

Lesson 3

Bird Talk



Name the following common birds:



Let's talk:

- i) Do you think birds have families?
- ii) Do you think birds can talk?
- iii) Have you seen people flying in the sky like birds?
- iv) Do you think trees have a very special place in the lives of birds? Why and how?

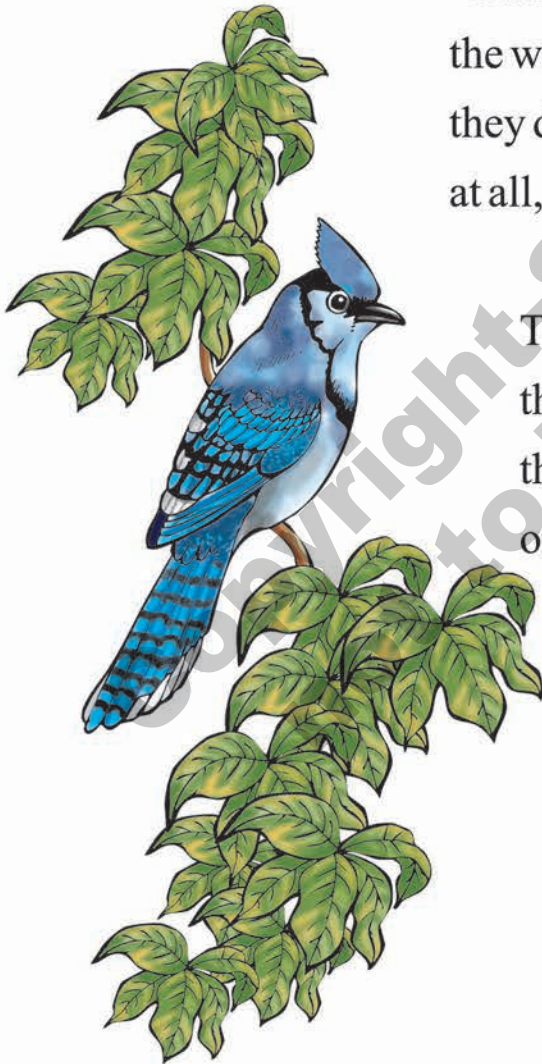
Let's find out what the two birds Robin and Jay are talking about.

Bird Talk

'Think.....' said the robin,
'Think.....' said the jay,
sitting in the garden
talking one day.



'Think about people
the way they grow:
they don't have feathers
at all, you know.'



'They don't eat beetles,
they don't grow wings,
they don't like sitting
on wires and things'.

'Think !' said the robin,
'Think!' said the jay,
'Aren't people funny
to be that way?'

Aileen Fisher

ACTIVITIES

1. Let's see how much we have understood:

Write the rhyming words from the poem for the ones given below:

sink

crow

swings

honey



2. Write the answer of the following questions:

- Which birds are talking in the poem?
- Who are they talking about?
- “They do not have feathers at all” - who are ‘they’ here?
- “Birds eat beetles
They grow wings
They like sitting
on wires and things” – Who are ‘they’ here?
- Why, according to Robin and Jay, are people funny?

3. Read the statements and arrange them in sequence to make the summary of the poem:

- People don't eat beetles. They don't have wings either.
- The robin and the jay thought people were funny to be like that.
- One day the robin and the jay were sitting and talking in the garden.
- They were talking about people, and that they don't have feathers.

4. Let's read the discussion:

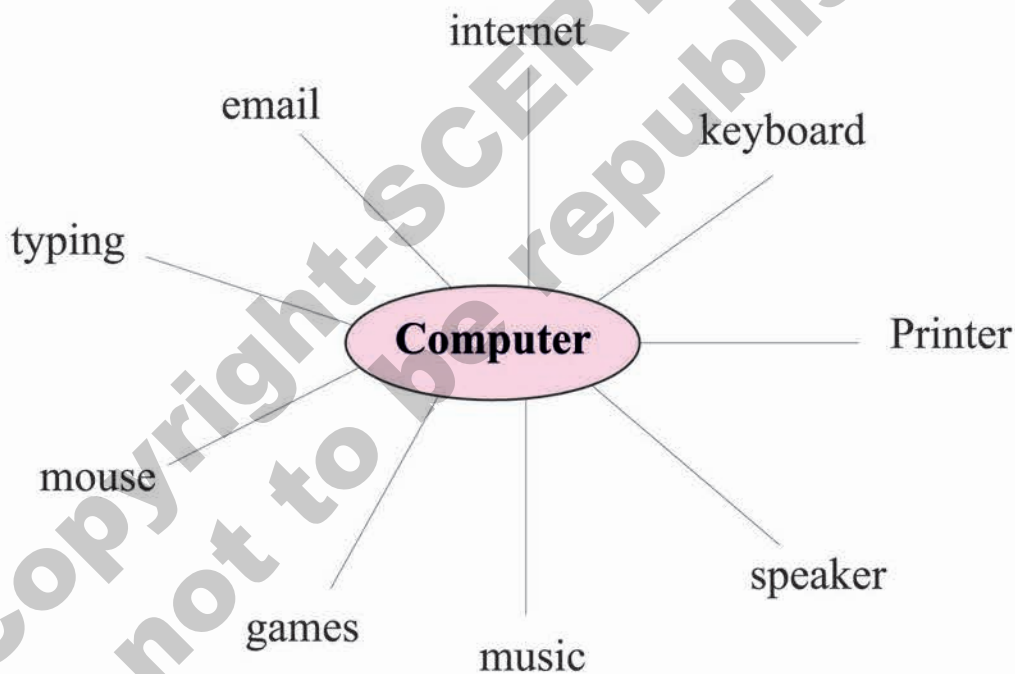
Arun: Do you know Bina, in ancient times, birds used to carry letters? Then the postman came. He used to go from door to door to deliver letters.

Bina: Yes, they used to take so much pain to give us our letters. But see! How the days have changed!

Arun: Yes, it's true. Now we have so many modes of communication.

Bina: Yes, the computer is the most wonderful discovery of modern times.

5. Let's read a few words related to computers:



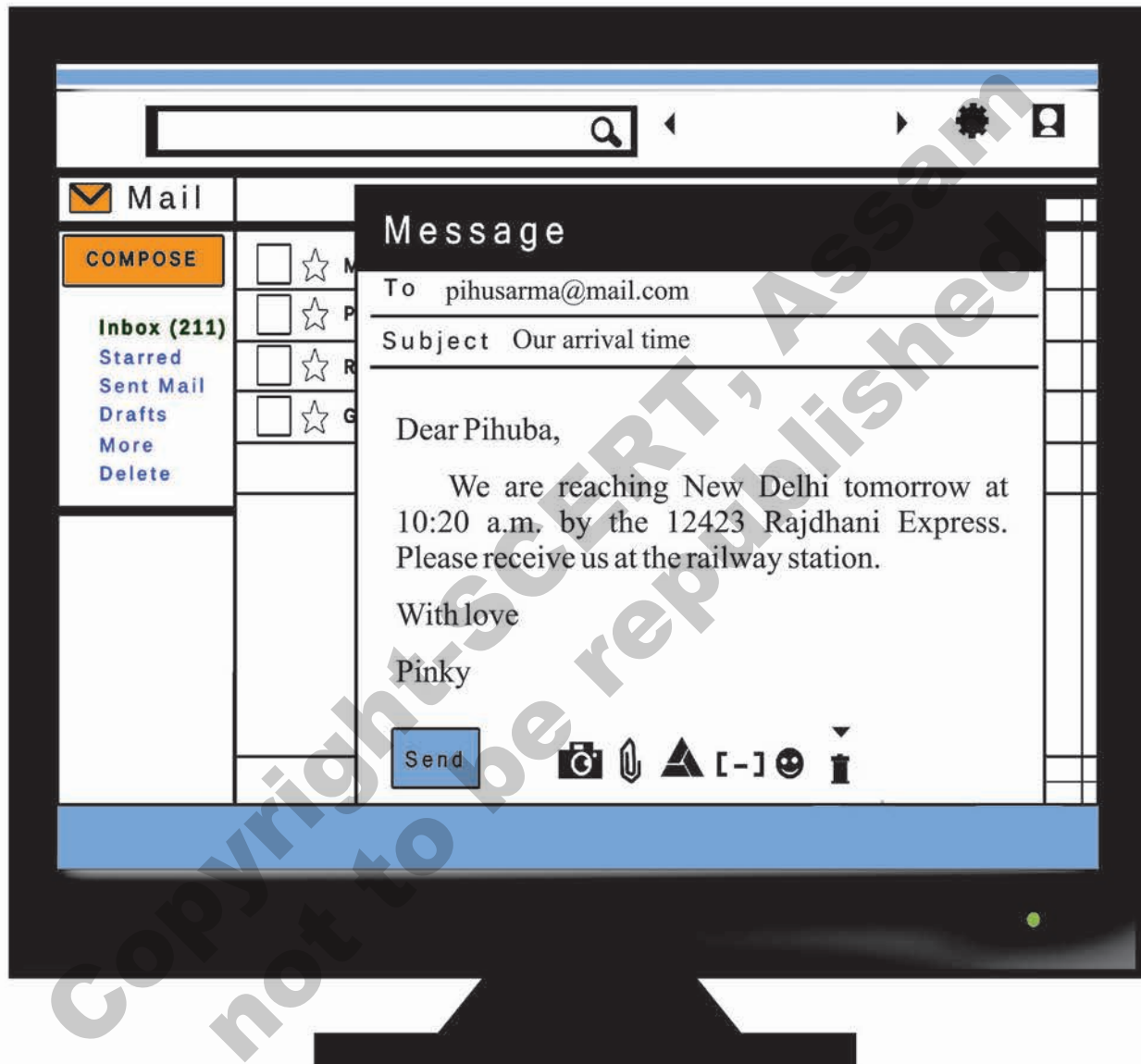
6. Let's read:

A keyboard is to type, a printer is to print.

A speaker is to sound, a mouse is to click.

 The teacher will discuss with learners how we can receive and send messages through computers.

7. Pinky and her mother are leaving for New Delhi tomorrow. Pinky sends an email to her sister Pihu who lives in New Delhi, asking her to receive them at the railway station.



Pinky clicks 'Send' at the bottom of the page.

8. Let's read:



Pihu's email address is
pihusarma@mail.com

Pinky clicked the 'Send'
button to send the email.

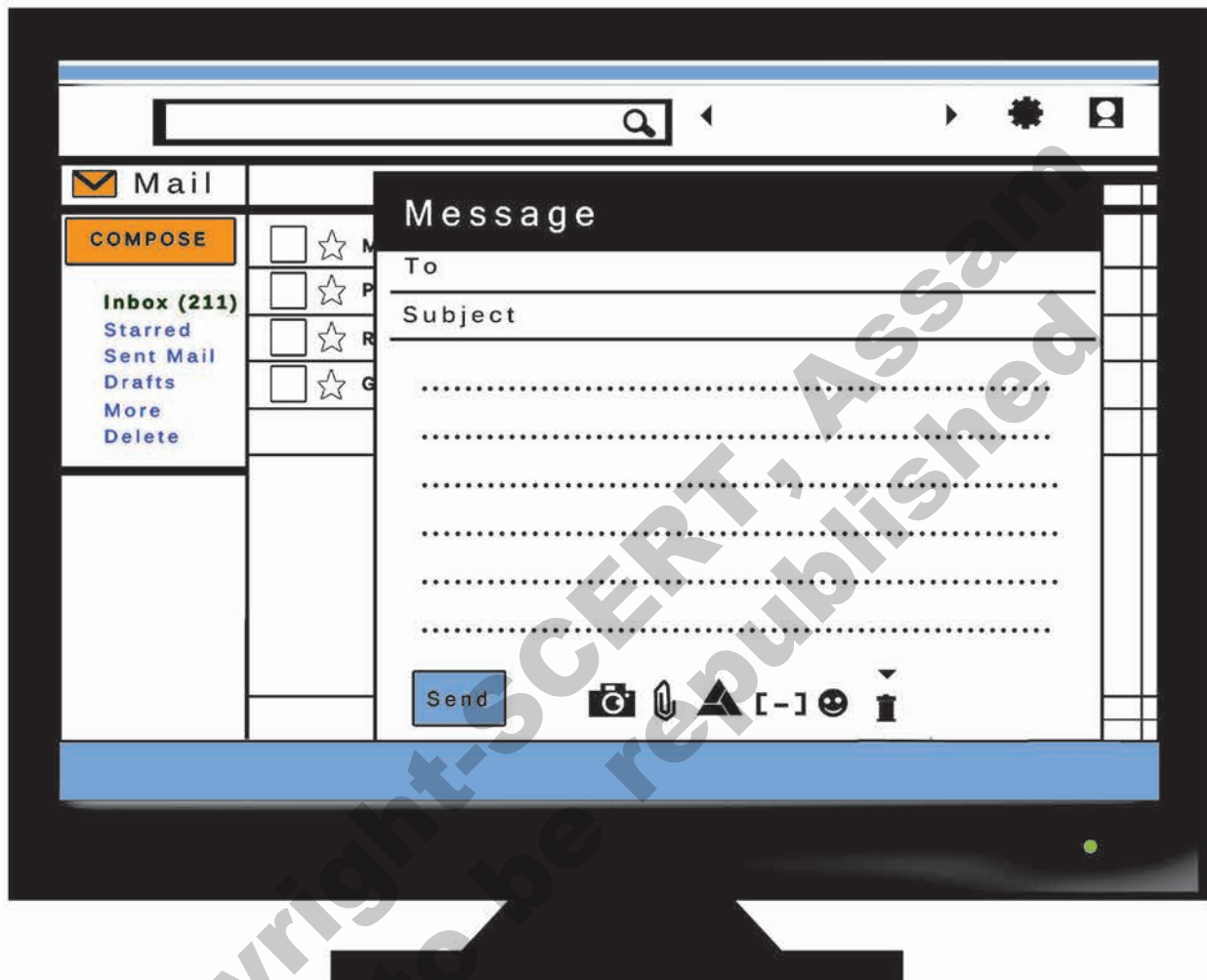
9. Create an imaginary email address by writing your name on the space below:

@mail.com

Create a few more email addresses for your friends.

You can create real email addresses by using Gmail, Yahoo, Hotmail and other email providers.

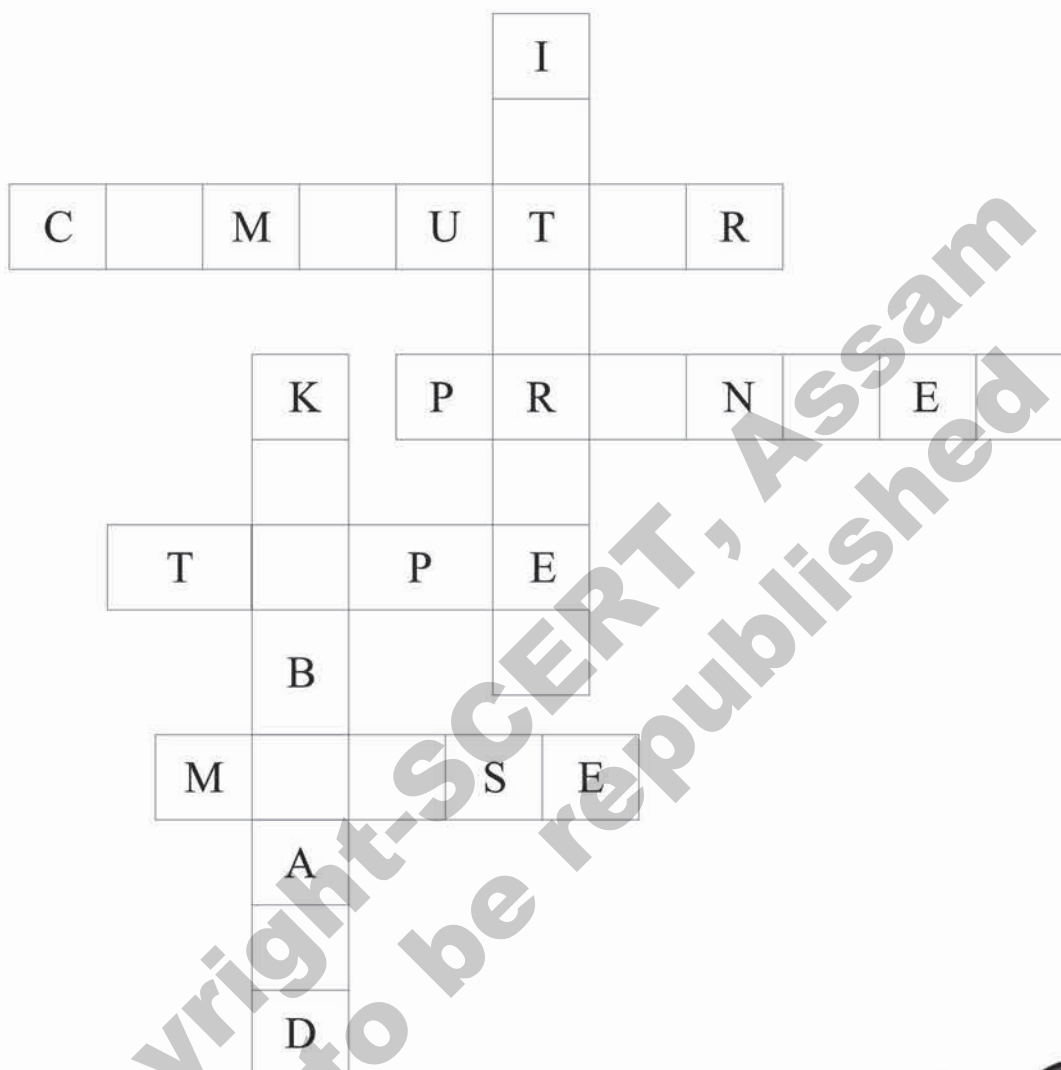
10. The Annual Prize Distribution Ceremony of your school will be held next Monday. Write an email to your friend requesting him/her to visit your school on that occasion:



Let's read. These are the steps to write an email to your friend:

- Click 'COMPOSE'.
- Enter the email address of your friend who should receive your message in the space beside 'To'.
- Enter the subject of your message in the space beside 'Subject'.
- Write your message in the space provided.
- Now click 'Send'.

11. Make words related to a computer, e-mails etc. to complete the grid:



12. Tongue twisters.

Say these as fast as you can:

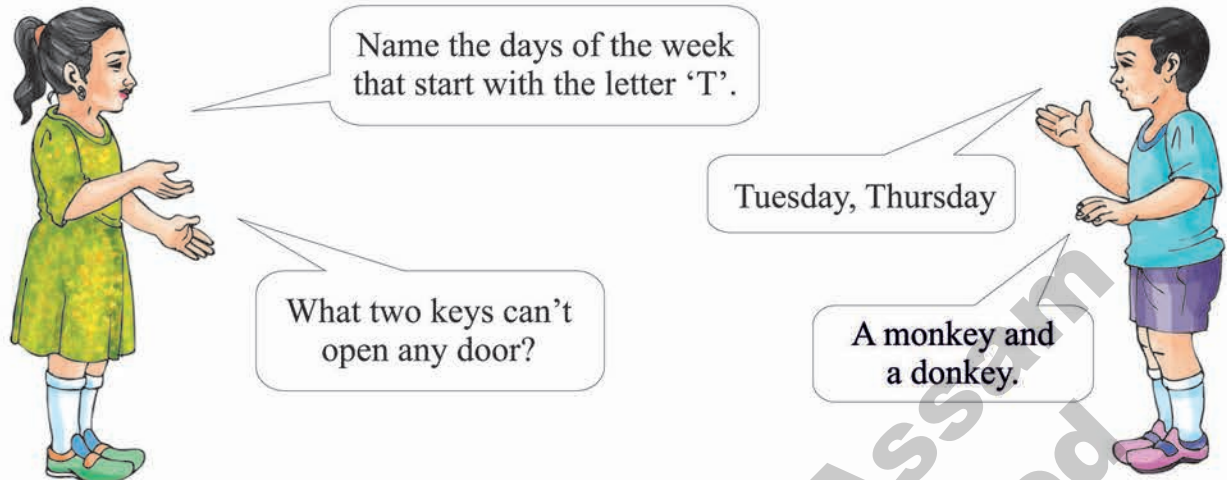
Blue birds below the bridge.

Six silly sheep still asleep.

Bipul blows big blue bubbles.



13. It's riddle time:



14. Reading for pleasure:

It's a hot summer day. The sun is shining bright. Everyone is feeling the heat. People are drinking coconut water, having ice cream and taking rest under the shade of a tree.



Two birds are sitting on the branch of a tree. They are very thirsty. They are unable to find water anywhere.



A little girl is standing under the tree and listening to their discussion. She is feeling sorry for them and is rushing back home to bring them a bowl of water. She brings a bowl of water and places it under the tree. The birds see the bowl of water and come down and refresh themselves with that water. They are very happy and fresh now. They thank the little girl for her kindness. She goes back happily and tells her mother about the incident. Mother is very happy to hear that and appreciates her for her good deed. She tells her that people should always help others in need.

15. Match the words which have the same meaning:

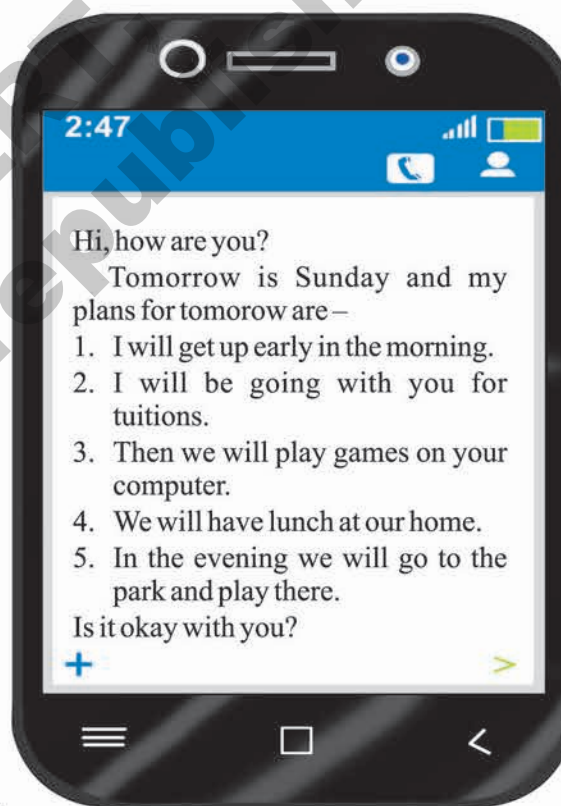
little	assistance
happy	small
need	joyful, delighted
help	want

16. Let's read the following words aloud. In column B, when 'h' combines with 's' it makes a new sound:

A	B
<p>s</p> <p>sea sign</p> <p>s</p> <p>sip soot</p>	<p>sh</p> <p>she shine</p> <p>sh</p> <p>ship shoot</p>

17. Here is a message Rimpi has written to Riki on her mobile:

Rimpi is telling Riki about her plans for tomorrow. She is writing about what they will be doing during their holiday. Let's read a few more sentences which talk about an action that is likely to take place later on or in the future. We use will/shall to describe such actions.



- I will go to school tomorrow.
- I shall visit the zoo next Sunday.
- Rina will come to our home next week.
- We will sing a chorus on our school Annual Day.

18. Tomorrow is weekly market at Beharbari. Robin and his father will go there to sell vegetables. Let's read what Robin is planning for tomorrow:



I am so happy that tomorrow I will be going to the weekly market with my father. I will wear the new shirt that I bought last month. I am very excited because we will carry our vegetables to the market in our new van. It will take an hour to reach the market, so we will start very early in the morning. I will help my father in selling the vegetables. My friends from the nearby villages will also come. I will buy toys for my sister. She will be very happy. While coming back I shall buy some sweets for my mother.

19. Rewrite the following sentences using “will” or “shall”:

- a) We sell our vegetables at the weekly market.
- b) We take our vegetables in our van.
- c) It takes an hour to reach the market.
- d) My friends also come to the weekly market.
- e) I buy toys for my sister.

 The teacher will take care that students change 'takes' to 'take' while rewriting sentence 19(c).

20. Let's talk:

Look at the pictures below and imagine what is going on. Sit in pairs and ask your friend a question and he/she will say the answer by looking at the picture. One is done for you as an example:



Student A: Why is the girl happy?

Student B: She is happy because she is wearing a beautiful frock.



Question:

Answer:



Question:

Answer:



Question:

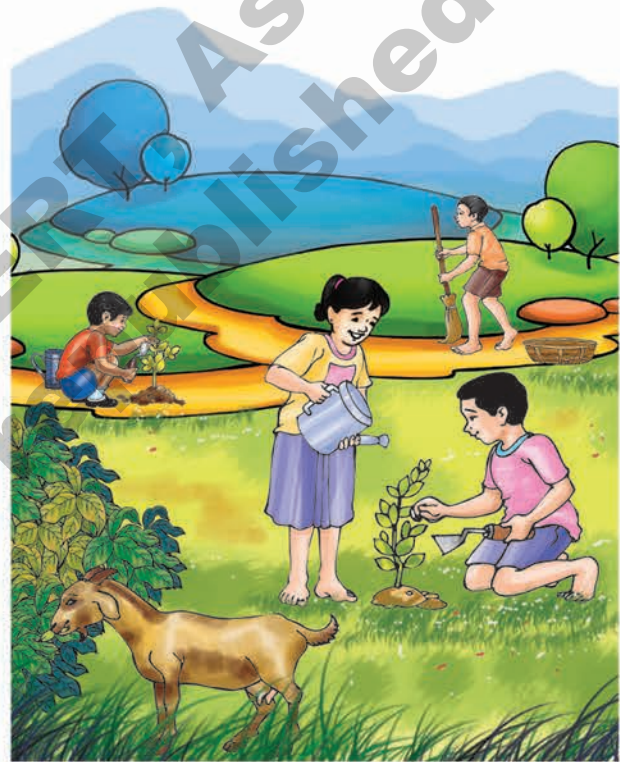
Answer:



Question:

Answer:

21. Let's talk. Discuss in pairs the differences between the pictures and make a list of the differences:



Now, tell a story to your friend based on the pictures. You may use the following words and phrases while telling the story.

one day, my friends, bought a sapling, digging a hole, planting, watering, flowers, goat, leaf, beautiful, rainbow, tall trees, cleaning, eating

Lesson 3

For the Teacher

The theme of this lesson is e-mail and messages.

Reading and Writing

The lesson begins with a pre-reading activity followed by the poem “Bird Talk”. The teacher will read aloud the poem and learners will listen, follow and read it aloud themselves. The teacher will guide and monitor the learners when they complete the comprehension activities.

Activity 4 is a conversation between Arun and Bina. Learners will read it with the help of the teacher. In Activity 7, the teacher will introduce learners to an e-mail format. The teacher will help the learners understand how to write an e-mail and help them to complete the exercise in Activity 9. Activity 10 is a similar writing exercise for practising how to write an e-mail.

Activity 14 is a short text to be read for pleasure. In Activity 17, learners will read the text message on a mobile and the teacher will ensure that learners understand the use of ‘will’ and ‘shall’ for future time. Activity 18 is also a short text which shows actions which will be done the next day. The teacher will enable learners to use ‘will’ and ‘shall’ in Activity 19.

Vocabulary

Activities 5 and 11 will enrich learners with words related to computers and e-mails.

Speaking

For the tongue twisters in Activity 12, teachers will tell learners to say these as fast as they can. In Activity 16, the teacher will ensure that learners differentiate the ‘s’ and ‘sh’ sound and pronounce the words correctly.

The teacher will help learners to tell a story based on pictures in Activity 21 with the help of the words and phrases provided.

Learning Outcomes:

The learner—

1. recites and shares English songs, poems, games, riddles, stories, tongue twisters, etc. With peers and family members
2. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
3. writes informal letters, messages and e-mails

