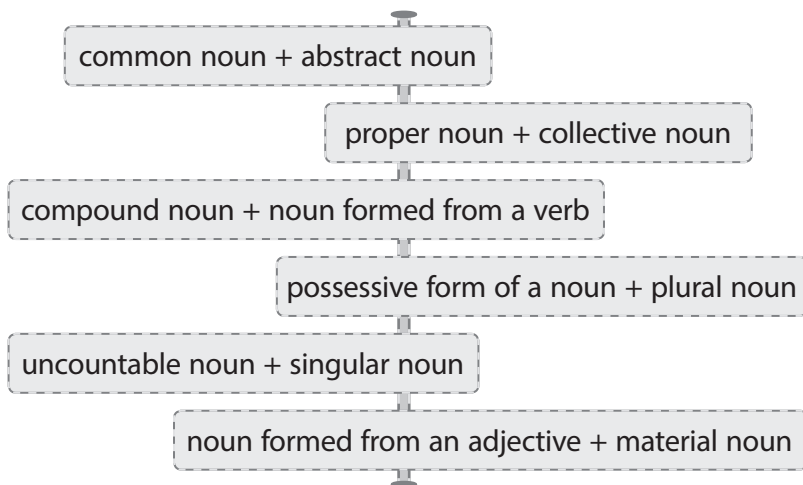


Activities

- A** Work in pairs. Imagine that you are interviewing a famous personality of your choice. One of you will be the interviewer and the other will be the chosen personality. The interviewer will make a list of questions that she/he wishes to ask in the interview. Discuss the questions with your partner and practise asking and answering the questions. Role-play the interview in the class. ◀ **Communication**
- B** Write a sentence for each of these noun combinations. Remember to include both kinds of nouns in your sentence. Exchange your sentences with a partner and check each other's work.

◀ **Application of Knowledge**



!*: All writing tasks to be done in the notebook

- C** Look at the picture and write a paragraph to describe it. Remember to include instances of the definite article, indefinite articles and the zero article in your sentences.

◀ Conceptual Understanding



- D** Divide the class into two groups. Group A will choose one of the pronouns from the list given on the next page and a representative from Group B will have to form a sentence using the pronoun. Next, Group B will choose a pronoun and a representative from Group A will form the sentence. Similarly, both groups will take

turns choosing pronouns and forming sentences. Ensure that a different representative from each group forms the sentence each time. For each correct sentence, a group will get 5 points. For an incorrect sentence, they will miss a turn. The group with the highest points in the end wins.

◀ Application of Knowledge

- personal pronouns
 - possessive pronouns
 - reflexive pronouns
 - emphatic pronouns
 - demonstrative pronouns
 - interrogative pronouns
 - relative pronouns
 - indefinite pronouns
- E** Work in pairs. Each of you will take two minutes to make a list of five verbs and five nouns that can be turned into adjectives. After you are done, exchange your lists. You shall both write down the adjectives that are formed from the verbs and nouns that your partner has listed. Then, write one sentence for each adjective. Discuss if you were able to find the correct adjectives and have written suitable sentences for them.
- ◀ Collaboration
- F** Your friend is both careless and forgetful. She/He often gets into trouble because of this. Have a conversation with your friend telling her/him why it is important to act responsibly. Ensure that you pay attention to the subject-verb agreement in your sentences.

◀ Problem-solving

- G** Look at the picture and develop a story based on it. The scene portrayed here must be a part of your story. You can also use dialogues to make your story more interesting. Make sure you use all the tenses listed here in your story.

◀ Creativity

- simple present tense
- present continuous tense
- present perfect tense
- simple past tense
- simple future tense



- H** Each student in the class will write a sentence on a strip of paper. The sentence can either be in the active voice or passive voice. The strips should then

be folded and put in a cardboard box. Shuffle the paper strips well. Now, every student in class will come up one by one and pick a paper strip. (In case she/he gets the same sentence they had written, then they can replace the strip in the box and take another one.) They will read the sentence in the paper and identify whether the sentence is in the active voice or passive voice. Then, they will change the sentence into the other voice. In case a student gets an incorrect answer, the rest of the class can help guide her/him to the correct answer.

◀ Application of Knowledge

- 1 Your school had recently organized a crafts bazaar. You are describing the events that happened at the crafts bazaar to your cousin.



Role-play the conversation with a partner. Remember to use appropriate adverbs and to include degrees of comparison as well.

◀ Collaboration

- 2 Work in pairs. Describe a scene from your imagination as accurately as possible. Remember to use as many different prepositions as you can. Your partner will draw the scene based on your description. See the picture and discuss with your partner if the picture matches the one in your imagination.

◀ Experiential Learning

K Look at the pictures and say what the people are thinking. Use any of the conjunctions from the box. Remember to use different conjunctions in your sentences.

◀ **Conceptual Understanding**

as well as	not only . . . but also	either . . . or
though	neither . . . nor	as though
while	before	as if
whereas	since	after
until	although	when



Projects

- A** Maintain a diary for two weeks. Write about how your day was, what you did, the people you met or interacted with and so on every day. In each diary entry, include your plan for the following day. Remember to mention whether you achieved the plan in the next day's entry. At the end of two weeks, see what you would like to improve about your day, how you can manage your time better and so on. Make sure you construct your sentences correctly in the diary entries. ◀ **Experiential Learning**
- B** Work in pairs. Do your own research on the problem of deforestation. Find out about the causes and effects of the loss of forest cover. Write a report based on the information you have found. Think of ways by which we can reverse the loss and include them in your report. Also include your prediction for the future if we continue to destroy forests at the current rate. Remember to use articles correctly in your report. ◀ **Multidisciplinary Approach**
- C** Choose an age-appropriate book that has also been turned into a film. Read the book and watch the film if you have not already done so. Then write a paragraph comparing the two. Remember to use appropriate adjectives and degrees of comparison in your writing. Share your analysis with the class. ◀ **Critical Thinking**
- D** Use the Internet and find out about some of the animal species in India that are endangered. Find out also about the major reasons that threaten

them. Think of some ways by which we can save these species. Prepare a chart with your findings and suggestions. Present your chart in the class. Make sure to use tenses correctly in your presentation.

◀ Digital Literacy

- E** Choose any one Indian monument and make a model of it using the materials available at home such as old newspapers, chart paper, cardboard boxes and so on. Find out all the information you can about the monument. Present the model in the class and share the information you have collected about the monument. Also talk about the importance of preserving our national monuments. Remember to use prepositions and conjunctions correctly in your sentences.

◀ Art Integration

- F** As a class, create a short play on the importance of being inclusive. Construct your plot well, with suitable characters and dialogues. Practise the play and rehearse the dialogues well. On the chosen day, present your play in the class. Ensure there is subject-verb agreement in your dialogues.

◀ Values

- G** Divide the class into groups of three. Have a class debate on the topic 'Is the Internet safe or unsafe?'. Decide as a group if you are going to talk 'for' or 'against' the topic. As a class, make sure that the groups speaking 'for' and 'against' are equal in number. Work with your group and prepare the points for discussion. On the selected day, have the debate in the class. Make sure to use as many adverbs as you can in your arguments.

◀ Critical Thinking