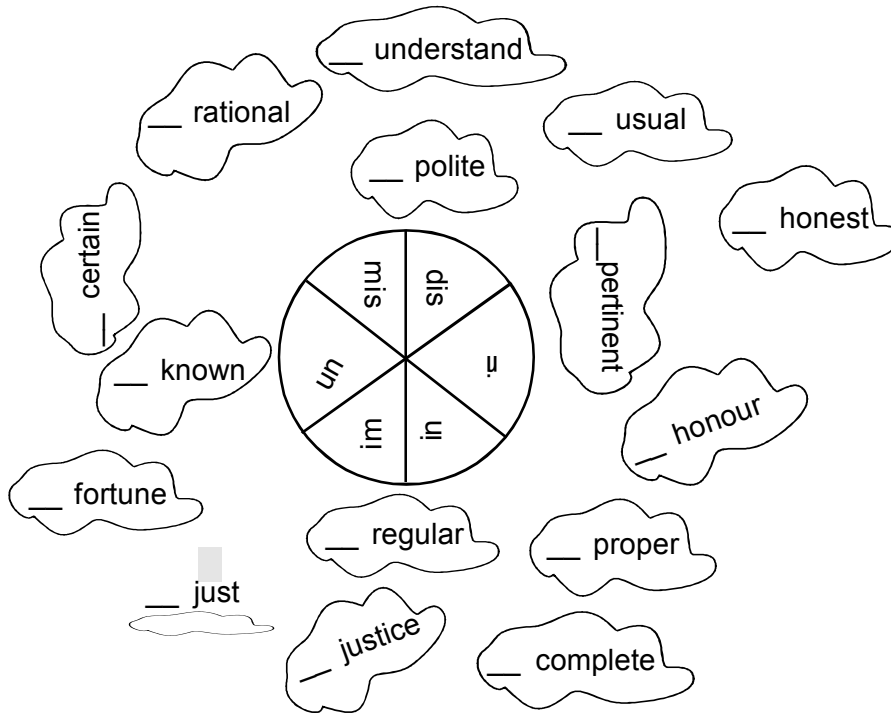
across →

- 2. fast
- 4. rich
- 6. first
- 7. low
- 8. noisy
- 10. fat

WORKSHEET -3

Act 1: Prefixes are given in the wheel. Write the appropriate prefix in the 'word cloud' to make opposites.

Clouds around wheels



WORKSHEET -4

Act 3 : Guess the word

Write which word is being described.

1. to heat before _____
2. to not like _____
3. to do the opposite of tie _____
4. to write again _____
5. not to obey _____
6. not to be regular _____
7. lack of respect _____
8. open the wrapper _____
9. not to agree _____
10. to be sad _____

WORKSHEET -5

Homophones are words that sound alike but they have different meanings and spellings

Locate me

Read the sentences and circle the homophones.

1. My grandfather would chop wood for the fire on cold winter days.
2. I read the lines printed in red ink.
3. I don't know whether the weather will be good for kite flying.
4. We read and write from left to right.
5. When I went a vacation I got to see a whale in the sea.
6. I have my eye on that red dress.
7. The swift breeze blew the blue balloon off in the distance.
8. I am not skilled at tying the knot.
9. I hope the bee will not be back.
10. I would like to get two of those pencils.

WORKSHEET -6

Match the homonophones

A

- a) Complement
- b) Night
- c) Doe
- d) Sew
- e) No
- f) Heel
- g) Sum
- h) Peal
- i) steal
- j) Tale

B

- 1) Dough
- 2) Know
- 3) Knight
- 4) Compliment
- 5) Sow
- 6) Peel
- 7) tail
- 8) heal
- 9) some
- 10) Steel

WORKSHEET -7

Use the homophone pairs given in the bracket to complete each pair of sentences
(Fill in the blanks)

Eg. : Vinod's Son is a doctor. Sunlight is good for plants. (**Sun, Son**)

1. All living things are made of _____.
She _____ seashells on the seashore. (**sells, cells**)
2. The _____ gve a speech at the ceremony.
Gandhiji was a man of _____ (**principal, principle**)
3. Ambika is a member of _____ 280.
David is a member of the dance _____. (**troop, troupe**)
4. Dr. Vasuki saw many _____ today.
Nurse Prameela has the lot of _____ (**patients, patience**)
5. The coat was put on a _____.
Airplanes are kept in a _____. (**hangar, hanger**)
6. There are seven days in a _____.
If we don't eat properly we will become _____ (**weak, week**)

WORKSHEET -8

Identify the Mistakes

Read the story. Cross out the incorrect words and replace them with the correct homophones.

Won day, their was a brown caterpillar eating sum lovely green leaves. "Sew many good things are green", he said. "I'm glad I'm green", croaked a frog. "Green is grate!"

A ladybug was sitting on a rows. "Green looks grate on the frog and brown looks grate on you. For me, read is the best colour of all", said the ladybug.

"I love my read body. It matches my hat".

The Caterpillar thought read was nice two - "I am knot green or read. I'm just plane, old, boring brown", he said sadly.

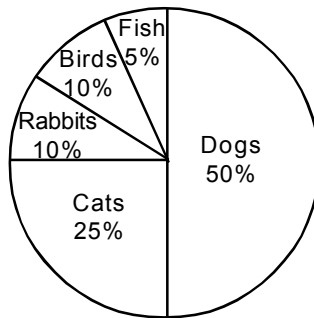
WORKSHEET -9**Collocation**

Act 1 : Combine the word in column A with its collocative word in column B

| A | B |
|--------------|--------------------------------------|
| 1. Police | [nurse, conductor, constable, stand] |
| 2. hand | [pants, sari, socks, kerchief] |
| 3. twinkling | [stars, moon, earth, sun] |
| 4. brisk | [run, walk, sing, dance] |
| 5. shake | [hands, mouth, eyes, finger] |
| 6. mouth | [talking, watering, eating, licking] |
| 7. speedy | [recovery, damage, task, time] |
| 8. nuclear | [land, weapon, bottle, bolt] |
| 9. leave | [answer, question, letter, box] |
| 10. freedom | [fighter, boxer, wrestler, swimmer] |

WORKSHEET -10**Reading Pie chart**

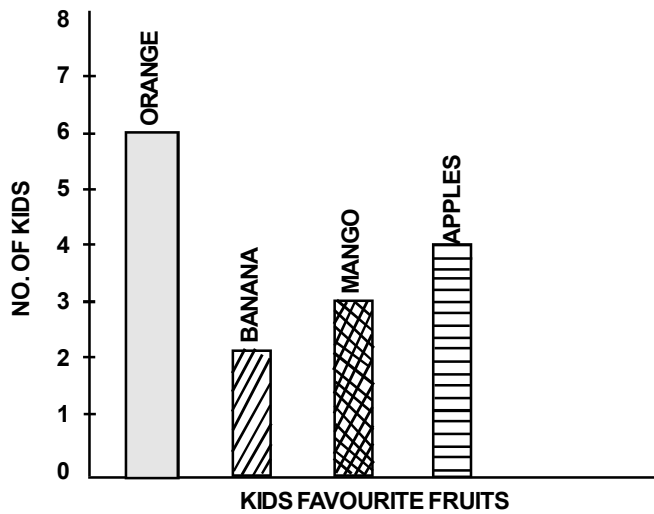
Act 3 : Reading and interpreting the sector (pie) graph. Student's Animal preferences

**Answer the following questions :**

1. Which animal do most of the students prefer ?
2. Which are the animals loved equally by the students ?
3. What percentage of the students are fond of cats ?
4. What is the total percentage of the students who like Dogs and Cats ?
5. Which animal is least liked ?

WORKSHEET -11**Reading Bar graph**

Act 4 : Read the bargraph and answer the questions



Answer the following questions :

1. How many kids like apples ? _____
2. Which fruit do most of the kids like ? _____
3. Which fruit do the kids like the least ? _____
4. How many kids like bananas ? _____
5. How many kids like mangoes ? _____

WORKSHEET -12**Reading Bar graph**

Act 5 : Read the passage and answer the questions that follow :

Passage 1 : The Moon

The Moon goes around the Earth. This is called "Orbit". It takes one month for the moon to go around the Earth. The Moon is a little more than 2,00,000 miles from the Earth. It is about 1/4 the size of the Earth. That means the Earth is four times larger than the Moon.

1. According to the article, which of these describe the moon [Put '✓' in front of the correct answer]
 - a. Orbits round the sun.
 - b. Orbits round the Earth.
 - c. more than 2,00,000 miles from the Earth.
 - d. larger than the Earth.
 - e. Smaller than the Earth.
 - f. less than 2,00,000 miles from the Earth.
2. What is an orbit ?
3. How long does the moon take to go around the Earth ?

WORKSHEET -13**Act 6 :****Passage 2****Living and Nonliving**

Earth is filled with many kinds of things. Some of them are living, some are nonliving. How can you tell the difference ?

Here are some things living things do :

1. Living things grow. We get taller as we grow up.
 2. Living things react. If there is a bright light, you close your eyes.
 3. Living things need food for energy.
 4. Living things reproduce. Flower produces seeds,
 5. Living things breathe.
1. Classify the things given in the box as living or nonliving and write them in their respective column.

| | |
|--|-------------------|
| Stone, Chair, dog, man, coconut tree, grass, scale, water, baby, table, bottle, cat, cow | |
| living things | non living things |
| | |

2. Say whether the following statements are true or false.
- a. Eagle is a living thing.
 - b. Rivers are living things.
 - c. Plants breathe.
 - d. A chair needs food for energy.
3. Why is a rock a non living thing ?

WORKSHEET -14

Act 1 :

Writing - Match the Marks

Match the following words with the punctuation marks

| A | B | Ans |
|-----------------------|--------|-----|
| 1. Colon | a) / | |
| 2. Period / Full Stop | b) ; | |
| 3. Comma | c) () | |
| 4. Quotation | d) . | |
| 5. Semicolon | e) ! | |
| 6. Apostrophe | f) : | |
| 7. Question Mark | g) ‘ | |
| 8. Slash | h) , | |
| 9. Exclamation mark | i) ? | |
| 10. Paratheses | j) ” | |

WORKSHEET -15

Act 2 :

Writing - Editing - SUMMER CAMP

Fill in the missing punctuations to complete the letter

Dear Susie _____

Hi _____ How are you _____ Im having a great time at the camp _____.
Everyday I ride horses _____ play Volleyball _____ and sit around the campfire
_____ I ve made many new friends _____

How is your summer _____ I can't wait to see you during the holidays

Your friend _____

Julie

WORKSHEET -16

Act 3 :

Writing - Editing - MISSING PUNCTUATION

Fill in the missing punctuation to complete each sentence.

1. When is your birthday _____
2. Mrs. Smitha _____ s cat is black and white.
3. My sister hates foot balls _____ but I love it.
4. 'Hurray _____' the children shouted.
5. _____ My job can be dangerous" said the fireman.
6. I'll be twelve in March _____

WORKSHEET -17

Act 4 :

Writing - Editing - CAPITALIZATION

Rewrite the sentences correctly

1. i like to go skiing every winter.
2. My dog's name is tommy.
3. We went to an asian country 5 years ago.
4. rajasthan is one of the warmest states.
5. grandpa jai drinks coffee every morning.

WORKSHEET -18

Act 5 :

Writing - Editing - JACK

Read the following story and rewrite the paragraph correctly.

jack is a seven year old boy who loves adventure. he likes to climb trees and find interesting bugs and leaves in his backyard. he also likes to play with his god, daisy, daisy is a two year old yellow lab mix, jack and daisy are best friends.

WORKSHEET -19

Act 7 :

Rearranging by numbering

Dear Sir

To
The Headmaster
GHS Sunnadakeri
Hosakote

With reference to the subject above, I wish to bring to your kind attention that I was studying in 10th Std. in your school in 2015-16. I have passed SSLC in 2nd division My reg. no. is 2016002638 I request you to issue my transfer certificate to continue my studies.

From
Manohar. K
S/o. Kaalapa
420, Sunnadakeri,
Hosakote.

Thank you
Yours faithfully
Manohar. K.

Sub : Requesting for transfer certificate.

3 June 2017

WORKSHEET -20

LOCATE THE VERB

Act 1 :

Identify the finite verb in the following sentences and circle it

1. He goes for morning walk daily.
2. I go to school by van everyday.
3. I can sepak English.
4. She may go to Mumbai next week.
5. My aunt is coming home tonight.
6. John was walking near the park.
7. I will cook dinner.
8. I may become a doctor.
9. Can you swim ?
10. You should not use bad words.

WORKSHEET -21**POSITIVE OR NEGATIVE****Act 2 :**

Classify the sentences into positive and negative sentences.

1. All eat apples.
2. He is a teacher.
3. I am not writing a letter.
4. I was once a teacher.
5. I will not win the match tomorrow.
6. They are not going to understand our plan.
7. They are swimming in a dirty pool.
8. They do not go to school.

| Positive Sentence | Negative Sentence |
|-------------------|-------------------|
| | |

WORKSHEET -22**CONTRACTIONS****Act 3 :**

Write the short forms / contracted verb forms of the given words

| | | |
|------|-----------|-------|
| Eg : | Cannot | Can't |
| | I am | |
| | She is | |
| | I have | |
| | She would | |
| | You are | |
| | We are | |
| | It is | |
| | are not | |
| | I will | |
| | has not | |
| | would not | |
| | will not | |

WORKSHEET -23

ADD TAGS

Act 4 :

Write question tags for the following sentences.

1. You can swim, _____
2. This is high enough, _____
3. The rope won't break, _____
4. He didn't bring the helmet, _____
5. We should check the map, _____
6. He left early, _____
7. She misses her mom, _____
8. They will go to the birthday party, _____
9. I'm too late, _____
10. We're leaving tomorrow, _____.

WORKSHEET -24**Which 'Wh' Word ?****Act 6 :**

Answers are given in the bracket. Use appropriate 'Wh' - word to complete in the question to get the word in the bracket as answer.

Eg : Who is my best friend ? (Parinitha)

1. _____ did India get independence ? (1947)
2. _____ is Taj Mahal ? (Agra)
3. _____ were you absent ? (because I was sick)
4. _____ are good friends ? (Sejad and Malini)
5. _____ is Lal Bagh from Vidhana Soudha ? (about 5 Kms)
6. _____ books are there on the table ? (20 books)
7. _____ is your mother ? (Police)
8. _____ will it take to reach the place ? (about 20 mins)

WORKSHEET -25

Dictionary Order

Arrange the following words in the dictionary order.

1. king, kinetic, kindly, kinder
2. insect, insure, insult, insert
3. maintain, mains, maiden, mail
4. polite, polish, police, pole
5. vendor, venture, vent, vender
6. technical, technician, technology, technique.
7. hero, hermit, herself, herbs
8. decompose, december, declaim, decorate
9. cancer, candle, canteen, cancel
10. accept, accord, access, account

WORKSHEET -26**Resource Materials****Act 2 :**

Match the source in column A with its definition in column B

| A | B |
|--------------|--|
| Dictionary | a book that contains information on all branches of knowledge or treats comprehensively a particular branch of knowledge usually in articles arranged alphabetically often by subject. |
| atlas | a book that lists the words of languages (typically in alphabetical order) and gives their meaning, pronunciation, origin and usage. |
| thesaurus | a book that gives you practical instructions on how to do something or how to use something, such as a machine. |
| encyclopedia | a book that lists words in groups of synonyms and related concepts. |
| manual | a building or room containing collections of books, periodicals and sometimes films for use or borrowing by the public. |
| library | a book of maps or charts. |

WORKSHEET -27**Where in the Book****Act 3 :**

Arunima got a new pet cat. She wanted to learn more about her new pet. She checked out a book from the library with the following contents.

| Contents | Pag no. |
|--------------------------------------|---------|
| Chapter 1 : Introduciton | 1-2 |
| Chapter 2 : Feeding your Cat | 3-7 |
| Chapter 3 : Housing your Cat | 8-11 |
| Chapter 4 : Reproduction | 12-13 |
| Chapter 5 : Hygiene of your Cat | 14-16 |
| Chapter 6 : Vaccinations / medicines | 17-24 |
| Chapter 7 : Training your Cat | 25-29 |

Answer the following questions :

1. How many chapters are there in this book ? _____.
2. Arunima wants her cat to be disciplined.
Which chapter should she refer to? _____
3. Which chapter should teach her how to keep her cat clean ?
4. Which page gives information about the types of food she should feed her new pet ? _____
5. Give this book a title. _____
7. Add question tag :
Mysore is a heritage city, _____
8. Fill in the blank with an appropriate 'Wh' word to get the words in the bracket as answer.
_____ was Meenakshi standing when it was raining ?
9. Read the text below and answer the question that follows :

24-9-2017

3-30 pm

Ashmit

Leaving for the airport.

Pick papa from office. Will talk to you after reaching Delhi.

Take care.

Love

Mamatha.

Who left for the airport ?

10. Edit the sentence using the clues given

a) Capitals to be used.

b) question maker to be used.

“When is your birthday”, asked nithin.

Work Sheet No 28**GRAMMER****(A) Nouns****(B) Verbs****(C) Adjectives****I. Nouns :**

Write the things that you see in the following places :

1. Bus stand :

2. Market :

3. Hospital :

II. Read the story and list out different types of nouns mentioned in it. Write them in the table given below.

I am Rohini, living with my parents, grandparents and Pinkey, my pet dog. During holidays, Grandma used to teach me craft with mud, paper, silk and many more low cost materials. When Grandpa and I go for a walk, we discuss about my class, friends and teachers. He also shares his army experiences like power of honesty, truth and commitment.

My family members appreciate my habit of keeping tables, chairs and room clean. In the evening all of us sit together for chit-chatting. I feel proud to say that mine is a happy family.

| Proper noun | Common noun | Collective noun | Abstract noun | Material noun |
|-------------|-------------|-----------------|---------------|---------------|
| | | | | |

III. Verbs :

You have joined a new school. Write five things you are going to do and have finished doing.

Eg. My father has paid the fees.

1. _____
2. _____
3. _____
4. _____
5. _____

Adjectives : Write three adjectives to describe each of the following :

1. A House _____ _____ _____
2. A friend _____ _____ _____
3. The sun _____ _____ _____
4. The flower _____ _____ _____

IV. Read the passage given below and pick the Adjectives :

A person who is the best in the game, better than all the players in the world, is said to be a world champion. Viswanathan Anand became the king of the chess world at the age of 32. Anand was the youngest son of Viswanathan. He was born on 11 December 1969. He learnt the game from his mother at the age of six. While in school, he participated in several tournaments. His teachers say that Anand was a bright boy and always passed his exams with flying colours. His classmates speak about his simple, humble and cheerful nature. He is hard working and determined player and the speediest of the world champions. That's why he known as the "The lightning kid". India is indeed proud of this great genius.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

