



Utkarsh Programme

Student Handbook



TRANSFORM
Inspired action to advance learning





ଦୂରଭାଷ { କାର୍ଯ୍ୟାଳୟ : ୦୬୭୪-୨୫୩୬୭୫୧
: ୦୬୭୪-୨୫୩୨୧୭୪
ମୋବାଇଲ : ୯୪୩୭୦୫୨୨୦୭

ଶ୍ରୀ ସମୀର ରଞ୍ଜନ ଦାଶ

ରାଷ୍ଟ୍ରମନ୍ତ୍ରୀ (ସ୍ବାଧୀନ)

ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା, ଓଡ଼ିଶା

ପତ୍ର ସଂଖ୍ୟା / ରାମବିଗ.

ଭୁବନେଶ୍ୱର

ତାରିଖ ୩ / ୩ / ୨୦୨୦

ବାଉଁ

ମୋ' ପାଇଁ ଅତି ଆନନ୍ଦର କଥା ଯେ ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଆନୁକୁଲ୍ୟରେ ଆମ ରାଜ୍ୟରେ ବିଗତ ତିନି ବର୍ଷ ଧରି ଚାଲିଥିବା ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମ ଚଳିତ ବର୍ଷ ୩୦ଟି ଜିଲ୍ଲାକୁ ସମ୍ପ୍ରସାରିତ କରାଯାଇଛି ।

ଏହା ଏକ ଅଭିନବ କାର୍ଯ୍ୟକ୍ରମ ଯାହା ନବମ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଶିକ୍ଷଣ ଫଳାଫଳ ହାସଲ କରିବାରେ ପଛରେ ରହିଯାଉଥିବା ପିଲାଙ୍କୁ ଆବଶ୍ୟକୀୟ ଦକ୍ଷତା ହାସଲ ପୂର୍ବକ ଶ୍ରେଣୀ ଶିକ୍ଷଣ ପ୍ରତି ମନଯୋଗୀ କରିବା ପାଇଁ ଉଦ୍ଦିଷ୍ଟ ।

ଏଥିରେ ବ୍ୟବହୃତ ସହାୟକ ଶିକ୍ଷଣ ସାମଗ୍ରୀଗୁଡ଼ିକ ଶିକ୍ଷାର୍ଥୀ ପ୍ରିୟ ହୋଇଥିବାରୁ ସେମାନେ ଶିକ୍ଷା ପ୍ରତି ମନଯୋଗୀ ହେବେ ଓ ଶିକ୍ଷଣ କାର୍ଯ୍ୟରେ ନିଜନିଜ ସହଭାଗିତାକୁ ଧରିରଖିବେ, ଫଳରେ ସମସ୍ତଙ୍କ ପାଇଁ ଶିକ୍ଷା ନିମିତ୍ତ ସରକାରଙ୍କ ପ୍ରତିବଦ୍ଧତାକୁ ଆମେ ସାକାର କରିପାରିବା ।

ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପର୍କିତ ବିଗତ ବର୍ଷମାନଙ୍କର ସଫଳ ଅଭିଜ୍ଞତା ଆମକୁ ଆଗକୁ ଯିବାରେ ସହାୟକ ହେବା ସଙ୍ଗେ ସଙ୍ଗେ ଶିକ୍ଷାଦାନ ଓ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାରେ ଉପୁଜୁଥିବା ପ୍ରତିବନ୍ଧକ ଗୁଡ଼ିକୁ ଦୂର କରିବାରେ ସମର୍ଥ କରିବ ।

ଏହି ପ୍ରକ୍ରିୟାରେ ସମ୍ପୃକ୍ତ ସମସ୍ତ ପଦାଧିକାରୀ ତଥା ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ଅବଦାନକୁ ଅସ୍ୱୀକାର କରିହେବ ନାହିଁ । ଏ ବର୍ଷ ଆମ ରାଜ୍ୟର ଗୁଣାତ୍ମକ ଶିକ୍ଷା ଅଭିବୃଦ୍ଧିରେ ଏହି କାର୍ଯ୍ୟକ୍ରମର ସଫଳ ରୂପାୟନ ଯେ ସହାୟକ ହୋଇପାରିବ, ଏହା ନିଃସନ୍ଦେହ ।

ଏହି ପରିପ୍ରେକ୍ଷୀରେ କାର୍ଯ୍ୟକ୍ରମର ସଫଳତା ପାଇଁ ସଭିଙ୍କ ସମ୍ପୃକ୍ତି ଆଶା କରୁଛି ।

(ସମୀର ରଞ୍ଜନ ଦାଶ)



ଚିତ୍ରା ଆରୁମ୍ଭଗମ୍, I.A.S.

ପ୍ରମୁଖ ଶାସନ ସଚିବ, ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା, ଓଡ଼ିଶା

କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପର୍କରେ ପଦେ

ଆମ ରାଜ୍ୟରେ ୨୦୧୭-୧୮ ମସିହାଠାରୁ ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମର ଶୁଭାରମ୍ଭ ହୋଇଅଛି । ଏହା ଆଜି ଆମ ରାଜ୍ୟର ୨୯ (ପୁରୀ ଜିଲ୍ଲା ବ୍ୟତୀତ)ଟି ଜିଲ୍ଲାରେ ସଫଳତାର ସହ କାର୍ଯ୍ୟ କରୁଅଛି । ମାଧ୍ୟମିକ ସ୍ତରରେ ଓଡ଼ିଆ, ଇଂରାଜୀ, ଗଣିତ ଓ ବିଜ୍ଞାନରେ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଶିକ୍ଷଣ ଅଭିବୃଦ୍ଧି ଲକ୍ଷ୍ୟରେ ଏହା କାର୍ଯ୍ୟ କରୁଅଛି । ଏହି କାର୍ଯ୍ୟକ୍ରମ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ଗୁଣାତ୍ମକ ଶିକ୍ଷା ପ୍ରଦାନରେ ସହାୟକ ହେଉଅଛି । ଚଳିତ ବର୍ଷ ଏହି କାର୍ଯ୍ୟକ୍ରମ ପୁରୀ ଜିଲ୍ଲାରେ କାର୍ଯ୍ୟକାରୀ ହେବାର ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।

ପ୍ରାରମ୍ଭିକ ଆକଳନ ଫଳାଫଳ ତୁଳନାରେ ସମାପ୍ତିସୂଚକ ଆକଳନରେ ପ୍ରତ୍ୟେକ ବିଷୟରେ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଶିକ୍ଷଣ ସ୍ତରରେ ଆଶାନ୍ୱୟାୟୀ ଅଭିବୃଦ୍ଧି ହେଉଅଛି । ଏହିପରି ଏକ ଫଳପ୍ରସାଦକାରୀ କାର୍ଯ୍ୟକ୍ରମରେ ପ୍ରତ୍ୟେକ ବିଦ୍ୟାଳୟର ପ୍ରଧାନଶିକ୍ଷକ, ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ, ମୁଖ୍ୟ ପ୍ରଶିକ୍ଷଣଦାତା, ଜିଲ୍ଲା ଶିକ୍ଷାଧିକାରୀ ତଥା ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମର ପ୍ରମୁଖ କର୍ମକର୍ତ୍ତାମାନଙ୍କର ସକ୍ରିୟ ଅଂଶଗ୍ରହଣ ଫଳରେ ଏହାର ଉଦ୍ଦେଶ୍ୟ ସଫଳ ହେବାରେ ଲାଗିଛି । ଏଥିସହିତ ପିତାମାତା ତଥା ବିଦ୍ୟାଳୟ ପରିଚାଳନା କମିଟି ସଦସ୍ୟମାନଙ୍କ ସକ୍ରିୟ ସମ୍ପୃକ୍ତି ଓ ପରାମର୍ଶ ଏହି କାର୍ଯ୍ୟକ୍ରମକୁ ଫଳପ୍ରସାଦପରିଚାଳନାରେ ସହାୟକ ହୋଇଅଛି ।

ଏହି କାର୍ଯ୍ୟକ୍ରମର ସଫଳ ରୂପାୟନ ଯେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ମଧ୍ୟରେ ଥିବା ଶିକ୍ଷଣ ଶୂନ୍ୟତାକୁ ଦୂରୀଭୂତ କରିବାରେ ପୂର୍ଣ୍ଣମାତ୍ରାରେ ସହାୟକ ହେବ, ଏହା କହିବା ନିଷ୍ପ୍ରୟୋଜନ । ଏହି ଶୁଭ ଅବସରରେ ମୁଁ ଆପଣମାନଙ୍କୁ ଅଭିନନ୍ଦନ ଜଣାଉଛି । ଆସନ୍ତୁ ବିଗତ ବର୍ଷ ପରି ଏ ବର୍ଷ ମଧ୍ୟ କାର୍ଯ୍ୟକ୍ରମକୁ ସଫଳତାର ଶୀର୍ଷରେ ପହଞ୍ଚାଇବା ପାଇଁ ଆମେ ପ୍ରୟାସ ଜାରି ରଖିବା ।

ଚିତ୍ରା ଆରୁମ୍ଭଗମ୍
(ଚିତ୍ରା ଆରୁମ୍ଭଗମ୍)



ଫୋନ୍ : ୦୬୭୪-୨୩୯୫୩୨୫

ଫାକ୍ସ : ୦୬୭୪-୨୩୯୨୭୨୧

ଭୂପେନ୍ଦ୍ର ସିଂ ପୁନିଆ, ଭା.ପ୍ର.ସେ.

ରାଜ୍ୟ ପ୍ରକଳ୍ପ ନିର୍ଦ୍ଦେଶକ

ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ପ୍ରାଧିକରଣ

ଶିକ୍ଷା ସୌଧ, ୟୁନିଟ - ୫, ଭୁବନେଶ୍ୱର - ୭୫୧୦୦୧

ଅଭିମତ

ଗତ ତିନିବର୍ଷ ଧରି ଓଡ଼ିଶା ମାଧ୍ୟମିକ ଶିକ୍ଷା ମିଶନ, ରାମସା, ଅଧୁନା ଓଡ଼ିଶା ବିଦ୍ୟାଳୟ ଶିକ୍ଷା କାର୍ଯ୍ୟକ୍ରମ ଆନୁକୂଲ୍ୟରେ ଏବଂ ଉତ୍କର୍ଷ କାର୍ଯ୍ୟକ୍ରମ ମାଧ୍ୟମରେ ନବମ ଶ୍ରେଣୀର ସମସ୍ତ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ସେମାନଙ୍କର ବୟସ ଓ ଶ୍ରେଣୀ ଉପଯୋଗୀ ଶିକ୍ଷଣଦକ୍ଷତା ହାସଲ କରିବା ପାଇଁ ପ୍ରତିକାରାତ୍ମକ ପ୍ରୟାସ ଜାରି ରହିଛି । ଏହି କ୍ରମରେ ସେମାନଙ୍କର ଶିକ୍ଷଣ ସ୍ତରକୁ ଚିହ୍ନଟ କରି ସେମାନଙ୍କୁ ବୟସ ଓ ଶ୍ରେଣୀ ଅନୁଯାୟୀ ଦକ୍ଷ କରିବା ଲକ୍ଷ୍ୟରେ ଅଭ୍ୟାସ ପୁସ୍ତିକା ମାନ ପ୍ରସ୍ତୁତ କରାଯାଇଅଛି । ତଦନୁଯାୟୀ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀମାନଙ୍କ ମଧ୍ୟ ଆବଶ୍ୟକୀୟ ପ୍ରଶିକ୍ଷଣ ଦିଆଯାଇ ଏହି ପ୍ରତିକାରମୂଳକ ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟାର ସଫଳ ରୂପାୟନ ନିମନ୍ତେ ପ୍ରଚେଷ୍ଟା କରାଯାଉଅଛି । ଓଡ଼ିଆ, ଇଂରାଜୀ, ଗଣିତ ଓ ବିଜ୍ଞାନ ବିଷୟରେ ଏଭଳି ସ୍ୱତନ୍ତ୍ର ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା ଅରମ୍ଭ କରାଯାଇ ଉଚ୍ଚ ବିଷୟରେ ପଛୁଆ ଥିବା ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ନବମ ଶ୍ରେଣୀର ଶିକ୍ଷଣ ସ୍ତରରେ ପହଞ୍ଚିବାର ବ୍ୟବସ୍ଥା କରାଯାଉଅଛି । ବିଶେଷକରି ଏହି ପ୍ରକ୍ରିୟାରେ ପ୍ରଥମ ଠାରୁ ନବମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ ଶ୍ରେଣୀ ସଂପର୍କିତ ବିଷୟଗୁଡ଼ିକ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ଆହାରଣ କରିବା ପାଇଁ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ସୁଯୋଗ ଦିଆଯାଇଅଛି । ଏହା ସେମାନଙ୍କର ଶିକ୍ଷଣ ଦକ୍ଷତା ବୃଦ୍ଧି ପାଇଁ ଅଧିକ ସହାୟତା ହେବ । ଏହି କ୍ରମରେ ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ ୯ଟି ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟରେ ୧୫ଟି ଏବଂ ୨୦୧୯-୨୦ ଶିକ୍ଷା ବର୍ଷରେ ପୁରୀ ବ୍ୟତୀତ ଓଡ଼ିଶାର ସମସ୍ତ ଜିଲ୍ଲାକୁ ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପ୍ରସାରିତ ହୋଇଛି । ଚଳିତ ବର୍ଷ ଶିକ୍ଷା ୨୦୨୦-୨୦୧୦ରେ ପୁରୀ ଜିଲ୍ଲାକୁ ଏହି କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପ୍ରସାରିତ କରାଯିବାର ଯୋଜନା ରହିଛି । କାର୍ଯ୍ୟକ୍ରମର ସଫଳତାକୁ ଆଖି ଆଗରେ ରଖି ଏହି ଜିଲ୍ଲାଗୁଡ଼ିକର ସମସ୍ତ ସରକାରୀ ମାଧ୍ୟମିକ ବିଦ୍ୟାଳୟରେ ଶିକ୍ଷଣ ବ୍ୟବସ୍ଥା କାର୍ଯ୍ୟକାରୀ କରାଯାଇ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଶିକ୍ଷଣ ଉପଯୁକ୍ତ ଦକ୍ଷତାକୁ ବୃଦ୍ଧି କରାଇବା ଦିଗରେ ଉଦ୍ୟମ ଜାରି ରହିବ ।

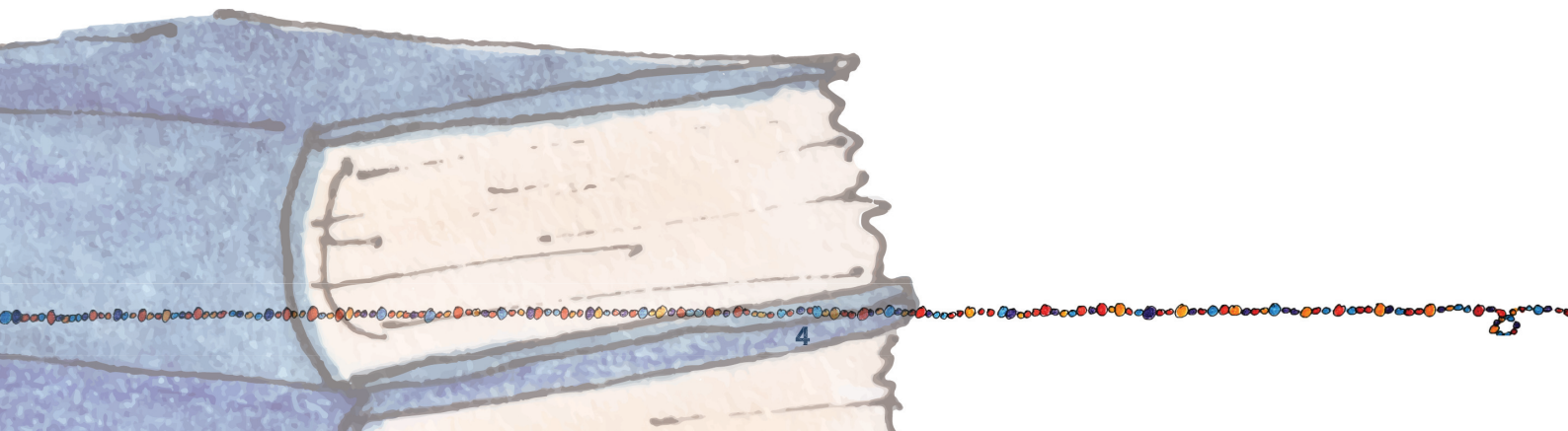
ଆଶା କରାଯାଏ, ଏହି ଜିଲ୍ଲାମାନଙ୍କରେ ଆମର ସମସ୍ତ ଶିକ୍ଷାର୍ଥୀ, ଶିକ୍ଷକ ଓ ଶିକ୍ଷୟିତ୍ରୀ ଉତ୍କର୍ଷର ଏହି କାର୍ଯ୍ୟକ୍ରମ ମାଧ୍ୟମରେ ନିହିତ ଥିବା ମହତ୍ତ୍ୱ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦୟଙ୍ଗମ କରି ତା'ର ଲକ୍ଷ୍ୟ ପୂରଣ ଦିଗରେ ଯଥାସାଧ୍ୟ ପ୍ରୟାସ କରିବେ ।

(ଭୂପେନ୍ଦ୍ର ସିଂ ପୁନିଆ)

Foundation Camp



* ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଶିକ୍ଷଣ ଦକ୍ଷତାଗୁଡ଼ିକ NCERT ସ୍ଥିରକୃତ ଶିକ୍ଷଣ ଫଳାଫଳ ଆଧାରରୁ ଅଣାଯାଇ ୨୦୧୭-୨୦୧୮ ରେ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କର ଆକଳନ, ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ଏବଂ ବିଷୟ ବିଶାରଦମାନଙ୍କର ମତାମତ ଅନୁସାରେ ଏହାର ପ୍ରାଥମିକତା ନିର୍ଦ୍ଧାରଣ କରାଯାଇଅଛି । ଶିକ୍ଷକ/ଶିକ୍ଷୟତ୍ରୀମାନଙ୍କ ପାଖରୁ ଏହା ଆଶା କରାଯାଏ ଯେ ସେମାନେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଶିକ୍ଷଣ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଅତିରିକ୍ତ / ଅଧିକ ବିଷୟ / ଦକ୍ଷତା ପ୍ରସ୍ତୁତ କରିପାରିବେ ଯାହା SHB କିମ୍ବା THBରେ ନାହିଁ ।



Introduction

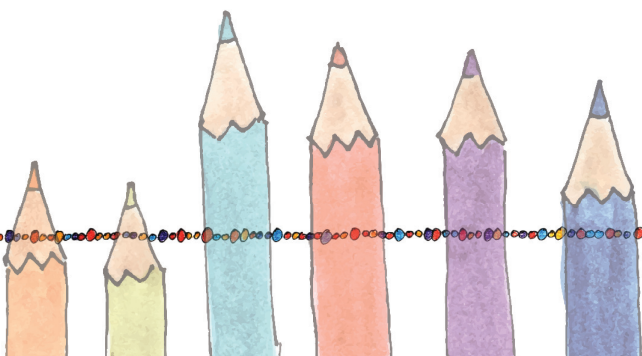
The handbook has been developed to support individual students to reinforce the concepts and practice skills learnt during Utkarsh classes. Some exercises given in this workbook require students to work in small groups with other students. Students will also be required to share and present their work in the class.

The first part of the workbook consists of worksheets linked to concepts covered during the Foundation Camp. The exercises have been included to support the students to practice the key language competencies, expand their knowledge and build their confidence.

Worksheet- 1: Listen and do:

Listen to your teachers instruction and play the game- Teacher Says
Then read the following words and write their meaning in Odia.

No	English Word	Odia Word	No	English Word	Odia Word
1	Sit		11	Kick	
2	Stand		12	Jump	
3	Throw		13	Run	
4	Close		14	Stop	
5	Open		15	Say	
6	Walk		16	Bend	
7	Touch		17	Clap	
8	Pull		18	Laugh	
9	Cover		19	Show	
10	Pat		20	Go	



Worksheet- 2: Phonics

Write the correct alphabet or sound for the following.

No	Letter	Sound	No	Letter	Sound	No	Letter	Sound
1	a		10		l	19	K	
2		ଉ	11	W		20	X	
3	c		12	L		21		ଓ
4		ଉ	13		ବ	22	Q	
5	N		14		ଓ	23		ହ
6	F		15	J		24	z	
7		ଟ	16		ଏ	25	g	
8		ଇ	17	V		26		ଈ
9	m		18		କ	27	O	

Write words or names of your friends starting from the following alphabet: You can write the names/words both in Odia and English.

B	
F	
D	
S	
T	
A	
P	
M	
R	

Worksheet- 3: Speaking Activity- Introduce self:

A. Complete the following sentences with the information related to you. Then introduce yourself before your friends.

Hello! I am _____.

I am _____ years old.

I live in _____. My _____, _____,
_____ and _____ live with me. I study in _____ school.

When I grow up I want to become a _____.

B. Now imagine that you are a star. (a film star/ a sports star/ a political leader)

Fill in the blanks with necessary information (as per your imagination) and complete the following sentences. Then say the same sentences to the whole class.

Hello: I' m _____

I' m a/an _____

I' m _____ years old.

I like _____

C. Write five sentences on another favourite person.

Worksheet- 4: Use full stops and capital letters.

Rewrite the following sentences using full stops (.) and capital letters.

i am rahul My mother is leeladevi I live in delhi. I like mahendra singh dhoni.

i am sita I live in bhubaneshwar. my father is rajaram i like aamir khan.

Worksheet- 5 Writing CVC words: (Consonant-Vowel-Consonant)

Reading- CVC words

"at" sound words

"ot" sound words

"ap" sound words

Complete the table. Write the meaning in Odia or draw a picture for the words.

	Hot	
		Pot
	Nap	
		Dot
	Hat	
		Cat
	Tap	
		Mat

Worksheet- 6: Following Instructions

Read the following words and write their meaning in Odia.

No	English Word	Odia Word	No	English Word	Odia Word
1	Walk		11	Pat	
2	Follow		12	Back	
3	Touch		13	Pull	
4	Shoulder		14	Cover	
5	Head		15	Kick	
6	Open		16	Top	
7	Close		17	Below	
8	Toes		18	Listen	
9	Write		19	Pick up	
10	Bend		20	Knees	

Worksheet- 7: Reading sight words:

Look and say	Look, say and write	Cover and write	Write again
this			
that			
my			
he			
she			
like			
and			

Fill in the blanks using the correct words from brackets.

(eat, and, the, this, she, my, her, it, he, she)

- _____ is a school.
- _____ name is Pallavi.
- Ram is a boy. _____ is fat.
- Salma is a girl. _____ is sad.
- I _____ eggs and fruits.
- That girl is _____ sister.
- _____ is happy.
- Tea _____ coffee are hot.
- _____ tree is big.
- _____ is my dog. _____ runs fast.

Worksheet- 8: Speaking Activity- My Family

Complete the following paragraph.

My name is_____.

I _____ a family. My _____ has _____ members.

I live with _____, _____, _____and _____.

Dada is called _____ in English. My Dada's name is _____.

Aunt means _____. _____ lives with me.

Mama can be called _____ in English. _____ is in _____.

Worksheet- 9: Reading sight words

Look and say	Look, say and write	Cover and write
are		
and		
was		
for		
on		
his		
her		
at		
he		
is		
this		
made		
it		

Fill in the blanks using the right words from the table above.

1. They _____ girls.
2. Sita is a girl. This is _____ bag.
3. Pots are _____ of clay.
4. _____ is a pen. It is _____ the book.
5. He _____ absent yesterday.
6. My father is at home. This is _____ pen.
7. The bus is _____ the busstop.
8. _____ is my dog. _____ is fat.
9. Ramesh is a boy. _____ is happy
10. He _____ sad.
11. The car is _____ home.
12. My bags _____ heavy. They are _____ the top of the car.
13. He _____ ill. He had a cold _____ fever.

Worksheet- 10: Reading sight words

Look and Say	Look, say and write	Cover and Write	Write again
you			
they			
we			
will			
have			
your			
can			
and			
on			
her			
she			
was			
the			
my			

Fill in the blanks with the suitable words choosing from the tables above.

1. _____ are my friends.
2. I watch a dance show _____ TV.
3. They _____ many cows _____ goats.
4. There _____ so many boys in the cricket team.
5. _____ name is Pushpa. _____ is the new teacher.
6. Sahil, _____ you help me?
7. Rani, do you _____ my cap?
8. We _____ many books in the class. We _____ reading them now.
9. I _____ playing with _____ friend yesterday. _____ my friend, Javed. _____ was there with _____ bat.
10. Geeta is my mother. It is _____ birthday. _____ have bought a saree and salwar for her.

Worksheet- 11: Describing Objects:

This is a _____.

It is made of _____.

It is _____ (shape).

It is _____ (colour of the bottle) in colour.

It is used for _____ .

I have many/one_____

I use a _____ (everyday/never).

Worksheet- 12: Reading cvc words and sentences-

Fill in the blanks choosing the right words from brackets.

(nuts, meat, rat, mat, cat, way, thin, they, fat)

1. There was a _____ sitting on a _____.
2. One day the cat met a _____ on her _____.
3. The rat was very _____
4. But th e cat was _____.
5. The cat ate _____, but the rate ate _____.
6. _____ became good friends.

Worksheet- 13: Word Ladder

Write sentences using the following words given in the table.

	Hot	
		Got
	Pot	
		Cot
	Coat	
		Cat
	Mat	
		Man
	Moon	

Worksheet- 14: Reading sight words

Look and say	Look, say and write	Cover and write	Write again
What			
When			
Were			

1. My name is Raju. _____ is your name?
2. Good morning, _____ did you come to school?
3. I have got some pens for you. _____ can I give them to you? _____ is a good time?
4. Can we all go out for a picnic? _____ do you think?
5. Rama is my friend. _____ is his birth date? The birth date is on 15 December. _____ shall I wear? I shall wear a salwar and kurta.

Worksheet- 15: Speaking Activity- Describe a person:

I have many friends.

_____ is one of them.

_____ is my _____ friend.

_____ is _____ years old.

_____ lives in _____.

I like her/him very much because _____ is _____,
and _____.

We meet _____.

When we meet we _____ and _____.

Worksheet- 16: Construct simple sentences

Match words in 'A' with the words in 'B' and 'C'. One is done for you.

A		B		C	
Students	1	treat		hard for examinations	1
Doctors		give		their farms	
Mothers		write		us in our lessons	
Farmers		flow		patients	
Authors		live		us fruits	
Teachers		play		in the forest	
Boys		tell		to the sea	
Tigers		help		books	
Trees		plough		us stories	
Rivers		study	1	cricket	

Now write sentences after matching and writing numbrs in the table.
The first one is done for you.

1. Students study hard for examinations.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Worksheet- 17: Reading sight words

Look and Say	Look, say and write	Cover and Write	Write again
about			
from			
with			
who			
where			
how			
at			

Fill in the blanks with the suitable words choosing from the table above.

1. I like to write _____ my friends.
2. This book is _____ the library.
3. They eat roti _____ sabzi/curry.
4. _____ teaches you English?
5. What is your name? _____ do you live?
6. _____ is our Prime Minister?
7. School will start classes_____10 a.m.

Worksheet- 18: Construct simple sentences and comprehension

Answer the following questions based on the information given.

Student

Amrita, Rashmi

Suman, Rajat

Bapuni, Sabita

Madhu, Mahesh

Rabi, Sanjay, Ranjan, Preeti

Indira, Sudhira, Ranjan

Preeti, Yogesh

Rajdeep

like(s) to

sing songs

dance sambalpuri

paint pictures

play football

play Cricket

cook food

read books

sleep in the days in time

1. Does Amrita like to sing?
2. Who else likes to sing?
3. How many boys don't like to play football?
4. How many students play cricket and cook?
5. Who likes painting?
6. Who are dancers
7. Who like cooking food?
8. Who are cricket players?
9. _____ and _____ Sambalpuri dancers.
10. _____ likes _____

Worksheet- 19: Reading Comprehension:

1. Read the poem given below and ask the students to repeat after you-

Early in the morning
I get up from bed.
I go on a walk
And take rest under shed.
Then at 10 'o' clock I go to school
When the weather is cool.
I return home at four
With friends making a roar.

Now ask the students to give answers to the following questions;

- 1) When do you get up?
- 2) Where do you go?
- 3) Where do you rest?
- 4) When do you go to school?
- 5) How is the weather then?
- 6) When do you return home?
- 7) Who do you return with?
- 8) What do you do with your friends?

2. Read the poem given below and ask the students to repeat after you.

Tomatoes are red,	beans are green,
A brinjal has a crown,	just like a queen.
Potatoes are brown,	onions are pink,
Carrots have juice,	which I can drink.
Vegetables make me,	healthy and wise,
Some eat daily	with roti and rice.

Now ask the students to answer the following questions:

- 1) Name the vegetables mentioned in the rhyme above.
- 2) Why should we eat vegetables?
- 3) Which vegetable has a crown?
- 4) Fill in the blanks in the table. One is done for you.

Vegetables	Colour
Tomatoes	Red

Worksheet- 20: Speaking Activity- Describe objects through Q and A

Ask the students to look at the pictures given below.

Ask them to name the things and then make a question about the object.



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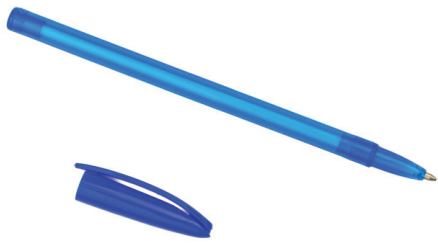
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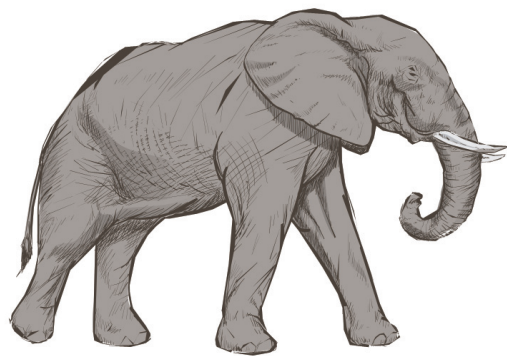
Worksheet- 21: Reading words

Easy Reading	New Reading	Cannot Read

Make Sentences using these words. (easy reading and new reading)

Worksheet- 22: Writing using a picture

TEACHERS WILL DO THE ACTIVITY (DAY-12, WORKSHEET-22) WITH STUDENTS FROM TEACHER HANDBOOK



Write the Paragraph:

Worksheet- 23: Nouns and plural

Table 1

Letter	Name	Place	Animal	Thing

Table 2

Animal	Plural	Thing	Plural

Worksheet- 24: Picture Comprehension



Help box:

shopkeeper, banana, sell, yellow, newspaper, weighing machine, wristwatch, basket, helper, fan, sitting, towel, onions, potatoes, vegetables, stall, dark, market

Answer the following questions:

Q.1. What is this picture about?

Q.2. What is the man selling?

Q.3. What is the man doing?

Q.4. How does he weigh the vegetables?

Q.5. Describe the men in the picture.

Q.6. Have you gone to a vegetable market? Did you like it?

Worksheet- 25: Meaning from context

Complete the sentences below choosing the words given in the box

- 1) She is my _____. Her name is _____. She is also a _____. She teaches _____. She never gets _____. She _____ us very much. She is very _____. I like her _____.

teacher, angry, patient, us, very much, Deepika Mishra, mother, loves, very well

- 2) My father is a _____. He reads the _____ daily. My mother is a _____. She _____ patients. My father is a great _____. My elder sister is an _____. Bulu is my _____ brother. He will go to school _____ year. He makes _____ sweets.

next, lovely, younger, teacher, doctor, engineer, newspaper, treats, cook, great

- 3) One day a crow..... a roti from aThe crow to a tree and sat on a..... A fox..... the crow. It..... to get the..... It stood under the branch of the..... and the crow, "You..... . very well. Please sing a..... for me." The..... crow was very pleased. It..... it's beak to sing. The roti..... down. The..... fox caught it and away.

tree, saw, roti, flew, wanted, sing, fell, ran, song, house, branch, stole, praised, clever, foolish, opened

- 4) One day, as I was walking _____ the river bank, I saw my friend running _____ me. He was calling me and waving _____ me. I stopped and waited. _____ sometime he reached where I was standing.

He said "I went all _____ the village looking for you. I have some exciting news to share _____ you. Do you remember the old house _____ the neem tree? Guess who is moving _____ that house? Janak Das, the great magician. Now we can learn lots of magic tricks _____ him".

around, with, along, after, next to, into, from, at, towards

Worksheet- 26: Gender

The Gender of noun indicates the sex or the absence of sex.

A noun that denotes a MALE SEX is called Masculine Gender.

Masculine nouns are words for men, boys and male animals e.g., father, peacock, horse, dog

A noun that denotes a FEMALE SEX is called Feminine Gender.

Feminine nouns are words for women, girls and female animals aunt, tigress, mare etc.

Fill in the blanks with suitable gender in Column 'A' & 'B'

(A)		(B)
No	Masculine	Feminine
1	Father	
2		actress
3		hen
4	Sir	
5	Brother	
6		Aunt
7	King	
8	son	
9	man	
10		Grandmother
11	prince	

Change the underlined nouns into feminine nouns

1. The man has two sons.
2. The twins boys.
3. A king's son is a prince.
4. The girl helped the old woman across the road.
5. Grandfather Mishra is my uncle's father.

Worksheet- 27: Gender

My sister attended a birthday party last Saturday. Her friend, Mohan, celebrated his 15th birthday that day. His mom, called a clown to make children laugh. His dad brought a pair of horses for the children to ride. His uncle cooked biryani and samosas. His grandmother baked a huge cake. His neighbour helped with the decoration and balloons.

Identity the nouns with genders in the passage and write down in the table given below.

Masculine	Feminine	Common	Neuter

Rewrite the passage after changing the masculine to feminine and vice versa.

Worksheet- 28: Reading

Difficult Words	I think it means	True Meaning

Answer the following questions:

- Q.1. What is the passage about?
- Q.2. Who is the main person or thing?
- Q.3. What happens first and later?
- Q.4. Where is the place mentioned?
- Q.5. What is the main idea?

Worksheet- 29: Comprehension

Read the following passage about Suman.

Suman is my best friend. I can talk to her about everything. She is very intelligent and I enjoy talking with her. She is very funny and tells a lot of good jokes. When I'm feeling unhappy, she makes me laugh. She is hard-working and does a lot of work at home.

She helps her mother at home with the housework and helps me too with my homework. We often study together after school. What I like best about Suman is her honesty. She always says what she thinks but she is never rude or cruel.

Answer the following questions:

Q.1. What is the name of author's friend?

Q.2. How is Suman helpful?

Q.3. What makes Suman a good friend?

Q.4. Write 4 sentences about your best friend

Worksheet- 30: Listening Comprehension

Read the story silently and understand it.

Once there was a frog in a field. It was green. One day it was jumping about in the field. By chance it fell into a deep hole. It tried to come out but couldn't. Then it shouted, "Help! Help!". A hare heard his cry. It ran to the spot. He saw the frog sitting helplessly in the hole. The hare lost no time. He ran to the nearest village to bring a ladder. In the mean time there came a black snake and fell into the hole. The frog was afraid of the snake. It jumped up high with all its strength and came out.

Answer the following questions:

Q.1. What was the colour of the frog?

Q.2. What was it doing?

Q.3. It fell into a well. True/False

Q.4. Why did it shout for help?

Q.5. Who came near the hole?

Q.6. Why did the hare run to the nearest village?

Q.7. What was the frog afraid of?

Q.8. What helped the frog come out at last?

Worksheet- 31: Writing a paragraph

Creative Writing Process

Topic: _____

Three key words: _____

Use five senses for description

What can I see about this key word?

What can I hear about the key word?

What can I feel about the key words?

Ideas generation:

Idea 1	Supporting details:
Idea 2	Supporting details:

Write the paragraph.

Worksheet- 32: Speaking –Daily Routine

Table-1

What Gopal does daily?	When?
get up	6.00 am
brush teeth	6.30 am
take breakfast	7.00 am
do homework	7.30 am
take bath	9.00 am
take lunch	9.30 am
go to school	10.00 am
come back from school	4.30 pm
go to play	5.00 pm
go for tuition	6.30 pm
take dinner	9.30 pm
go to bed	10.00 pm

Table-2

What do you do daily?	When?
get up	
brush teeth	
take breakfast	
do homework	
take bath	
take lunch	
go to school	
come back from school	
go to play	
go for tuition	
take dinner	
go to bed	

Worksheet- 33: Reading

Difficult Words	I think it means	True Meaning

Answer the following questions:

Q.1. What is the passage about?

Q.2. Who is the main person or thing?

Q.3. What happens first and later?

Q.4. Where is the place mentioned?

Q.5. What is the main idea?

Worksheet- 34: Writing a paragraph

Creative Writing Process

Topic: _____

Three key words: _____

Why of the topic: why is this important, why is it important to me?, what would happen if it is not there/done?

What about the topic: what the things, people involved

Where of the topic: locations, places

How of the topic: how will I/someone do this?

Ideas generation

Idea 1	Supporting details:
Idea 2	Supporting details:

Write the paragraph.

FOUNDATION CAMP ASSESSMENT SHEET

Q.1. Arrange the following sets of words to make meaningful sentences/questions.

1. is/exercise/good/walking
2. flowers/picking/Rekha/is
3. icecream//children/most/like
4. cuts/very/this/well/knife
5. the/fed/the/child/dog

Q.2. Write the correct letter or sounds for the following.

No	Letter	Sound	No	Letter	Sound	No	Letter	Sound
1	a		10		ଐ	19	o	
2		ଡ	11	W		20	X	
3	c		12	l		21		ଡ
4		ର	13		ଋ	22	Q	
5	n		14		ଓ	23		ଝ
6	f		15	i		24	z	
7		ଐ	16		ଏ	25	g	
8		ର	17	v		26		ଝ
9	m		18		ଋ	27		

Q.3. Write the singular or plural of the following words.

book — _____

boys — _____

butterfly — _____

Q.4. Write the opposite gender of-

lion — _____

woman — _____

sir — _____

Q.5. Here are two sentences. Separate them using capital letters and fullstops wherever necessary.

It was morning time birds were flying

Q.6. Read the passage below and answer the questions-

Radha reads every day. Her mother takes her to the library in their village once a week. Radha gets a new children's book every week and reads it at her home. She loves reading.

a. Why does Radha go to the library?

b. What does Radha like to do?

c. Where does Radha's mother take her?

d. Do you like reading? Why?

Q.7. Read the following words and write them in Odia.

The

That

Your

When

Q.8. Fill in the blanks with suitable cvc (consonant vowel consonant) words.

I cook in a _____

The _____ drank the milk

The Sun is very _____.

Q.9. Write 4 sentences about one of the following options.

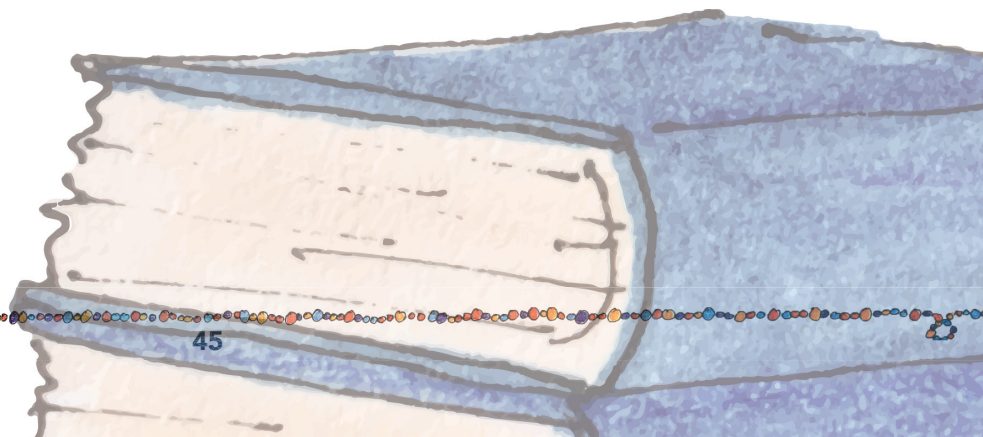
My Village

My Best Friend

My Pet

Supported Learning Phase

*ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଶିକ୍ଷଣ ଦକ୍ଷତାଗୁଡ଼ିକ NCERT ସ୍ଥିରୀକୃତ ଶିକ୍ଷଣ ଫଳାଫଳ ଆଧାରରୁ ଅଣାଯାଇ ୨୦୧୭-୨୦୧୮ ରେ ବିଦ୍ୟାର୍ଥୀ ମାନଙ୍କର ଆକଳନ, ଶିକ୍ଷକ ଶିକ୍ଷୟତ୍ରୀ ଏବଂ ବିଷୟ ବିଶାରଦ ମାନଙ୍କର ମତାମତ ଅନୁସାରେ ଏହାର ପ୍ରାଥମିକତା ନିର୍ଦ୍ଧାରଣ କରାଯାଇଅଛି । ଶିକ୍ଷକ/ଶିକ୍ଷୟତ୍ରୀ ମାନଙ୍କ ପାଖରୁ ଏହା ଆଶା କରାଯାଏ ଯେ ସେମାନେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଶିକ୍ଷଣ ଆବଶ୍ୟକତାକୁ ଦୃଷ୍ଟିରେ ରଖି ଅତିରିକ୍ତ / ଅଧିକ ବିଷୟ / ଦକ୍ଷତା ପ୍ରସ୍ତୁତ କରିପାରିବେ ଯାହା SHB କିମ୍ବା THBରେ ନାହିଁ ।



Introduction

The handbook has been developed to support individual students to reinforce the concepts and practice skills learnt during Utkarsh classes. Some exercises given in this workbook require students to work in small groups with other students. Students will also be required to share and present their work in the class.

The second part of the workbook consists of worksheets linked to concepts covered during the Supported Learning Phase. The exercises have been included to support the students to practice the key language competencies, expand their knowledge and build their confidence.

Worksheet- 1: Speaking- interview and presentation:

interview Questions:

Q.1.

Q.2.

Q.3.

Q.4.

Q.5.

Worksheet- 2: Vocabulary development

1. See the pictures below and complete the words:



		B
C		T
		L



		B		
		R		E



S		
E		





F					R



Make eight sentences using the words. The first one is done for you.

1. A cat is a pet animal.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2. Read the table below and find the words related to Rain. (One has been done for you.)

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

Help box-

sun, cloud, vapour, heavy, mountain, crop, water, pour, hill, sky

Worksheet- 3: Learning spellings:

As you know there are 26 letters in English. Out of them 5 letters are called vowels and the rest 21 letters are called consonants.

Vowels	Capital: A, E, I, O and U Small: a, e, i, o, and u
Consonants	Capital: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y and Z Small: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z

Task-1

- Use suitable vowels to fill in the blanks in the following words.

p__rk, Na__l, co__t, b__at, sa__l, m__ __n, k__ll, v__wel, teach__r, s__ll,

tr__ __ n, so __ nd, n__ght, cl__rk, dr__ __m, t__m__, br__ __k,
m__d__m, t__bl__, Engl__sh, cr__wn

Task-2

Fill in the blanks with appropriate consonants.

ve__eta__le, __ight, sun__i__e, c__oco__ile, i__te__esting,
__ain__ow, pu__,

s__i__e, __i__e, ta__st__, pe__so__, t__ea__ure, im__or__ant, ti__be__,

hou__e__ife, __ark, tel__, s__ai__, do__esti__, e__ter__ain__ent, d__a__,

Worksheet- 4: Comprehension – Calendar Activity:

Show a calendar of a specific month to the students:

JULY 2020						
MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Now ask questions to the students based on that calendar. For example;

- What is this?
- Which month is this calendar for?
- The calendar above is for the year_____?
- On which day does this month begin?
- How many Sundays are there in this month?
- Do you get any holiday in this month except Sundays?
- How do you know that it is a holiday?
- Can you tell us why it is a holiday?
- What will be the first day of the next month?

Ask the groups to write a paragraph on the month shown in the calendar and present before the class.

(For the reference of the teacher, a sample of the paragraph has been given.)

It is the month of _____of the year _____. It begins with _____ (the day).

It has _____ Sundays. There are _____ holidays except Sundays. The holidays are coloured red.

The next month begins on _____. (day)

Today is _____. Tomorrow will be_____.

The previous month was_____.

My birthday is on _____.

Worksheet- 5: Introduction to verbs:

Task-1

Ask students to write on what they like to do.

Task-2

Circle the verbs in the following sentences.

1. I go to school every day.
2. He eats pizza in the restaurant.
3. They play baseball on Friday.
4. He hits me!
5. You read books very fast!
6. The birds fly in the sky.
7. The dog chased the cat.
8. We all watched the last match together.
9. The waiter served us tea and biscuits.

Task-3

Do you like cooking? Here are some words to describe what you do in the kitchen.

cutting peeling stirring boiling cleaning heating
mixing grinding grating kneading measuring churning

- a) My sister is _____ the vegetables for a salad.
- b) My mother is _____ onions for the pakodas.
- c) We are _____ sev and puris for a bhel.
- d) Father is _____ atta for roti.
- e) Shyam is _____ coconut for chutney.
- f) My father is _____ masala for biryani.
- g) Sita is _____ and _____ milk for kheer.

Task-4

Suppose you are in a market. You see many people doing many things. Write some sentences what you see there. One is done for you.

Many people are walking in the market with their bags.

Worksheet- 6: Simple Words

Task-1

Given below are some clues. Ask the students to write those words using Type-I letters (i.e., a, c, e, i, m, n, o, r, s, u, v, w, x, y and z). One has been done for you. (Here you are requested not to give the words from the help box directly. Make it challenging by giving the clues.)

- | | |
|-------------------------------|----------------------|
| 1. Uses petrol: | car |
| 2. You hear with it: | (It begins with 'e') |
| 3. Opposite of 'far': | (It begins with 'n') |
| 4. Move quickly: | (It begins with 'r') |
| 5. A male person: | (It begins with 'm') |
| 6. To direct weapons at: | (It begins with 'a') |
| 7. An instrument for digging: | (It begins with 'a') |
| 8. Six throws by a bowler: | (It begins with 'o') |
| 9. A female person: | (It begins with 'w') |
| 10. The earth goes round it: | (It begins with 's') |
| 11. Rivers join it: | (It begins with 's') |
| 12. A male child of father: | (It begins with 's') |
| 13. It carries passenger: | (It begins with 'v') |
| 14. We do it with our eyes: | (It begins with 's') |
| 15. Past of 'be' verb: | (It begins with 'w') |
| 16. Past of 'see': | (It begins with 's') |
| 17. Used in the mobile: | (It begins with 's') |
| 18. Opposite of 'yes': | (It begins with 'n') |

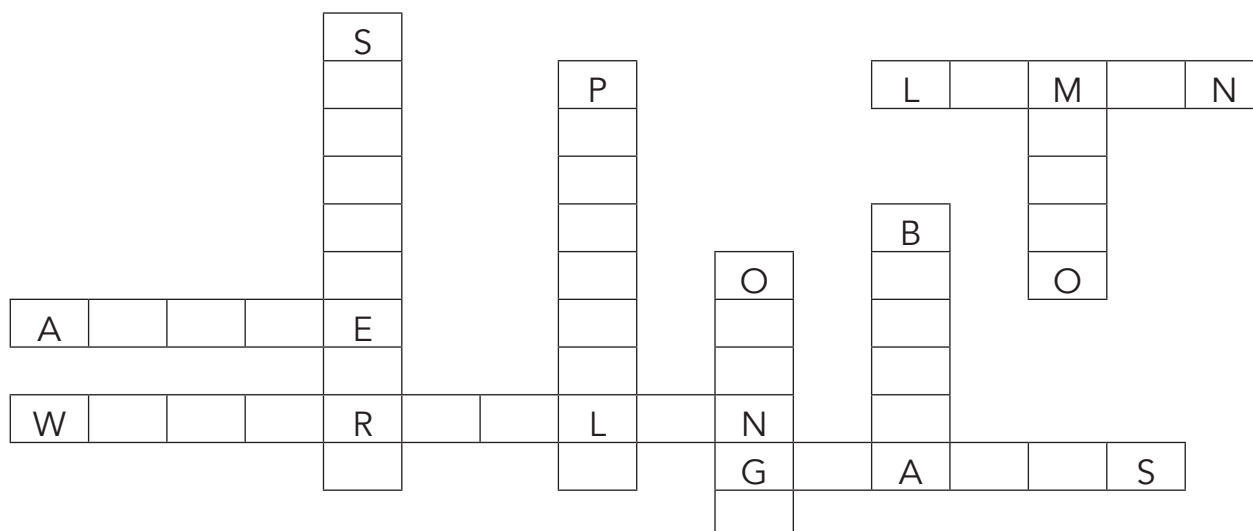
Task-2

Write the names of the places where we:

1. play game. _____
2. wait for bus. _____
3. go to study. _____
4. wait for train. _____
5. go to worship. _____

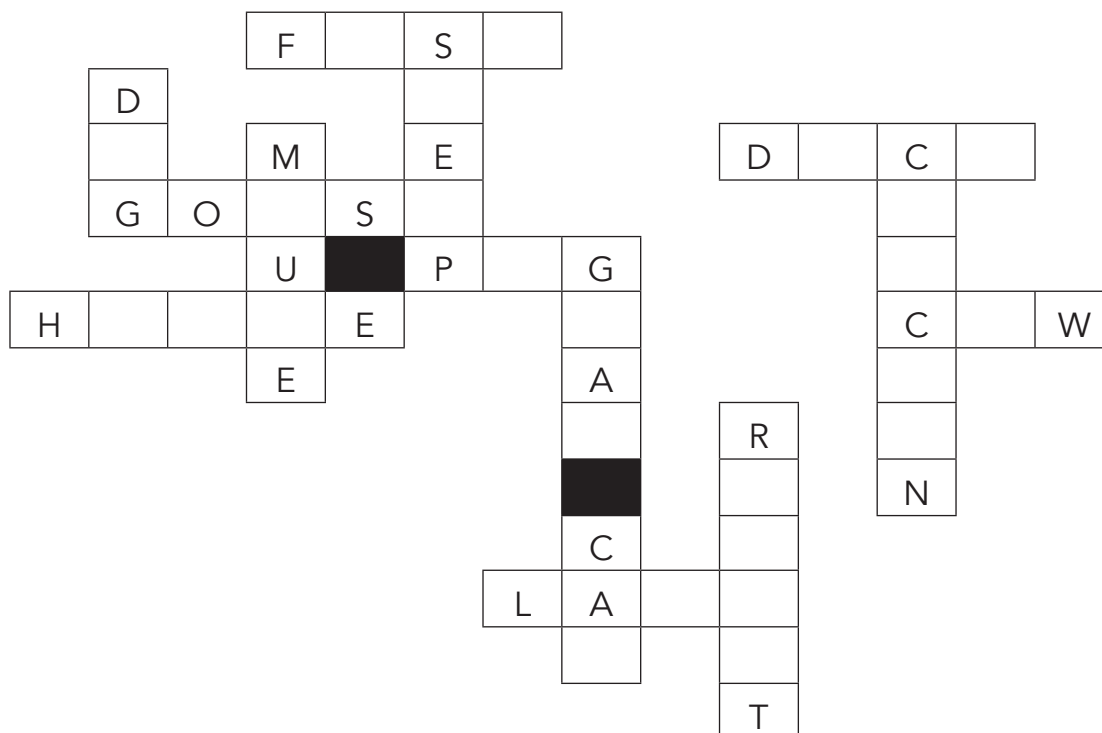
Task-3

Fill in the blank boxes to find the names of the fruits.



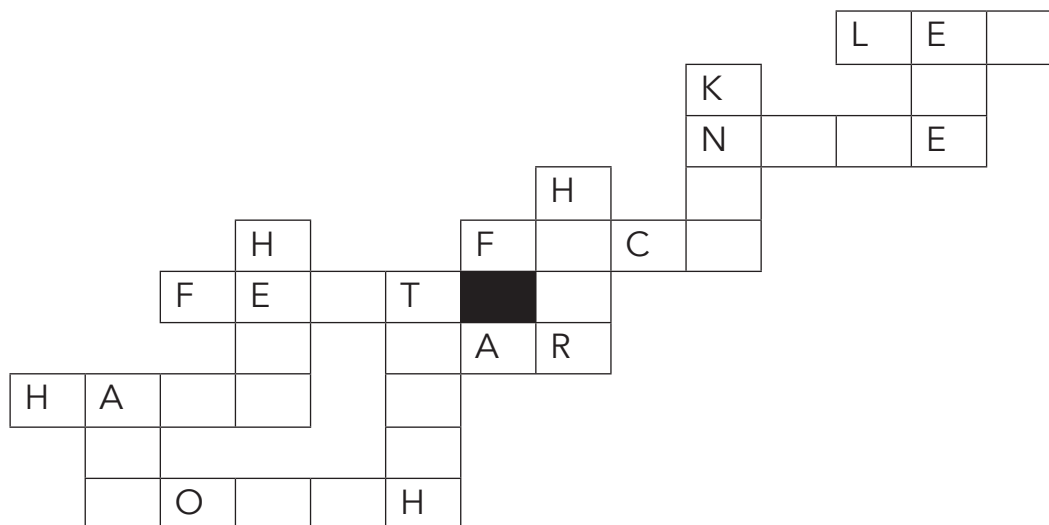
Task-4

Fill in the blank boxes to find the names of the animals/birds.



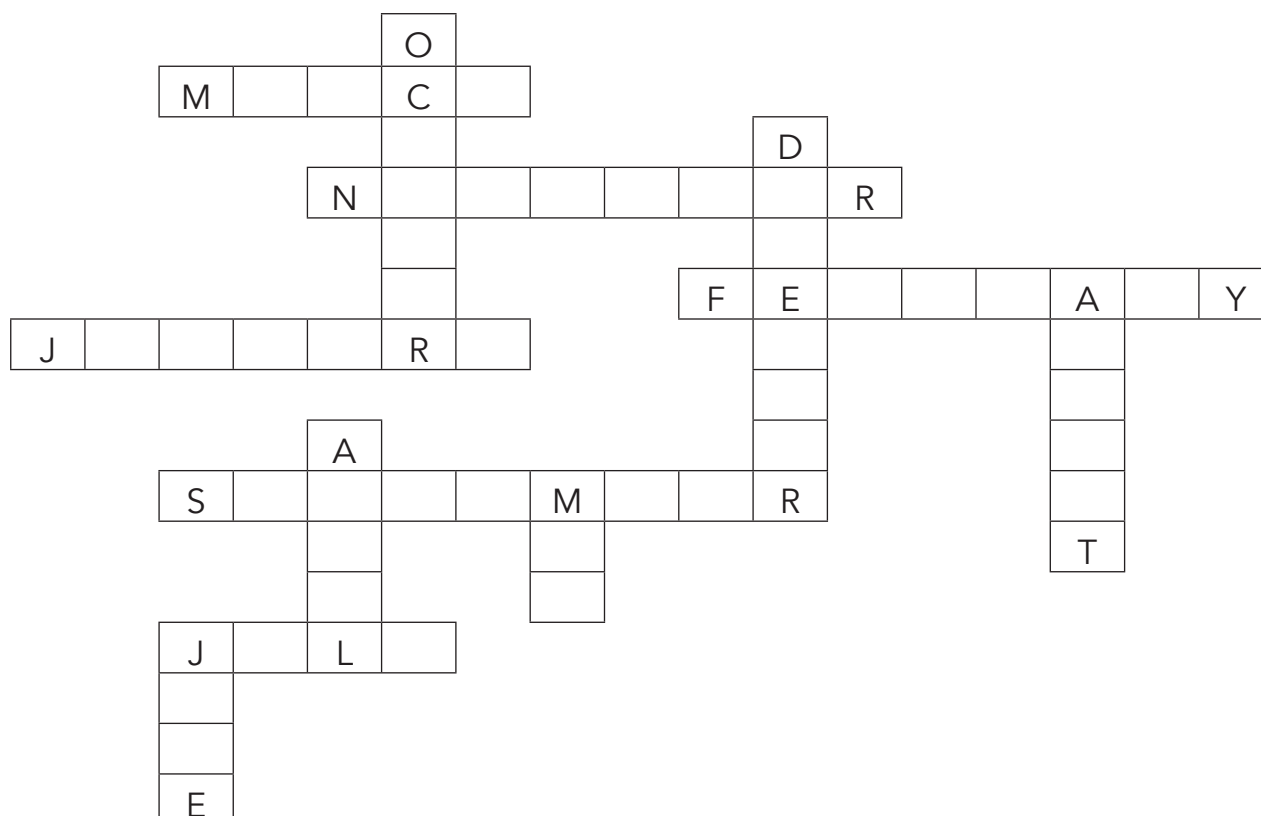
Task-5

Fill in the blank boxes to find the human body parts.



Task-6

Fill in the blank boxes to find names of the months in a year.



Worksheet- 7: Daily Conversations:

<u>Column-A</u>	<u>Column-B</u>
1. You are late for class. Your teacher is in.	Sorry sir, I was late.
2. The teacher called your roll.
3. Somebody thanked you.
4. Somebody offers you a chocolate. You don't want to take it.
5. You want to use someone's pen.
6. He gave you his pen to use.
7. You don't know where the railway station is?
8. Someone said something to you but you couldn't hear.

Worksheet- 8: Grammar – Introduction to verbs:

Task-1

Write the sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

Instructions: Circle the nouns and underline the verbs in each sentence. Remember, there may be more than one noun or verb in the sentence.

1. The shark and whale swim and eat happily.
2. The cat runs and plays in the house.
3. I walk and skip to the store.
4. Ram and Rimi like to dance and sing.
5. The students learn and create at school.

Instructions: Write two sentences. Circle all of the nouns and underline all of the verbs in the sentences.

1. _____
2. _____

Task-2

Instructions: Circle the helping verbs and underline the action verb in each sentence.

- We have eaten.
They are working.
She has been studying all the morning.
You will win.
Seema is shouting for help.
Salman and Suresh were ploughing the field.
We should study hard for the final exam.

Worksheet- 9: Paragraph writing from personal experience:

Tell the students to write/ narrate one event in their life for which they has been thanked/rewarded. (In case of students not experiencing such event, can imagine a situation and write the narrative.)

The following questions may help them to get ideas for forming a narrative paragraph.

- What was the occasion/time?
- Were you alone or with others?
- What happened? What were you doing?
- What did you do there?
- Teacher may make beginning like;
- One day I was on my way to.....
- One day I was busy doing.....
- One day I was returning from.....

Worksheet- 10: Reading comprehension (Poem):

Task-1

Read the following poem slowly. Then ask the students to follow in reciting the poem-

Wake up! Wake up!

It's a lovely day.

Oh! Please get up

And come and play.

The birds are singing in the trees,

You can hear the buzzing bees.

Wake up! Wake up!

It's a lovely day.

Oh! Please get up

And come and play.

It's much too late to lie in bed

So hurry up, you sleepyhead.

Wash and dress

And come out.

Everyone is up and about.

The crows, the horses, the ducks

And the sheep

Wake up!

Answer the following-

1) The birds are singing_____.

(i) in the bush

(ii) in the tree

(iii) in the nest

2) Who are buzzing?

(i) The flies

(ii) The birds

(iii) The bees

3) Sleepy head means: _____.

- (i) who sleeps a lot
- (ii) who gets up late
- (iii) who never sleeps

4) Identify three action verbs, 2 helping verbs and 3 nouns.

Task-2

Spider Webs

All spiders spin webs. That's because webs help spiders. Webs help spiders do three things.

Webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food. Many spiders like to lay their eggs in their webs. The webs help keep the eggs together. Webs help spiders keep their eggs safe.

Webs help spiders hide. Most spiders are dark. They are brown, grey, or black. But spider webs are light. They are white and cloudy. When spiders hide in their webs, they are harder to see.

Webs help spiders catch food. Spider webs are sticky. When a bug flies into the web, it gets stuck. It moves around. It tries to get out. But it can't. It is trapped! Spiders can tell that the bug is trapped. That's because spiders feel the web move. And the spider is hungry. The spider goes to get the bug.

As you can see, webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food. Without webs, spiders would not be able to live like they do. Spiders need their webs to survive!

1) This passage is mostly about

- A. spider colors
- B. spider webs
- C. spider eggs
- D. Spider food

2) Spider webs help spiders: (I). hold eggs (II). catch food (III). find water.

- A. I only
- B. I and II only
- C. I, II, and III
- D. I and III

3) As used in paragraph 4, the word, **trapped** most nearly means:

- A. stuck
- B. hidden
- C. eaten
- D. lived

4) How can spiders tell when something is trapped in their web?

- A. They hear it. B. They smell it. C. They feel it. D. They imagine it.

5) As used in the last sentence of the passage, the word **survive** means to stay: _____

- A. alive B. hidden C. caught D. left

6) The passage lists three reasons why spiders spin webs. Of these reasons, which do you think is the most important? How come?

7) Do you like spiders? Why or why not? Have you ever been scared by a spider? Have you ever been hurt by one? Have you ever helped one? Explain.

Worksheet- 11: Grammar – Prepositions

Frame wh-questions about the positions of different objects in the pictures pages 63 to 65 and write the answers below.

- 1
- 2
- 3
- 4
- 5
- 6

Underline the prepositions in the sentences below.

1. Dilip walked across the street.
2. He put the pen in the drawer.
3. Mariam left before lunchtime.
4. Javed's office is near the assembly hall.
5. Anajli fell asleep during class.
6. Anwar drove the car around the block.
7. Preeti rested under a warm blanket.
8. Sunil sat on the chair.

Worksheet- 12: Reading – Vocabulary enrichment

	Anita	Ajay	Sajida	Anwar	Radha	Kaif	Ishant	Veena
Works in an office	✓							
Sells things					✓			
Repairs machines			✓					
Writes books		✓						
Treats patients				✓				
Does wood work						✓		
Works in the fields							✓	
Helps the doctor								✓

Sentences:

Anita works in an office. She is an official.

Read the following poem:

Sailor sails boat, ship;
Pilot flies plane
Driver drives bus, truck
And also train.
Tailor stitches our garments;
Barber dresses hair.
Mason builds house temple;
Carpenter makes chair.
Blacksmith makes axe, spade;
A Goldsmith makes rings.
Weaver weaves new clothes
With coloured strings.

As you can see the above poem is about different professions. Now make a list of different professionals under column-A and what they do under column-B. One has been done for you.

Column-A	Column-B
Sailor	Sails

Worksheet- 13: Grammar – Prepositions

Complete the following with suitable words-

1. There is a book the table.
2. The garden is the office.
3. People are waiting the bus.
4. An aeroplane is flying the clouds.
5. Dinesh is standing Ravi and Rani.
6. My house is the office.
7. The children are playing the ball.
8. Pick up the coin. It is the sofa.
9. The bus is standing the road.
10. Kalam was born Rameswaram.
11. Meet me 26th January.
12. His sister is marrying December.
13. Prayer begins 10 am.
14. She fell her bike and got injured.
15. This road passes the jungle.

Worksheet- 14: Writing-Picture Description

Task-1

Write the names of the things (on the picture) marked by arrow in the following picture.

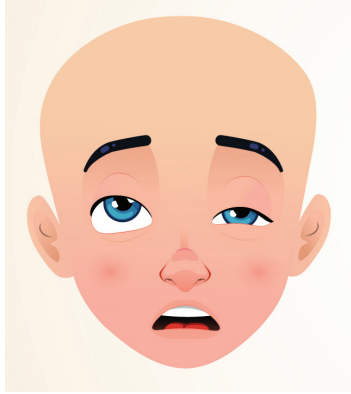


Task-2

We all have feelings and emotions; we get happy & sad, we feel hot & cold, etc. Given below are some faces showing different feelings and emotions. Choose the correct one from the choices given. One has been done for you.



- (a) Happy
 - (b) Shy
 - (c) Angry
- Ans. Shy



(a) Frightened

(b) Sleepy

(c) Lonely

Ans. _____



(a) Frustrated

(b) Patient

(c) Glad

Ans. _____

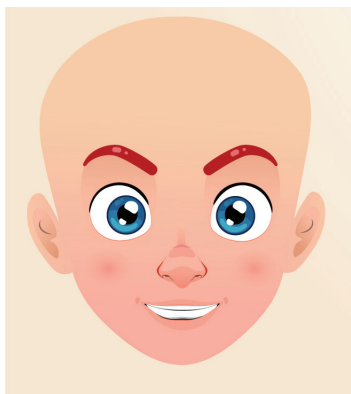


(a) Merry

(b) Cheerful

(c) Furious

Ans. _____



(a) Brave

(b) Bored

(c) Hot

Ans. _____

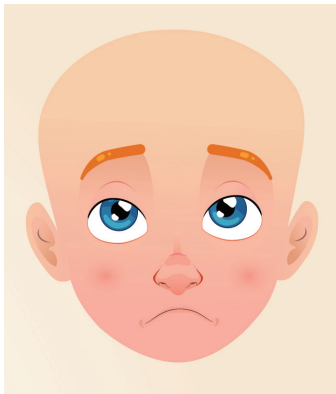


(a) Comfortable

(b) Surprised

(c) Jealous

Ans. _____

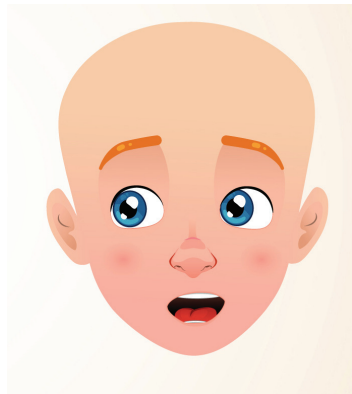


(a) Sad

(b) Optimistic

(c) Relaxed

Ans. _____

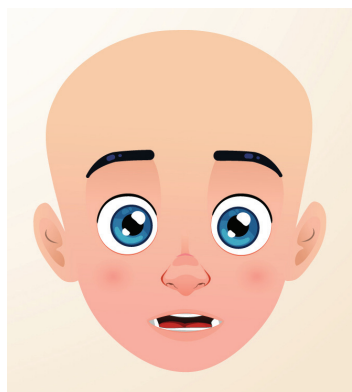


(a) Scared

(b) Joyful

(c) Lonely

Ans. _____

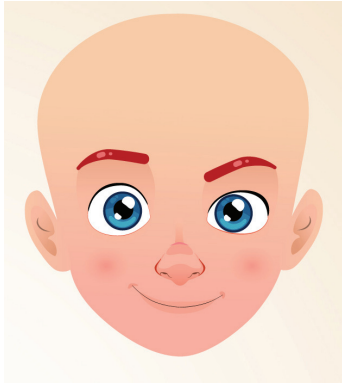


(a) Proud

(b) Angry

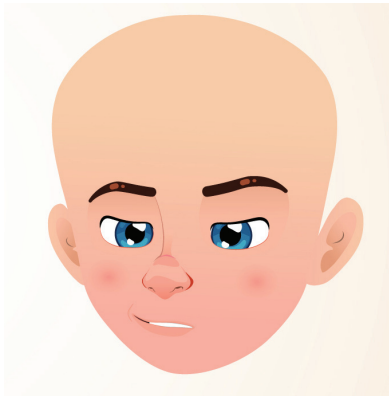
(c) Amazed

Ans. _____



- (a) Happy
- (b) Jealous
- (c) Envious

Ans. _____

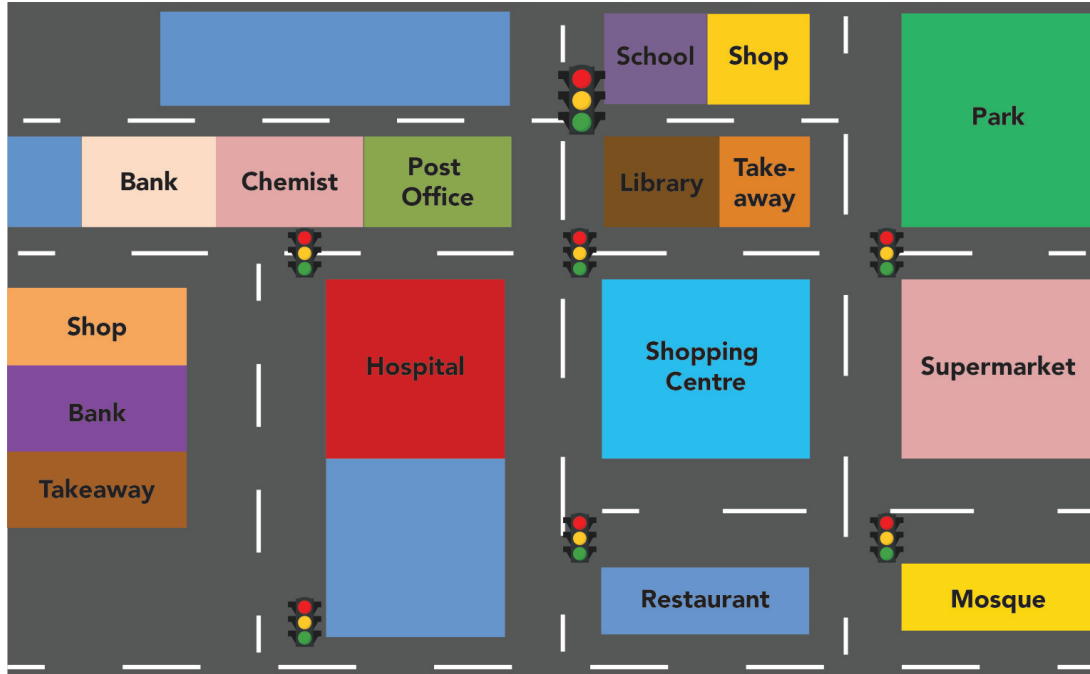


- (a) Excited
- (b) Comfortable
- (c) Bored

Ans. _____

Task-3

- Given below is a picture. Look at the picture and fill in the blanks choosing the suitable words from the box.



Next to, between, opposite

- The shop is _____ the school.
- The chemist is _____ the bank.
- The hospital is _____ the shopping centre.
- The bank is _____ the shop and takeaway.
- The restaurant is _____ the shopping centre.
- The post office is _____ the chemist.
- The park is _____ the supermarket.
- The hospital is _____ the bank.
- The chemist is _____ the bank and post office.
- The park is _____ the shop.

Task-4



Describe the picture in your own words-

Worksheet- 15: Simple comprehension

Read the story and answer the questions given below:

One day Miku was hungry but he had no money. He went to a shop. He asked the man there who was selling idlis. Miku asked, "How much is the Idli?" "Two rupees a plate", said the man. "All right, how much is the chutney?", asked Miku. "It's free", said the man. "Then could I have the chutney please?" asked Miku. The man looked at Miku with his mouth open.

1. How many characters are there in this story?
2. Why did Miku go to the shop?
3. The man was selling fruits. True/False
4. What was he selling?
5. A plate of Idlis was five rupees. True/False
6. What did Miku ask for? Why?
7. Do you think he was clever?
8. Did the man give him the chutney? If yes/no, explain why?

Worksheet- 16: Vocabulary

Task-1

Match the words in Column "A" with Column "B". (One has been done for you.)

<u>Column A</u>	<u>Column B</u>
useful	ugly
upper	stupid
maximum	fall
rise	late
happy	insignificant
beautiful	useless
active	lower
early	minimum
intelligent	inactive
significant	unhappy

Task-2

Fluffy was a good cat today. While playing outside, he found a thin, speedy mouse running through a huge hole in the wall. Fluffy put his paw on the mouse's tail. Then, Fluffy picked up the mouse and tossed it over the table. The mouse landed on its feet and walked away.

Write the antonyms of the words underlined:

Worksheet- 17: Introduction

Task-1

Fill in the blanks with appropriate auxiliary verbs from the box.

is, an, are, was, were, has, have, had, do, does, did, will, shall,
should, can, could, may, might, must

- 1. I lift this box easily.
- 2. He not telling the truth.
- 3. The Sun not set in the east.
- 4. Children playing in the park.
- 5. We help our friends.
- 6. You speak the truth.
- 7. You sit on this bench.
- 8. he going to call his friend?
- 9. you taken your lunch?
- 10. he prepared for the exam?

Task-2

Choose the correct form of the verbs from the box and put those under the pictures.

painting, painted, cooking, cooked, kicking, kicked



.....

.....

.....



Worksheet- 18: Writing- Essays

Write an essay on 'My Mother'.

Outlines:

- Who is she?
- Name and age
- Appearance, dress, qualification
- What work does she do and when?
- What she enjoys doing in free time?
- How about her relations/dealings with others?
- Why do you like her?

Worksheet- 19: Tenses- simple and continuous

Table-1

	<u>Function</u>	<u>Examples</u>
o <u>Action Verbs</u>	Expresses a physical or mental action	answer, beg, clap, drag, earn, fetch, gaze, hang, ignore, jump, knit, lick, measure, nail, offer, pack, question, run, skip, tug, unlock, visit, wink, yawn, zip...etc.
o <u>Linking Verbs</u>	Shows state Does NOT show action	Shows state of being: be (am, are, is) Shows thought: know, believe... etc. Shows possession: own, want... etc. Shows emotion: love, hate, need... etc.
	<u>Function</u>	<u>Examples</u>
<u>Main Verbs</u> (part of a verb phrase)	Expresses the main action or state, and changes according to the tense	I am <u>running</u> . I have <u>dreamt</u> of you. Do you <u>like</u> cookies? I do <u>like</u> cookies.
<u>Auxiliary Verb</u> (part of a verb phrase)	Used together with main verbs to give additional information.	be (makes the continuous tense): I <u>am</u> running. have (makes the perfect tense): I <u>have</u> dreamt of you. do (makes questions & gives emphasis): <u>Do</u> you like cookies? I <u>do</u> like cookies.

<u>Simple Past</u> <u>'Clues and Cues'</u>	<u>Simple Present</u> <u>'Clues and Cues'</u>	<u>Simple Future time</u> <u>'Clues and Cues'</u>
Used to describe <ul style="list-style-type: none"> Completed events 	Used to describe <ul style="list-style-type: none"> Daily events Routines Habits Weather Repeated events 	Used to describe <ul style="list-style-type: none"> Plan for future Prediction for future Single event OR repeated event An event completed at a certain point or points (no '-ing')
Form: Subject + main verb (plus other patterns)	Form: Subject + main verb	Form: Subject + helping verb + main verb
Main verbs: Add '-ed', '-d' or '-ied' (or change only a part of word -ran, sang, thought... etc.)	Main verbs: Add 'nothing', '-s', '-es' or '-ies'	Main verb: In base (infinitive) form – no '-s' or '-ed'
To be, to do, to have: was, wasn't; were, weren't did, didn't had, hadn't	To be, to do, to have: am, am not; is, isn't; are, aren't do, don't; does, doesn't have, haven't; has, hasn't	Auxiliary verbs: will
Timelines: 1 'X' to the left of now	Timeline: Either multiple 'X's' from past to future OR 1 'X' at now	Timeline: 1 'X' to the right of now.

Task-1

Use "be going to" in the following sentences.

1. I am sneezing. I (catch) a cold.
2. This music is sweet. You (like) it.
3. This book (be) difficult for you. Your English is not so good.
4. I not (spend) a pais on useless things.

Task-2

Rewrite the following sentences using present simple (in case of official arrangement).

1. The train will leave at 9.30 am.
2. Our Pre-test exam will begin next Monday.
3. The Chief Minister will visit Hardoi next week.
4. The school will close for Ganesh Puja.
5. The Chief Guest will open the competition tomorrow.

Task-3

There are some verbs in the box. Find their past forms from the table and encircle them.

One has been done for you.

send sweep swing bend deal mistake hear think send forget hang cost spend mean

t	h	o	u	G	h	t	v	f	r	t	u	j	M	k
p	u	i	s	O	e	v	b	s	h	d	f	g	T	d
e	r	t	e	W	a	q	h	d	u	v	b	b	E	e
y	d	f	n	E	r	k	l	p	n	z	x	r	T	A
f	g	h	t	W	d	b	q	x	g	c	v	a	Y	L
j	k	n	z	X	m	e	p	o	y	e	r	s	M	T
r	t	x	c	V	b	n	q	k	f	i	e	w	V	B
u	r	s	p	E	n	t	d	f	l	a	u	e	P	X
m	e	r	y	P	d	f	l	k	x	d	i	p	N	T
i	m	z	s	X	x	w	n	m	e	a	n	t	T	Y
s	k	a	w	S	t	u	r	w	n	f	m	e	R	U
t	h	o	u	L	a	u	s	t	e	d	c	o	M	O
o	h	a	n	B	l	a	e	s	m	a	n	o	L	Q
o	g	w	g	J	k	o	f	b	r	t	u	i	P	d
k	l	c	o	S	t	u	q	f	o	r	g	o	T	D

Task-4

There has been a burglary. The police asked the residents what they were doing when the burglary occurred.

- | | |
|----------------|-----------------------------|
| 1. Mr. Pani | - water the garden |
| 2. Mrs. Thomas | - watch favourite TV serial |
| 3. Mr. Santosh | - prepare breakfast |
| 4. The Patels | - out on vacation |
| 5. Ms. Arti | - have bath |
| 6. Mr. Rabi | - write letter |

As a member of the police force, make a report using the past continuous tense.

You can begin this way: Mr. Pani was watering the garden.

Task-5

Given below is a schedule of a Sports Meet programme. Write a brief note of this future event using simple present tense

TIME	PROGRAMME
8.30 a.m.	Arrival of the Chief Guest at the school
8.50 a.m.	Lighting of the lamp by the Chief Guest
9 am	Welcome address by Head Boy
9.15 a.m.	Speech by the Chief Guest
9.40 a.m.	Speech by the Headmaster
9.50 a.m.	Commencement of the sports event

you can begin this way: The Chief Guest arrives at our school around 8.30 a.m.

Worksheet- 20: Vocabulary

List of words-

Word	Symbol/Image	Meaning/synonym/ antonym	Sentence

Worksheet- 21: Reading Comprehension:

Read the story, *The Tortoise and the Hare* silently and answer the questions that follow.

The Tortoise and the Hare

The hare was once very proud of his speed. 'I have never been beaten yet by other animals,' said he, 'when I put forth my full speed. I challenge anyone here to race with me.'

The tortoise said quietly, 'I accept your challenge.'

'That is a good joke,' said the hare. 'I could dance around you all the way.'

'Keep your proud words until you've beaten,' answered the tortoise. 'Shall we race?'

So a course was fixed and a start was made. The hare became almost out of sight at once, but soon stopped, and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

Plodding wins the race.

So, these initial steps should be somewhat familiar to you already.

Step One - Setting (ପୃଷ୍ଠଭୂମି) Comprehension

Is the setting clear in this one?

Step Two - Character (ଚରିତ୍ର) Comprehension

That's easy.

Step Three - Plot (ପଟ୍ଟକଥା) Comprehension

You can do this. Easy.

What is the basic story ?

Comprehension questions:

1. Who are there in this story?
2. Who was proud and who was humble?
3. Why was the hare very proud?

4. Who challenged others to run with him?
5. Who accepted the challenge?
6. Who started the race very quickly?
7. Which word in the story means 'sleep'?
8. The tortoise 'walked slowly with heavy steps'. Which word in the story says so?
9. Who won the race?
10. What did you learn from this story?

Worksheet- 22: Writing-Picture Description



- **Look at the picture and list as many words as you can.**

Words: _____

- **Answer the following questions:**

1. Who are there in the picture?

2. Where are they?

3. What are they doing?

4. Who are planting the trees?

Worksheet- 23: Tenses- Continuous or progressive

A. Read the following poem and answer the questions that follow.

Written in March

The cock is crowing,
The stream is flowing,
The vsmall birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;\n
The cattle are grazing,
Their heads never raising;
There are forty feeding like one!
Like an army defeated
The snow hatch retreated,
And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping–anon–anon;
There is joy in the mountains;
There is life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone.

Questions:

Step-1

- (i) Who is crowing?
- (ii) What is flowing?
- (iii) Who are grazing without raising their heads?
- (iv) Who is whooping–anon–anon?
- (v) What are sailing in the blue sky?

Step-2

- (i) What glitters?
- (ii) What sleeps in the sun?
- (iii) Who are at work?
- (iv) Who look like one?
- (v) Where is there joy?

B. Underline the sentences with 'ing' form in the poem.

C. Now look at your friends and some sentences about them (who is doing what?). One example is given below.

1. Mahesh is looking at the blackboard

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Worksheet- 24: Comprehension –Unseen passage:

Read the following passage silently and answer the questions that follows.

The Trunk of Ganesha

Gobinda Maharana was an excellent idol maker of his village. He made idols of Lord Ganesha, Lord Shiva and Goddess Durga. He had learnt the art of idol making from his father. He had three sons and the eldest son was married. Gobinda's youngest son helped him in idol making. Gobinda supported his entire family from his earnings.

Once Gobinda was making a six feet tall idol of Ganesha. As the trunk would keep breaking, he was not able to complete the trunk of the idol. He was unable to find out the reason for breaking of the trunk. He thought that breaking of the trunk might be because of his charging more money for the idol. He also thought that due to changes in the shape and size of the Lord Ganesha, from the specifications given to him. The Lord was angry as a result of which the trunk broke every night.

However, Gobinda's third son, Ranju thought differently. He thought that this was happening due to the wind through the window near which the idol was placed. Gobinda was very worried and decided to know the cause. He and his son stayed in the room in the night and found that a cat came and jumped on to the trunk to break it.

Answer the following questions.

Q.1. What was Gobinda Maharana's trade?

Q.2. Who was Ranju?

Q.3. What did Gobinda Maharana think about the breaking of the trunk?

Q.4. Where was the idol placed? Why did Gobinda keep the idol there?

Q.5. Who jumped onto the trunk to break it?

Worksheet- 25: Writing

Given below is a story, but it is incomplete. You can complete the story any way you want.

Long ago there was a king living with his queen in a beautiful golden palace. They had a very beautiful daughter.

One day a demon came and kidnapped the princess. Demon kept the princess in a jail inside a forest. The king and the queen were very sad. They announced to award a bag of gold to the person who could bring back their daughter. Many people entered the jungle and tried to save the princess, but the demon killed them all. The princess was very sad and all the time she cried "Save me, save me".

One day a dragon was flying over the jail. He heard the voice of the princess. He came down and fought with the demon and finally killed him.
.....

(This is not the end of the story. Complete the story as you like.)

Worksheet- 26: Present and Past Tense (Verb forms)

Fill in the blanks with the correct past and participle forms of the verbs.

No	Base Form (First form)	Simple Past (Second form)	Participle (Third form)
1	play		
2	stay		
3	kump		
4	live		
5	join		
6	think		
7	ride	rode	ridden
8	come		
9	forget		
10	fall		
11	wake		
12	bring		
13	understand		
14	awake		
15	tear		
16	hold		
17	write		
18	sit		
19	hurt		
20	eat		

Identify the tense in the following sentences and write Present Tense or Past Tense

One is done for you.

- a) I usually get up at 7 o'clock. Present Tense
- b) You will be getting a new book in September. _____

- c) What do you consider your best accomplishment? _____
- d) Whose account are you working on? _____
- e) They have been waiting in the rain. _____
- f) Janet was talking on the phone when I arrived. _____
- g) They visited Nandankanan last week. _____
- h) Have they finished the report yet? _____
- i) The earth revolves around the Sun. _____
- j) Was Beena at the party on Sunday? _____

Worksheet- 27: Speaking- Conversation Cards:

Tell me about the last cricket match you saw.	Tell me about your English textbook.	Talk about a historical place you have visited.	How did you feel when you woke up this morning?
What do you think about your school?	Describe a dish that you really like or dislike.	How did you feel on the first day of school after summer vacation?	What was the weather like last sunday?
How are you doing in school this year?	What do you think about my dress?	How did you feel when you first came to this school?	What do you think about your neighbourhood?
Talk about a problem in your village		What is the condition of your room at home?	
How would you describe your sister or brother?	Tell me about your best friend.		What is your opinion about your class teacher?
Describe a person that you like.	Talk about a place you like to visit in your state.		

Worksheet- 28: Sequencing:

Here are some processes you are familiar with. Underline the step in the process, which is not in the proper order.

1. Making tea: Boil the water. Put in the tea leaves, sugar and milk. Light the stove. Strain the tea into a cup.
2. Washing your dog: Pour water on your dog to wet his body. Rub him all over with soap. Wipe him dry with a towel. Pour water again on his body to remove all the soap.

Here is another exercise where you have to put some instructions in the proper sequence. Read the instructions on how to make roti. The instructions are mixed up. Can you put them in the right order? Put number 1-5 to show correct sequence

1. Put some atta or flour in a bowl. _____
2. Heat a tava (skillet) and cook the chapatti on both sides until it is done. _____
3. Use a belan or rolling pin, and roll each ball of dough into a thin chapatti. _____
4. Take small pieces of the dough and roll them into balls. _____
5. Add salt and enough water to make dough. _____

Worksheet- 29: Sentence Structure:

Write the sentences below:

Worksheet- 30: Types of Sentences

Task-1

Give the students simple sentences such as:

- The forest is beautiful.
- Will you open the door?
- This is exciting!

Students reword each example into the 4 types using appropriate vocabulary and end marks, making possible slight changes to the sentence word order or word usage.

Task-2

Fill in the lines below with the appropriate definitions:

Express strong feelings or sudden emotions, and end with an **!**

Ask a question and end with a **?**

Make a statement or state a fact or opinion and end with a _____

Give an order or command or advice, proposal or make a request and end with a _____

Declarative sentences _____

Interrogative sentences _____

Imperative sentences _____

Exclamatory sentences _____

Task-3

Match each sentence below to the correct sentence type. (Draw a line)

When will you be at home?

Declarative

Hari ate some chocolate ice cream.

How dare you say that to me!

Is that your book?

Interrogative

Don't drive so fast.

Please sit down.

Your shoes are on the floor.

Imperative

I am feeling so desperate!

He asked for something to eat.

Put your shoes on the floor.

Exclamatory

Task-4

State whether the following sentences are Declarative, Interrogative, Exclamatory or Imperative. Put tick (✓) mark in the table against appropriate place-

	Declarative	Interrogative	Exclamatory	Imperative
1. Learn your lesson.				
2. The boys flew kites.				
3. What is his name?				
4. Does she live in hostel?				
5. Show me your watch.				
6. How foolish the donkey is!				
7. Meena doesn't like ice-cream.				
8. What a lovely child!				
9. Close the door.				
10. How beautiful she sings!				

Worksheet- 31: Comprehension –Unseen passage

There was a kind-hearted Bishop called Nicholas. When he realised the merchant's problem, he secretly dropped a bag full of money into the merchant's house. Needless to say, the daughters were happily married. Nicholas was soon called Saint Nicholas and then Santa Claus. He was known as the giver of the gifts. We think of him as going about in a sledge, drawn by reindeer and never separated from his magic bag of gifts for boys and girls. Every Christmas even, he comes secretly and puts presents in Christmas stockings kept for him.

Glossary:

1. Eventually – at the end of a period of time (in due course).
2. Avoid – keeping away from something (to escape).

Questions:

- 1) What did Nicholas realise?
- 2) What did he secretly drop into the merchant's house?
- 3) Why was Nicholas called 'Santa Claus'?
- 4) Nicholas was _____. (Choose the right answer and fill in the blank.)
(a) a merchant, (b) a Bishop, (c) a villager, (d) father of two daughters.
- 5) The word '**sledge**' in the passage means:_____
a) a horse driven carriage
b) a cart driven by a camel
c) a vehicle for travelling over snow and ice.
d) a small boat.

Worksheet- 32: Session I Dialogue

Write a short dialogue between X and Y about farmers of their village with some key words given.

Key words: crops, monsoon, fields, harvest, rice, water, sow, cut, plough etc

Worksheet- 33: Grammar- adverbs and adjectives

Underline the adverb in each sentence and answer each question by filling in the blanks.

1. She played the table loudly. How did she play the table? _____
2. I never eat meat. When do you eat meat? _____
3. He lives upstairs. Where does he live? _____
4. They are totally confused. How much are they confused? _____
5. Sarah waited patiently. How did Sarah wait? _____
6. The plane is flying away. Where is the plane flying? _____
7. I graduated from college recently. When did you graduate? _____
8. Tom is slightly irritated. How much is Tom irritated? _____
9. They walked briskly to the park. How did they walk? _____
10. He washes the car weekly. When does he wash the car? _____

Write five sentences using each adverb given below. Use the capital letter at the beginning along with other punctuation marks.

1. (now)
2. (everywhere)
3. (quite)
4. (cheerfully)
5. (lazily)

Worksheet- 34: Newspaper Reading Strategies

Headlines-

Who

What

When

Where

Why

Worksheet- 35: Comprehension –Unseen passage

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials.

Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.

Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses.

Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than glass. We use wood to make lots of things. Things made from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things. For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

- 1) Which sentence from the passage best describes the main idea?
 - A. "We use cloth to make lots of things."
 - B. "Metal is very heavy."
 - C. "There are 5 basic materials."
 - D. "A helmet and a bag seem different."
- 2) According to the passage, which of these things is a material?
 - A. chairs B. clothing C. windows D. wood
- 3) According to the passage, how does glass feel?
 - A. smooth and cool

- B. warm and soft
 - C. light and hard
 - D. sharp and heavy
- 4) Which material would you use if you wanted to make something that was strong and very light?
- A. plastic B. wood C. metal D. glass
- 5) In this passage, the author talks about
- A. hard things first, then soft things
 - B. heavy things first, then light things
 - C. strong things first, then weak things
 - D. cool things first, then warm things
- 6) In this passage, we learn about a 5 different materials. Which of these materials do you think is best? Why?

Worksheet- 36: Writing- Letter writing

Sample Letter:

Kishor Pradhan
At/P.O.- Dhanupalli
Dist - Sambalpur
Madhab Sahu
C/o - Hari Sahu
At/P.O. - A. Katapalli
Dist - Sambalpur
Odisha - 768005

2nd October 2020 / 2 October 2020 / 2 Oct. '20 / October 2(nd), 2020 / Oct. 2(nd) '20

Dear Madhab(,)

It feels like such a long time since the last time I saw you. I know it's been several weeks since I saw you. So far my summer has been great.

I spend all my weekends on the beach and I love it. The sea is wonderful and cools me down whenever I jump right in. I have been playing lots of volleyball, surfing, and I have a large collection of seashells to show you. I have been in a sandcastle building contest. I didn't win but it was exciting.

I am having a grand time at my grandparents' house and I wish you were here. I hope the summer's been going well for you too. There are only a few weeks left and then it's back to school. Would you like to meet up before school starts?

Yours ever / truly / Truly / Ever yours (,) Comma is optional

Kishore(,)

Address on the envelope

Postage
Stamp

Address on
the envelope →

From

Kishor Pradhan
At/P.O.-Dhanupali
Dist.-Sambalpur



To

Madhab Sahu
C/o - Hari Sahu
At/P.O. - A. Katapalli
Dist. - Sambalpur - 768005

Task 2

Now, you have read a friendly letter, it is time to plan to write a friendly letter to your own.

1. Who would you like to write a letter to?
2. What do you want to tell them about?
3. What has changed since you last saw them?
4. What questions do you want to ask them?
5. Make the **format** of a Letter (Informal/Formal).

Worksheet- 37: Text reading and comprehension strategies

Creative Connector

Summariser

Discussion Conductor: My questions

Vocabulary Enricher

Look at the important or interesting words that stand out somehow while reading.

Worksheet- 38: Sentences- subject and predicate

Add suitable subjects to the following predicates:

1. am fond of football.
2. refused him admission to the school.
3. elected him Chairman.
4. wrote the letter to her?
5. When will pay your school fees?

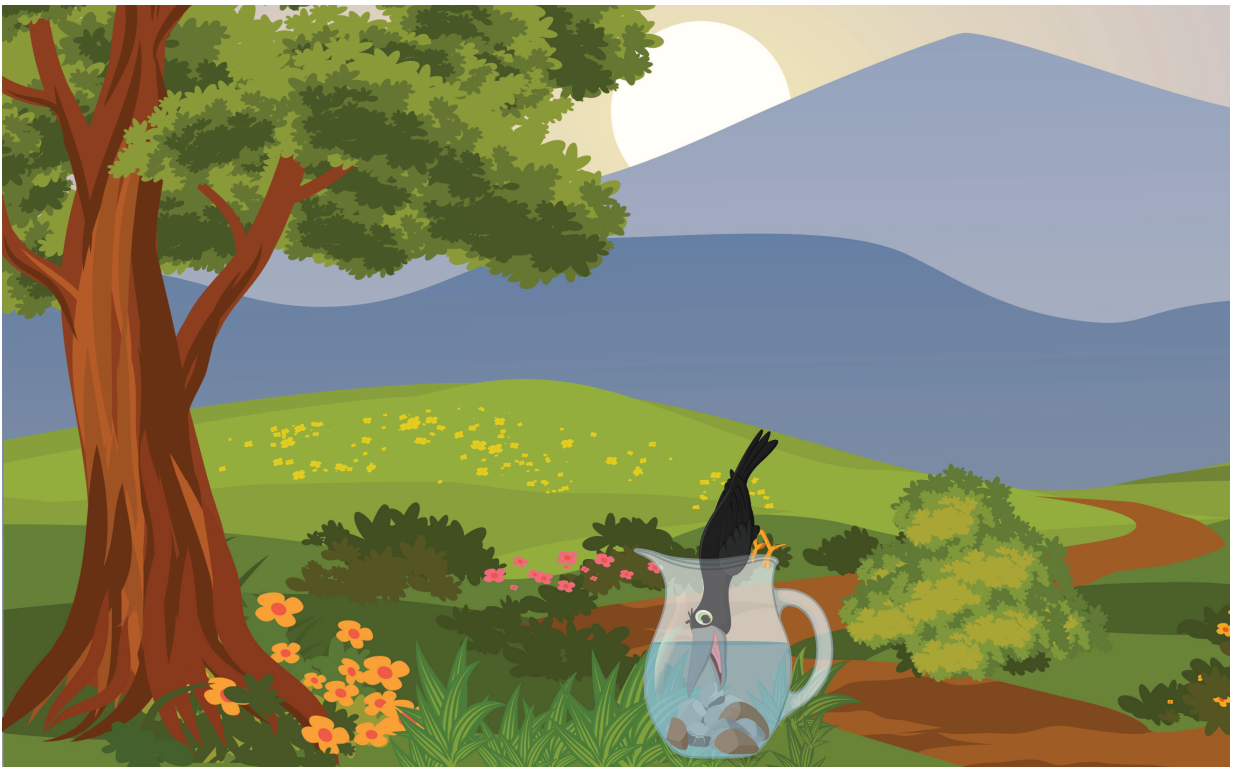
Add suitable predicates to the following subjects to make meaningful sentences.

1. The teacher
2. An old man
3. My mother
4. The sun
5. My mother tongue
6. These grapes
7. The train
8. Cows

Worksheet- 39: Writing – Story from pictures

Here is a story of thirsty crow who is trying to drink water in summer season. Write a story based on the following pictures–







Write the story here:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Worksheet- 40: Types of Sentences

Task-1

Arrange the following sets of words to make meaningful sentences.

1. Letter/a/writing/Mita/is
2. Have/not/I/book/this/bought
3. class/in/best/our/boy/is/he/the
4. daily/mother/my/goes/temple/to
5. policy/best/is/honesty/the
6. bought/my/apples/father/this/at/shop
7. near/he/lives/house/my
8. cricket/we/yesterday/played
9. goes/the earth/the moon/round
10. Tanu/the/dog/bit/yesterday

Task-2

State whether the following sentences are *Declarative*, *Interrogative*, *Exclamatory* or *Imperative*. Put tick (✓) mark in the table against appropriate place.

	Declarative	Interrogative	Exclamatory	Imperative
1. "March on", said the commander.				
2. Our Prime Minister is abroad.				
3. Shyam didn't do his work properly.				
4. What a beautiful place it is!				
5. Don't make noise in the class.				
6. Who has taken my pen?				
7. Go out of the room				
8. Why didn't you come to the school?				
9. How honest this man is!				
10. Did she finish her homework?				

Task-3

Make the following interrogative sentences into declarative ones.

1. Does Preeti speak Bengali at home?
2. Do you love South Indian food?
3. Is Kapil Dev a friend to Gavaskar?
4. Did your teacher teach grammar yesterday?
5. Is Mahatma Gandhi known as the Father of the Nation?

Task-4

Now arrange the following sentences into exclamatory ones.

1. You are too late for the class.
2. Pradeep can sing very well.
3. Mita is very adventurous.
4. Sharbani is a wonderful athlete.
5. The cakes are so delicious.

Task-5

Make the following sentences into interrogative ones.

Example: (1) Seema is singing.

Ans. Is Seema singing?

What is Seema doing?

Example: (2) People like cricket?

Ans. Do people like cricket?

What do people like?

1. Rabi knows the address.
2. She was watering the plant.
3. Rajiv is studying hard.
4. Anil and Sanjay have finished their work.
5. Mohan likes History.
6. I got up early this morning.

Worksheet- 41: Session 1 Grammar - Introduction to voice

Task 1:

Identify the passive sentences:

1. Ram plays football.
2. Cricket is played all over India.
3. Rice is grown in Odisha.
4. Farmers grow wheat in Punjab.
5. You read books very fast!
6. Ramayan was written by Valmiki.
8. Rahim has cooked his lunch.
9. We all watched the last match together.
10. The patient was taken to the hospital.

Task-2:

Now let's say/write about preparing idli. How is it prepared? What are/is done to make idli?

Complete the sentences using the right form of the words in bracket:

- First blackgram and rice (soak) in water.
- It (grind) into a paste.
- Some water (boil) in the pot for idly.
- Then the paste (pour) into the mould.
- The moulds (put) into the pot of steaming water.
- The lid (of the pot) (fix) on it.
- It (allow) to boil for 15 minutes.
- When they (cook) and ready, serve them in plate with sambar and chutney.

Task 3:

Rewrite the sentences below by changing the voice.

- a) People speak Portuguese in Brazil.
- b) We are taught grammar by Mr. Das.
- c) The students clean the school daily.
- d) People see the Puri temple as the most beautiful in India.
- e) The town was destroyed by an earthquake.
- f) A friend gave me this jacket.
- g) The letter was posted by Ali.

Worksheet- 42: Writing- Essays

Task 1:

A Journey by Bus

Outlines-

- What is a journey?
- What was the occasion?
- How did your journey start?
- What was the scene inside?
- What about outside?
- What are your experiences on the way?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Task 2: Free Writing: Write an essay on any one of the topics.

(a) My Grandmother (b) Newspaper (c) A cricket match you have witnessed.

Worksheet- 43: Comprehension –Unseen passage

The jackal is the most cunning member of the dog family. People don't like it because it is a terrible thief. What cunningness it shows! If a jackal wants to silently catch a crow or a magpie, it quietly lies down by the road and makes it believe it is dead. When the simple birds see the jackal they come down to peck at the dead flesh up. Then jumps the cunning jackal, and that is the end of those birds.



Jackal

There are many tales about the cunning fox, but they are all untrue. The wolf and the jackal are more cunning than the fox. It is certainly not a capricious animal. It never hunts just to kill. It feeds mainly on barn and field mice. It is a master of catching the rodents that do so much damage to farms.



Crow



Magpie



Fox



Wolf

Glossary:

1. magpie - name of a noisy bird with black and white color.
2. capricious - suddenly changing behaviour
3. barn - room to store grain on a farm.
4. rodents - animals like rats that use their front teeth to bite something (rat like animals).

Questions:

1. Which is the most cunning member of the dog family?
2. Why is a Jackal not liked by the people?
3. How does a jackal show cunningness?
4. Which animals are said to be more cunning than fox?
5. The word capricious means.....
 - a. Incredible
 - b. Impractical
 - c. Unpredictable
 - d. Impossible.
6. Identify two adverbs, two adjectives, two verbs and two nouns from the passage.
7. Write the antonyms of:
Silently, like, dead.

Supported Learning Phase Assessment

Name – _____ Total: ____ / 60

School- _____

Q.1 Rewrite the following sentence after changing the gender of words. (__/2)

My father sang the song well. He is a good singer.

The actress went to meet him.

Q.2. Rewrite the sentence, changing singular to plural. (__/3)

The garden has many mango trees.

Q.3. Read the passage below and answer the questions:

One day as Revathi was playing, she noticed a movement in her potted plants. They were slowly moving their stems, bending slightly towards her. She wondered why they were moving as there was no breeze. It struck her as odd. The next evening too she played on her violin as usual and watched the potted plants with care. After some time, like the previous day, there was a definite movement in her plants. They all bent towards her. That day also, there was no breeze.

Revathi sat on the bench and played a different tune, one with a quick rhythm. She suddenly saw all the plants turn away from her as though they did not like what she was playing. Then she started playing her favorite tune again and the plants straightened themselves and bent towards her. Her conclusion became a certainty. Her plants loved to hear her favourite tune.

She kept the knowledge a secret. She did not tell anyone, not even her mother.

- a) Which instrument did Revathi play? (1)
- b) How did the plants respond to the two tunes? 2)
- c) What was Revathi's conclusion? (2)
- d) Was she right to make such a conclusion? (2)

Q.4. Write a sentence using each of the following words: (__/3)

sun _____

discuss _____ find _____

Q.5. Complete the sentences: (__/3)

The name of our school is _____.

In school I learn to _____, _____ and _____. After I go home from school I _____.

Q. 6. Rearrange the following words to make meaningful sentences. (4)

1. /we / since / my brother / in this place /have been living /was born.
2. /are /many ways / theorem /where /a mathematical / can be/ proved.

Q.7. Ask student to read the comprehension passage and answer to the questions.

Gandhiji's thoughts are similar to what is written in the United Nations Declaration. The UN Declaration says that all people should progress, everyone should get food and clothing, everyone must live freely, men and women must have equal rights and no nation should dominate another. Gandhiji led "satyagraha" agitation in Africa. He believed that if the the weapon of truth is used with strength then change can be brought peacefully without violence. Gandhiji is known as a priest of non violence.

- a) What things are written in the UN Declaration? (___/2)
- b) Write a title for this paragraph. (___/2)
- c) Why is it right to call Gandhiji a priest of non-violence? (___/2)
- d) Write the words opposite in meaning of– (___/3)
non violence: _____ truth: _____
equal: _____
- e) Write synonyms of (___/2)
strength-- _____ progress-- _____
- f) Identify the nouns in the paragraph. (___/3)

Q.8. Rewrite the sentence using correct punctuation marks (___/2)

Wow Gandhiji's ideas actions and thoughts are so good, don't you think so?

Q.9. Grammar. Rewrite the sentences as per the directions given in brackets. (12)

a) What is the use of such food? (Make it a statement) (1)

b) How terrible! (Make a statement) (1)

c) Below are some really boring sentences. Make them more interesting adding adjectives and adverbs. (2)

The dog ran to get the ball. OR The teacher frowned at the school children.

d) Choose the correct prepositions to fill up the gaps. (2)

Her friend is coming Puri to see me. (by, from)

He is the station. (to, at)

e) State whether the following sentences are Declarative, Interrogative, Exclamatory or Imperative. Put tick (✓) mark in the table against appropriate place. (2)

	Declarative	Interrogative	Exclamatory	Imperative
1. Learn your lesson.				
2. The boys flew kites.				
3. How foolish the donkey is!				
4. Does she live in hostel?				

f) Change the tense of the sentence as under: (4)

Look the sun shines brightly.

Past:

Future:

Past progressive:

Present Perfect:

Q 10. Write an essay on – “My Favourite Festival” (10)

Q.11. Write a letter to a friend about your school exam/Sports Day. (5)

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This Teaching-Learning material is part of The Transform Schools learning programme and is being scaled up by Odisha School Education Programme Authority (OSEPA), through Utkarsh Programme. This material has been developed with support from subject experts and consultants and is intended for use by students, teachers and teacher educators of Government schools in Odisha. The material also draws upon existing curricula, education materials and manuals, the experience and views of teachers and also includes original material. The material has been finalised after review and endorsement by OSEPA.

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