

Lesson 3

A Brave General



Look at the picture:



Work in pairs.

Say what you see in the picture. Tell your friend what you know about Lachit Borphukan.

☞ The teacher will tell learners incidents related to Lachit Borphukan.

Let's read the story 'A Brave General':

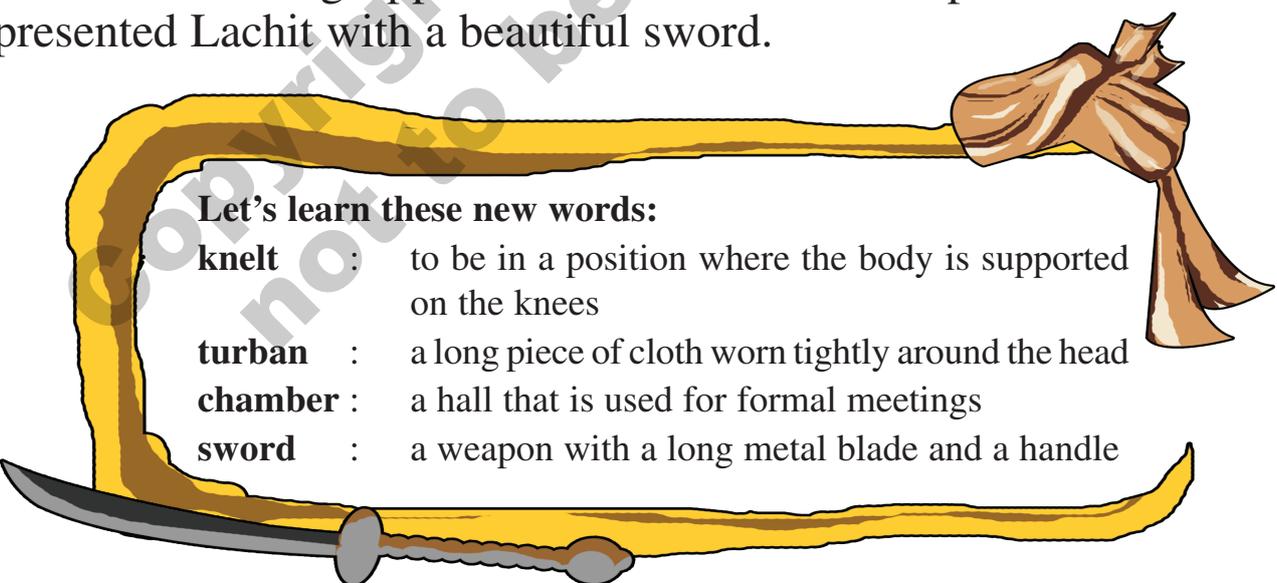
In the days of king Chakradhwaj Singha, the western part of his kingdom was under the Moguls. The king had to pay huge sums of money to the Mogul emperor. He decided to fight the Moguls and recover the lost part of his kingdom.

The king needed a brave general to fight the Moguls. He selected Lachit as the Borphukan or the general. But before sending him to the battlefield, the king wanted to test him.

The king called Lachit to his chamber. Lachit knelt down before the king. At that moment an attendant rushed into the royal chamber and took off Lachit's turban. This was a great insult to Lachit. He became very angry with the attendant.

The man ran to the king's throne and stood behind it. Lachit ran towards him in great anger. But the king stopped Lachit and told him that the attendant was only carrying out his order. He also told Lachit that he wanted to test if Lachit was brave and had self-respect.

Then the king appointed Lachit as the Borphukan. He also presented Lachit with a beautiful sword.



Let's learn these new words:

- knelt** : to be in a position where the body is supported on the knees
- turban** : a long piece of cloth worn tightly around the head
- chamber** : a hall that is used for formal meetings
- sword** : a weapon with a long metal blade and a handle

☞ The teacher will tell learners that self-respect is a feeling of pride in oneself that he/she does, says, etc. is right or good. It is a value to be cherished.

ACTIVITIES

1. Read the sentences and write 'Yes' or 'No':

- a) Chakradhwaj Singha was a brave general. _____.
- b) The king had to pay huge sums of money to the Mogul emperor. _____.
- c) Chakradhwaj Singha wanted to fight the Moguls. _____.
- d) Chakradhwaj Singha appointed Lachit as the Borphukan. _____.

2. Read the text and see how much you have understood:

- a) What is the name of the king in the story?
- b) What did Chakradhwaj Singha decide to do?
- c) Give the name of the person who was selected to become the general.
- d) What did the attendant do that made Lachit so angry?
- e) What did the king want to test in Lachit?

3. Pick out words from the box and fill in the blanks to complete the sentences given below:

fight brave sword test western

- a) The _____ part of the kingdom was under the Moguls.
- b) The king wanted to _____ the Moguls.
- c) The king needed a _____ general.
- d) The king wanted to _____ Lachit.
- e) The king presented a _____ to Lachit.

4. Rearrange the words to make sentences:

- a) the king huge sums of money to pay had
- b) king presented the Lachit sword with a
- c) the king Lachit called chamber to his
- d) chamber rushed into an attendant the royal
- e) the a brave general needed king

Now, rearrange the sentences in the correct order according to the story:

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5. a) Read aloud the two sentences:

Chakradhwaj Singha was *brave*.

He was a *brave* king.

Notice where the describing word *brave* is placed. In the first sentence, it is placed after 'was'. In the second sentence it is placed before the naming word. Many describing words can be placed in both these places.

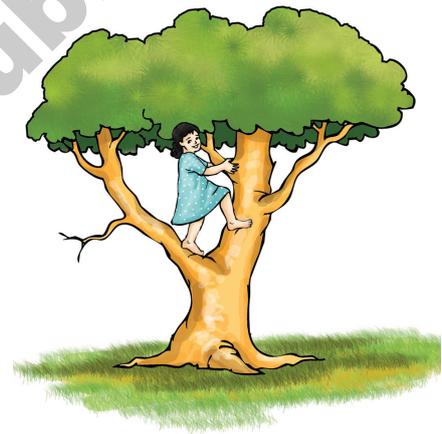
5. b) Read the sentence about Lachit Borphukan:

Lachit Borphukan was brave.

Now, write another sentence about him using the word 'brave'.

.....

6. Mita wants to climb a tree. But she is afraid. Look at the pictures below. They show how Mita is learning to climb a tree:



Now, choose the correct sentence from the box below and write under each picture:

- i) Her father is showing her how to climb the tree.
- ii) Mita has bravely climbed the tree.
- iii) Mita is trying to climb a tree.
- iv) But she is afraid to climb it.

7. Look at the pair of words and fill in the blanks:

need needed want wanted
select _____ rush _____
appoint _____ present _____

8. Read aloud the pairs of words:

run	ran
-----	-----

take	took
------	------

become	became
--------	--------

tell	told
------	------

knee	knelt
------	-------

decide	decided
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Now, make sentences using words from any two pairs:

.....
.....
.....
.....

9. Let's read what Mita's brother Ritul does every day and what he did yesterday:



I walk to school.
I play football.
I cook food.
I do Yoga.

Every day

I walked to school.
I played football.
I cooked food.
I did Yoga.

Yesterday



- ☞ The teacher will help learners to begin the sentences with capital letters and end with fullstops.
- ☞ The teacher will tell learners some more irregular forms of verbs from their previous lessons.
- ☞ The teacher will help learners to frame more sentences with the other pairs of words.

10. Write three sentences about what you do every day and three sentences about what you did yesterday or last Sunday:

Every day

Yesterday or last Sunday

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.....

.....

.....

11. Mita and Ritul like to listen to stories. Their grandfather is telling them the story ‘The King and the Spider’. Let’s listen to the story:

Once upon a time there was a brave king. He won many battles for his country. Once he lost a battle. He was very sad and ran away from the battlefield. He went to the forest and lived in a cave.

One day he saw a spider trying to spin a cobweb. The spider tried hard because each time he climbed higher he fell down. All

of a sudden the king saw that the spider completed the web. The king understood that if he tried again he would get back his kingdom one again.



12. Listen and draw:

A spider is spinning a cobweb inside a cave:



13. Let's make new words by joining two words from the clouds. You will find these words in the story of 'The King and the Spider'. One is done for you:



cob + web = cobweb

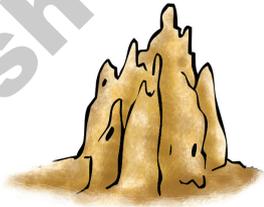


14. Match the insects with their homes. One is done for you:

an ant

a spider

a bee



15. Pair work: Let's play with these cards.

Choose a card from Set A and ask your friend to take a card from Set B. Now, ask each other the questions written on the cards and answer:

Set A

What do spiders spin?

Where do bees live?

Who lives in a den?

Set B

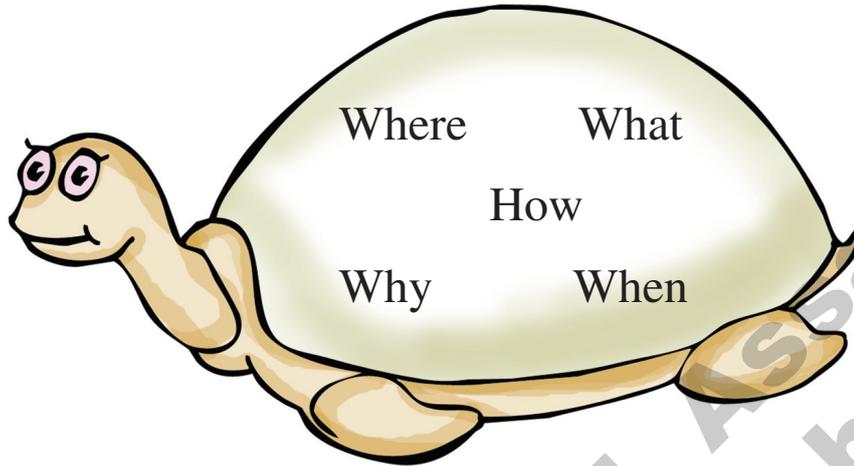
What do ants build?

Where do you live?

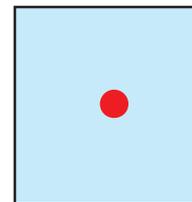
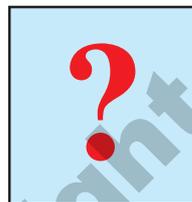
Where do birds lay eggs?

The teacher will help learners to answer the questions.

16. Read these words in the turtle shell:



17. We can use these 'wh' words to ask questions. Let us use these words and frame questions to know how much we have understood the story 'The King and the Spider'.



Where	did	the king go?
What		the king run away?
How		the spider do?
Why		the spider try to weave the web?
When		the king go to a deep forest?

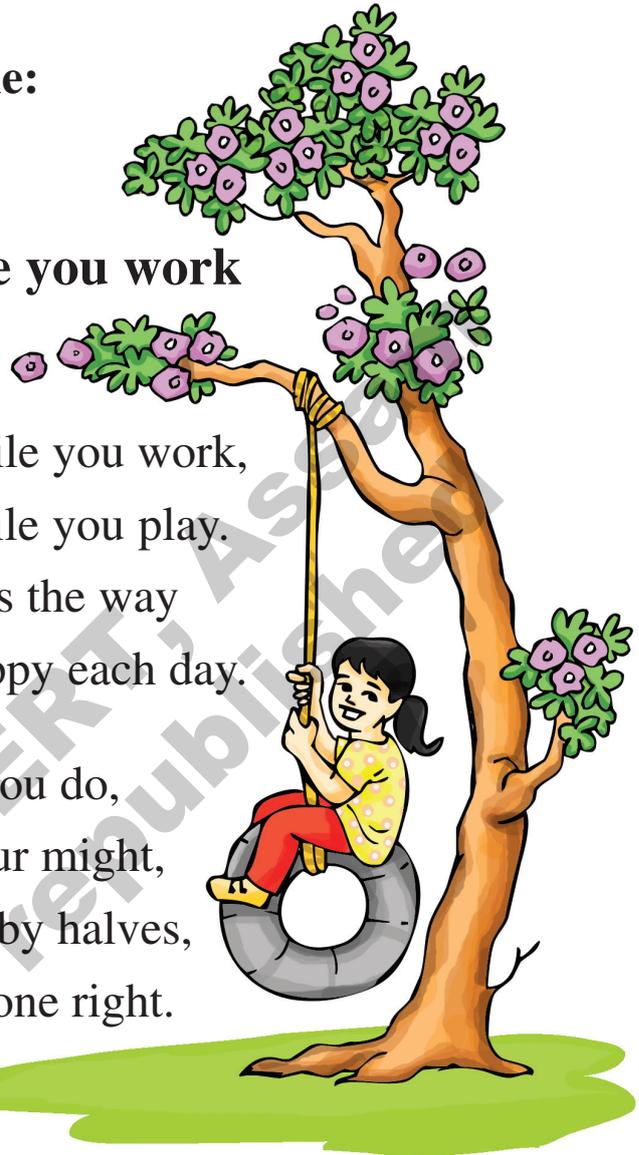
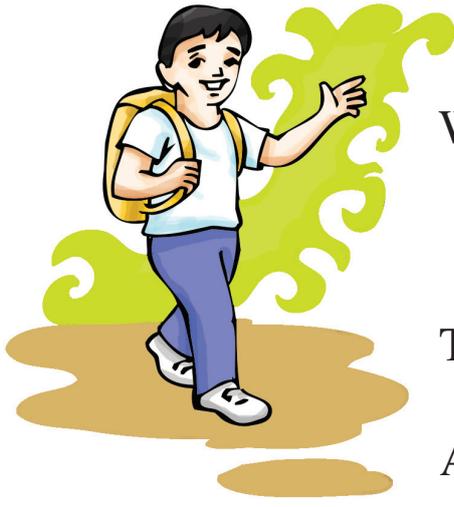
Think and say: What do we put at the end when we write a question?

18. a) Sing and enjoy this rhyme:

Work while you work

Work while you work,
Play while you play.
This is the way
To be happy each day.

All that you do,
Do with your might,
Things done by halves,
Are never done right.



18. b) Find the rhyming words in the poem and write them:

Lesson 3

For the Teacher

This lesson begins with a picture reading activity to motivate learners to speak.

Listening

The teacher will read aloud the story “A Brave General” with correct pronunciation and modulation of voice, while learners will listen attentively. Another listening input, “The King and the Spider” is another story incorporated to help learners develop the habit of listening to stories.

In Activity 12, the learners will listen to the teacher and draw what they understand.

Speaking and Writing

Activity 1 will test the understanding of learners after they have listened to the story by writing ‘Yes’ or ‘No’. The teacher will constantly monitor and guide learners to complete the writing exercises correctly in Activities 3, 4 and 5. Learners will sing the poem “Work while you work” in Activity 18(a) with the help of the teacher. .

Reading

The teacher will encourage learners to read aloud the story “A Brave General” with comprehension. Meanings of difficult words have been given for better understanding. The teacher will tell learners the meanings in their home language if required. Teachers will tell them that the word Moguls can also be spelt as Mughals. In Activity 6, the teacher will evaluate learners’ reading comprehension.

Vocabulary

A number of exercises has been incorporated. The teacher will help learners to join two words to form one word in Activity 13. Activity 14 is a matching exercise of insects with their homes.

Grammar focus

In Activities 5 (a) and 5 (b) the teacher will help learners to understand the usage of the describing word ‘brave’.

Activity 7 is an exercise for writing the past forms of some doing words(verbs) by adding **-ed**. In Activity 8, the teacher will tell learners about some irregular forms of verbs and help them to frame more sentences with the verbs.

Activities 15, 16 and 17 will help learners to understand that ‘wh’ words are used to ask questions and that questions always end with a question mark(?).

Learning Outcomes:

The learner –

1. reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English.
2. uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.
3. distinguishes between simple past and simple present tenses.
4. recites poems individually /in groups with correct pronunciation and intonation.
5. uses punctuation such as question mark, full stop and capital letters appropriately.
