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Lesson 1

NOBODY'S FRIEND

A. WARMER

1. ***Is there anyone among you who does not have friends? If yes, Why?***
2. ***What different things do you share with your friends?***
3. ***Name some of the things that your friends like/don't like.***
4. ***How do you feel when your friends enjoy the things that you share with them?***

She had some sweets that she wouldn't share,

She had a book that she wouldn't lend,

She wouldn't let anyone play with her doll,

She's nobody's friend!



He had some toffee, and ate every bit,

He had a tricycle he wouldn't lend,

He never let anyone play with his train.

He's nobody's friend!



But I'll share all of my sweets with you,

My ball and my books, games I will lend,

Here's half my apple and half my cake.

—I'm your friend!



ENID BLYTON

WORDS TO KNOW

share (v):शेय(र) बांटना **to give some of what you have to somebody else**

lend (v): (लेंड) उधार देना **to give something to somebody on the condition that it is returned**

tricycle (n): (ट्राईसाइकल) तिपहिया साइकिल **a cycle having three wheels**

B. LET'S THINK AND TELL

B.1 Answer the following questions briefly.

1. Guess whether 'she' and 'he' in the poem are children or adults. How do you know?

2. Why don't 'she' and 'he' have any friends?
3. How does the speaker treat his/her friends?

C. LET'S THINK AND WRITE

C.1. Read the poem carefully and complete the table.

Objects not shared/lent /played	Objects shared/lent/played

C.2. Answer the following questions:

1. Make a list of the things that both 'he' and 'she' have.
2. How is the speaker different from 'he' and 'she'? Give an example.
3. Do you see any difference of age between the speaker and 'he' and 'she'? Give evidence.
4. What do you like about the speaker? Give reasons for your answer.
5. Some girls and the boys don't have any friends. Why?

D. RHYME TIME

D.1. Rhyming Words

Read the following pair of words loudly:

lend - friend

Words that end with the same sound are called rhyming words.

Another word that rhymes with 'lend' and 'friend' can be 'send'.

Write three more words that rhyme with 'lend', 'friend' and 'send'.

1. **2.** **3.**

D.2. Pick out any five words from the poem and give their rhyming words.

E. LET'S LEARN GRAMMAR

E.1. Study the following examples:

i. She had some sweets.

ii. She had a book.

iii. He had some toffees.

iv. He had a tricycle.

v. You had an egg.

In sentence (ii) and (iv) 'a' and in senctence (v) 'an' denotes one, whereas in sentences (i) and (iii) 'some' denotes more than one.

Fill in the blanks in the following sentences with 'a'(or 'an') or 'some' wherever necessary:

1. He drinks ..... glass of milk everyday.
2. There are ..... boys and girls in the playground.
3. He met with ..... accident while he was crossing the road.
4. She needs ..... kilogram of rice and.....bananas for her friend.
5. There is ..... water in the bucket.
6. There is ..... apple and .....orange on the table.
7. He took .....… salad for his lunch.
8. She drank ..... milk and ate .....biscuits before going to school.
9. We all need .....…..... food everyday.
10. He bought ..... vegetables for dinner.

F. ACTIVITY

Share some sweets with the children of your class and see how happy they look with your act of sharing.

Lesson 2

THE SMELL OF BREAD AND THE SOUND OF MONEY

A. WARMER

1. *Have you ever been to a shop selling bakery items?*
2. *Have you smelt the delicious products there?*
3. *How did you feel?*



There was once a stingy baker, but he baked delicious bread.

There was a poor man. He wished to enjoy sweet smelling bread but he did not have any money. So he would stand outside the bakery everyday, enjoying the nice smell of baking bread. The baker was very angry with the poor man. He felt that anyone who smelt his delicious products should pay for the smell. So he took the poor man to court.

The judge heard the baker's complaint patiently. Then he asked the poor man, "Do you have any money?"

The poor man searched his pockets and produced two small coins. "This is all the money I have," he said to the judge.

The judge took the money from the poor man. The baker was delighted. He smiled and eagerly held out his hand to take the money from the judge.

But the judge did not give money to the baker. He only jingled the coin together. He then returned them to the poor man, saying, "Punishment should fit the crime. The price for the smell of the bread should be the sound of the money."

WORDS TO KNOW

stingy (adj): (स्टींजी) कंजूस **not generous with the money**

baker (n): बेक(र) पावरोटी इत्यादि बनाने वाला **one who bakes bread**

bakery (n):(बेकरी) पावरोटी बनाने या बेचने की दूकान **place where bread is baked or sold**

delicious (adj): (डिलिसस) स्वादिष्ट **tasty**

court (n):(कोर्ट) न्यायालय **place where crimes are judged**

judge (n): (जज) जज, न्यायाधीश **a person who passes judgement in a court of law**

complaint (n): (कम्पलेंट) शिकायत **a statement of dissatisfaction**

patiently (adv): (पेंशन्टली) धैर्यपूर्वक **with patience, calmly**

ingled (v): (जिंगल्ड) खनखनाया **sound made by coins**

B. LET'S THINK AND TELL

B.1 Answer these questions orally:

(a) What did the poor man enjoy everyday?

(b) What did the judge ask the poor man to do?

(c) How much money did the poor man have?

(d) What did the judge do with the coins?

C. LET'S THINK AND WRITE

C.1. Write 'True' or 'False' in the brackets against each of the following sentences:

(a) The baker was a generous man. ( )

(b) The baker was angry with the poor man. ( )

(c) The poor man had six coins. ( )

(d) The judge gave the money to the baker. ( )

(e) The judge returned the coins to the poor man. ( )

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C.2. Tick (✓) the options to complete the following statements.

1. The baker took the poor man to

(a) his house (b) his shop

(c) court (d) the king

2. The baker held out his hand to take

(a) the bread (b) the cake

(c) the sweets (d) the coins

3. The price for the smell of bread was

(a) the sound of money (b) two coins

(c) the sound of music (d) twenty rupees

C.3. Answer the following questions:

(a) Why was the baker angry with the poor man?

(b) Why did the judge jingle the coins together?

(c) Did the judge do justice to the poor man? Give reasons.

D. LET'S INCREASE WORD POWER

D.1 Match the words with their opposite meanings. One has been done for you:

(a) nice	(i) generous
(b) punishment	(ii) calm
(c) stingy	(iii) wept
(d) angry	(iv) reward
(e) smiled	(v) rude

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D.3. Rearrange the jumbled letters to make meaningful words:

moyne berad poro turoc rangy

E. LET'S LEARN GRAMMAR

Look at these sentences:

(a) Why was the baker angry?

(b) Why did the judge jingle the coins together?

(c) Whom did the baker take to court?

(d) Who stood outside the bakery everyday?

(e) What did the judge do with the coins?

(f) Where did the baker take the poor man ?

Each of these questions begins with a "wh" word such as what, **where, when, why, who, whom, whose, which,** etc.These questions demand some information in the form of an answer. For example, the Question (a) will have the following answer:

The baker was angry with the poor man because he felt that the poor man was enjoying the sweet smell without paying any money.

E.1. Now frame "wh" questions for the answers given below. One has been done for you.

Answer: I live in Patna.

Question: Where do you live?

(a) I went to school at 9 a.m yesterday.

(b) I go to school to study.

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(c) I play football in the recess.

(d) I was going home.

(e) My birthday is on the 10th of August.

Note: Some of these answers can have two questions. Make two questions wherever you think it is possible.

F. LET'S TALK

Work in pairs and role- play the following conversation:

Amrit: Pragya, I'm feeling very hungry. Let's have our lunch.

Pragya: I, too, feel very hungry, Amrit. What have you brought in your tiffin?

Amrit: Maggie.

Pragya: Oh! That's great! I love it. I also have brought paratha and bhujia.

Amrit: Aha! That's good. Let's start.

Pragya: O.K.

G. LET'S WRITE

F.1 Given below is an incomplete paragraph on Dussehera celebration. Fill in the blanks with the words in the box to complete it.

Mahishasura new festivals heaven sweets victory Dussehera

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Dussehera

Dussehera is one of the most important …… of our country. It symbolises the ……of good over evil. It is said that Goddess Durga killed ……and restored peace and happiness back in the ……. People celebrate …….... with pomp and gaiety all over the country. They wear ……....clothes and exchange ……..... with their neighbours.

H. ACTIVITY

H.1. Role Play

Act out the given play in class with three children playing the characters of the baker, the poor man and the judge.

BAKER: Why do you stand here everyday smelling the bread? You"ll have to pay for it.

POOR MAN: Forgive me. "I'm a poor man. I can't buy your bread. Let me stand here. I feel my stomach full of this lovely smell.

BAKER: You can't smell it without paying for it. Come with me. Let the judge decide. (Takes him to the judge)

(In the court)

JUDGE: What is the matter?

BAKER: My Lord, this man stands outside my bakery and takes the smell of bread everyday. He ought to pay for it.

JUDGE: (to the poor man): Do you have any money?

POOR MAN: I have only two coins with me, my lord!.

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JUDGE:(takes the the coins, jingles them together and returns them to the poor man. He then says to the Baker): His crime deserved this kind of punishment. He smelt your bread ; you heard the jingle of his coins. Justice has been done.

Now these three children will share with the class their experiences as the stingy baker, the poor man and the righteous judge.

H. 2. Cake Recipe

Ingredients

Plain flour - 1 and 1/2 cup

Powdered sugar - 1 cup

Egg - 1

Refined oil or plain butter - 1/2 cup

Baking soda - 1 tsp

Vanilla essence - 1 tsp

Milk - 1 cup

Method

Mixture Preparation

1. Beat the egg very well until it becomes lighter and looks like double the original quantity. 2. Mix sugar and oil together and stir them pretty hard till the mixture becomes light and fluffy.

3. Add the beaten egg to this mixture. Mix well to blend all ingredients thoroughly.

4. Now prepare a mixture of plain flour (maida) and baking powder and sieve it to avoid any lump.

5. Now gradually add this *maida* mixture, to the batter prepared by mixing sugar, oil and egg.

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Note: As you stir the mixture, it will become dense. Add some milk in small amount to make it smooth. Keep on repeating the process of adding maida and then milk as required, till batter is well blended (It should look fluffy/ soft).

6. Add Vanilla essence to the butter and again blend thoroughly.

Cake Preparation

7. Grease the baking tin (or cake tin) with oil and dust it by sprinkling *maida* over greased surface evenly.

Note: Use baking tin of 6 inch in diameter, so that it can easily get into the pressure cooker.

8. Pour the mixture into the greased baking tin.

Note: Baking Tin should be made of Aluminium.

9. Heat the pressure cooker on high heat for 2 minutes.

Caution: If baking tin comes into direct contact of the base of cooker, it can harm (overbake) the cake.

10. Now put the cake tin containing the cake batter, inside on cooker dish.(Do not put water inside the pressure cooker)

11. Close the cooker lid and do not put the whistle on the lid. Lower the flame from high to low after 2 minutes.

12. Let it cook for 40 minutes, then switch off the heat. Do not open the lid immediately.

13. After 10 minutes open the lid to check whether the cake is done. Put a skewer inside the cake.

14. If the mixture will not stick on it, means that cake is done.

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Note:

You can make the cake without egg. Just add 1/2 cup refined oil more.

Make sure that you stir it pretty hard, till you find air bubble in the batter.

Now work in groups. Prepare the recipe and write the steps you will take to prepare 'littie' for four persons.

* * *

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Lesson 3

THE HOUSE SPARROW

A. WARMER

1. Which birds are most common in your locality? Name some of them.

2. Which of these birds do you like most and why?

3. What qualities of sparrows have you ever noticed?



There are several birds which are very common in our locality.

The house sparrow is one of them. Sparrows are found in plenty in our locality.They like to live with people. So they make themselves quite at home in houses.

Sparrows build their nests wherever they can - on window-sills, the top of doors and almirahs, and in nooks and corners. Their nests can be found in holes and niches in walls and on roofs and in the most unlikely places, even inside the folds of hanging curtains! Their chirping pleases us but at times they are also a nuisance.

Sparrows are brown in colour, with white and black mingled together on the back and sides; they also have a whitish front. The male sparrow has a black patch on his throat.

Sparrows eat grain, insects and the tender shoots of plants. They are also fond of cooked food.

Sparrows love company. They are always found in pairs. We can see several pairs at a time.

The mother bird lays three or four eggs which are pale greenish white. Sparrows are known to raise several families in a year.

(Adapted from **Some Indian Birds**; A CBT publication, Delhi)

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WORDS TO KNOW

nuisance(n) : (न्यूसॅन्स) दुःखदायी, तकलीफदेह **source of irritation**

mingled (v) :(मिंगल्ड) मिला हुआ **mixed**

patch(n) : (पैच) धब्बा **spot**

tender (adj) : (टेन्डर) मुलायम **soft**

shoots: (n) : (शूट्स) पौधे का ऊपरी कोमल भाग **upper soft part of a plant**

niches (n) : (नीशेज) दरार, ताक **cracks**

pale (adj) : (पेल) हल्का रंग, एक रंग का नाम **light in colour**

B. LET'S THINK AND TELL

B.1. Answer the following questions in a word or phrase:

1. Which sparrow has a black patch on its throat?
2. What do sparrows eat?
3. Where do sparrows build their nests?
4. Sparrows like to live with people. Can you guess why?
5. How many eggs does the mother bird lay at a time?

B.2. Say whether the following statements are 'True' or 'False'.

1. Sparrows like to live alone.
2. Sparrows are always found in pairs.
3. Sparrows are not fond of cooked food.
4. Sparrows raise one family in a year

C. LET'S THINK AND WRITE

1. List some of the qualities of sparrows mentioned in the lesson.
2. When does a sparrow give pleasure and when does it become a

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source of nuisance?

3. How is a male sparrow different from a female sparrow?

4. What do sparrows like to eat?

D. LET'S INCREASE WORD POWER

D.1. Tick (✓) the correct spelling from the options given in each row below:

1. (a) sparow (b) sparrow (c) spparrow (d) sparoww

2. (a) nuisance (b) niusance (c) nuisanse (d) nuisence

3. (a) broun (b) braun (c) brounn (d) brown

4. (a) familie (b) familiy (c) phamily (d) family

5. (a) curtans (b) kertans (c) curtains (d) kurtains

D.2. Sparrows produce a sound called 'chirping'. What sounds do the following birds and animals produce? Pick out the sounds they produce from the Help box.

Help Box

gibber, yelp, grunt, cheep, coo, sing, scream, snort, squeak, caw, scream, quack, caw, screech

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pigs: camels:

foxes: rats:

peacocks: apes:

bats: chicks:

crows: doves:

ducks: larks:

vultures: monkeys

D. 3. What do the following words or expressions mean in the text? Guess their meanings and then check in a dictionary whether what you guessed was right.

Words	Meaning that you guessed	Dictionary meaning
in plenty		
company at home		
nook and corner		
fond of		
several		

E. LET'S LEARN GRAMMAR

Prepositions

Read the following sentences carefully:

There are several birds which are very common in our locality.

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*The male sparrow has a black patch **on** his throat.*

*We can see several pairs **at** a time.*

In the above sentences, words like 'in', 'on' and 'at' are prepositions. A preposition is a word that is placed before a noun or a pronoun to link it with some other noun or pronoun in the same sentence. The other prepositions include 'at', 'of', about', 'for', 'from', 'by', 'into', 'with', 'to', 'between', 'under', 'after', 'behind', 'above', 'near', etc.

Examples:

Look **at** the top of the page.

The pen is **on** the table.

Don't forget to bring a dictionary **with** you.

The dog is **under** the table.

The books are **in** the bag.

What is the name **of** this animal?

The fridge is **near** the table.

The bulb is **above** the table.

The chair is **behind** the table.

Do you come **from** Patna?

The cat ran **after** the dog.

This book is **for** my friend.

Can you come **to** me?

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E.1. Fill up each blank with a suitable preposition.

(1) Anwesha was born _____2000.

(2) They are waiting_____ the bus.

(3) I will go to the zoo _____ my father.

(4) You can find this word ____ a dictionary.

(5) Anita went _____ Delhi yesterday.

(6) We will go home ____ bus.

(7) The table is _____the two chairs.

(8) Anshu is looking _____ the map.

(9) The picture hangs _____ my bed.

(10) My friends don't want to go _____the castle.

E.2. Fill up the blanks with suitable prepositions.

I'm Shubham. I live _____ Darbhanga. _____ summer I like to travel _____ Shimla _____ my family. Last summer I took a train _____Delhi _____ Shimla. _____the station we went to our hotel _____ bus. We stopped _____a small restaurant _____lunch. The driver parked the bus _____the restaurant. Nobody could find the bus and the driver, so we waited outside the restaurant _____ one hour. The driver was walking through the small park _____the restaurant which we did not know. So we were very angry _____him. But my holidays were great.

F. LET'S TALK

F.1. Mini and Anshu are sister and brother. Below is a talk between them. Some sentences of the content are missing.

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Pick them up from the help box and write it in the appropriate place.

Mini: There is good news, Anshu.

Anshu: _____?

Mini: Today I saw four eggs in the nest of a sparrow.

Anshu: Where is it?

Mini: _____

Anshu: _____

Mini: Look at the nest! The female sparrow is sitting on the eggs.

Help box

On the niche of the verandah	**What is it?**
O.K. Let's see them.	

F.2. ROLE PLAY

Form a pair of two students and ask them to play the role of Mini and Anshu in the classroom.

G. LETS' WRITE

Write a paragraph on 'The bird you like most'.

Hints: Name of the bird:

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Places where it lives:

Its colour(s):

Its qualities:

What it eats:

Reasons for your liking it:

H. ACTIVITY

Ranging from the great Himalayas to the dense forests, India is the home to some of the most sought after birds in the world. India is paradise for Bird Watching. Over 1200 species of birds are found in India, Check out the famous Bird Sanctuaries of India. The rich bird-life is the constant source of fascination for the tourists coming to India. Bharatpur Bird Sanctuary is one of the finest bird sanctuaries in the world.

H.1. Many tourists visit the bird sanctuaries in our country every year. Make a list of sanctuaries in India.

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* * *

Lesson 4

DAY BY DAY I FLOAT MY PAPER BOATS

A. WARMER

1. *List some of the ways by which you can send messages to your friends.*
2. *Which one of these do you like the most and why?*



Day by day I float my paper boats
one by one down the running stream.
In big black letters I write my name on them
and the name of the village where I live.
I hope that someone in some strange
land will find them and know who I am.
I load my little boats with shiuli flowers from our garden.
And hope that these blooms of the dawn will be carried safely
to land in the night.

Rabindranath Tagore

WORDS TO KNOW

float(v): (फ्लोट) धीरे–धीरे बहाना, तैराना move slowly on water

running(present participle as adj): (रनिंग) बहता हुआ flowing

stream(n): (स्ट्रीम) दरिया, सरिता a small narrow river

strange (adj):(स्ट्रेंज) अज्ञात unknown

blooms (n): (ब्लूम्ज) फूल flowers

dawn (n): (डॉन) भोर daybreak

The "Shiuli" flowers (noun phrase): mark the arrival of Goddess Durga. These autumnal flowers have a mild fragrance and are white in colour with an orange stalk.

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B. LET'S THINK AND TELL

B.1. Say whether the following statements are "True" or "False".

1. The child is very fond of floating paper boats in a river.
2. The child writes his name in small black letters.
3. The child sends to his village the fruits and flowers grown in his garden.
4. The child loads his little boats with roses.

C. LET'S THINK AND WRITE

C. 1. Answer the following questions in brief :

1. Why does the child float his paper boats?
2. Why does the child write his name and the name of his village on the boats?
3. The child loads the boats with shiuli flowers. Why?

D. LET'S INCREASE WORD POWER

D.1. Pick out the words/ group of words from the poem that express the meaning of the following words:

gradually daybreak flowing harmlessly

D.2. Action words

Read the following :

I float my paper boats.

The word 'float' tells us about something being done. Pick out some more such words in the poem.

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D.3. Read the following:

1. He saw his boat float down the running stream.

2. His boat was running down the stream.

The word 'running' in sentence 1 describes the noun 'stream'. It works as an adjective. In sentence 2 'was running' is an action word. It is a verb.

Now fill in the blanks with the appropriate forms of the verbs in brackets:

1. Don't get off a ……..... (run) bus.

2. He is …… (run) in the middle of the road.

3.The old man needs a ..... (walk) stick.

4.He fell down while he was ……..... (walk).

5. Children are ……..... (swim) in the pool.

6. All of them are wearing ……..... (swim) suit.

D.4. Plural words

Read the following :

Day by day I float my paper ***boats.***

The word in bold is a plural noun. A plural noun indicates more than one person, place, or thing. Pick out all the singular nouns from the poem and write their plural forms.

Singular	Plural
……..	……..
……..	……..
……..	……..
……..	……..

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E. RHYME TIME

Look at the following words :

day - may

In the above example, both the words end in similar sound. Such words are called rhyming words.

Write the rhyming words for the following :

stream……

live…….

find……

big……

night……

F. LET'S TALK

Talk with your classmates about different flowers found in your locality and select any three flowers which are very common.

G. LET'S WRITE

Collect the flowers you mentioned in F. and observe them minutely. Then, write one small paragraph (40-50 words) on any one of these. You may include the following information about the flowers:

Shape and size Colour

Smell Usefulness

G. ACTIVITY

1. Make a paper boat. Write the steps that you take to make it.

* * *

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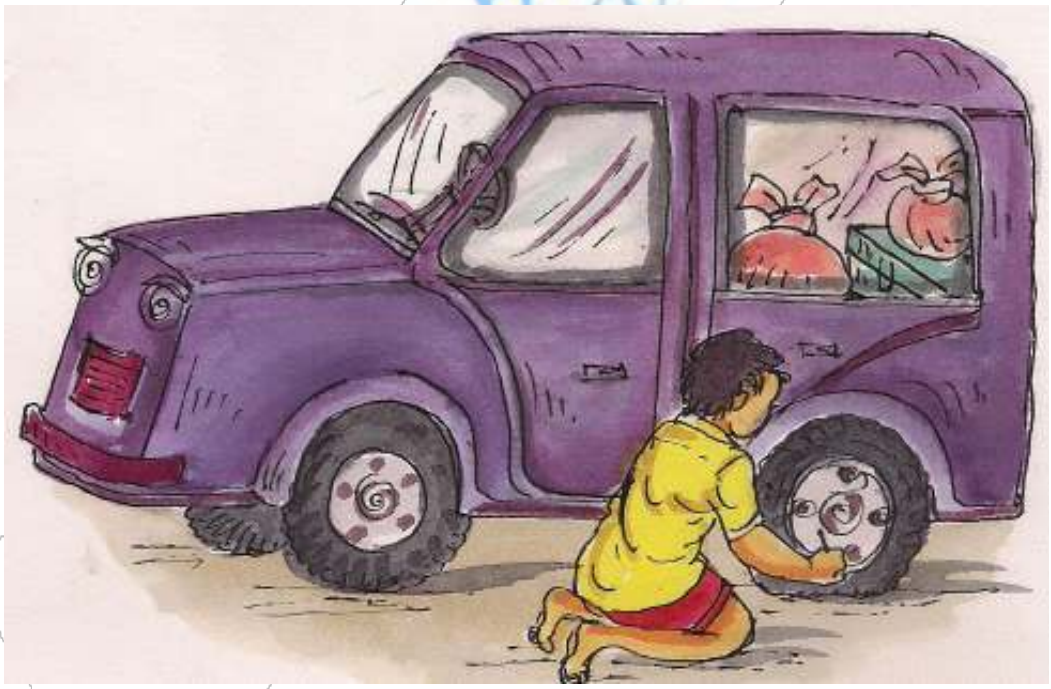
Lesson 5

AN ACT OF BRAVERY

A. WARMER

1. *Imagine you see a boy drowning in a river. He's crying for help. Except you there is no one to help him out. What would you do to save him?*

2. *Can you narrate any incident of your own or your friend's bravery?*



There was a jeep on the road in front of a shop. Shankar saw two men putting a heavy bag into the jeep.

"This is strange," Shankar thought. "I must find out more." He got off his bicycle and hid it behind a big tree. The men went back to the shop and again came out through the open door. They were carrying another bag to the jeep.

One of them whispered to the other, "Ah, these pearls will get us a lot of money. We can share it equally."

At once Shankar knew that they were thieves. He was a little afraid. His heart began to beat fast. He was worried.

.



The thieves again went back to bring the third bag. Shankar immediately ran to the jeep and let out the air from all the four tyres. After that he got on to his bicycle and cycled at top speed to the nearby police station. He told the police inspector about the thieves. He added, "I've let out the air from the tyres of their jeep".

"Very good", said the Inspector. "You are a brave boy. We'll go there at once and catch the thieves. You can come with us if you like." The police at once rushed to the spot and the thieves were caught.

WORDS TO KNOW

in front of (prep): (इन फ्रॅण्ट ऑफ) - के सामने **before**

strange (adj) : (स्ट्रेंज) - आश्चर्यजनक **unusual**

hid(v) : (हिड) - छिपा दिया **put out of sight**

whispered (v) : (विह्स्पैड) - धीरे से कहा **spoke very quietly**

pearl(n) : (पर्ल) -एक कीमती पथ्थर, मोती **a precious stone**

share (v) : (शेय(र) - बाँटना, हिस्सा करना **divide**

equally (adv) : (इक्वली) - बराबर मात्रा में **in equal amounts**

nearby (adv) : (नीयरबाय) - नजदीक का **not far away**

let out (v) : (लेट आउट) - निकाल देना **allow to escape**

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B. LET'S THINK AND TELL

B.1. Say whether these statements are True or False :

(a) Shankar stood behind a big tree.

(b) The thieves removed all the bags in one visit.

(c) Shankar deflated all the tyres.

(d) Shankar was a very intelligent and brave boy.

B.2. Answer the following questions:

(a) Why did Shankar decide to follow the thieves?

(b) What did Shankar do to get the thieves caught?

(c) Which action of Shankar suggests that he was a brave boy?

C. LET'S THINK AND WRITE

C.1. Write the answer of the following questions:

1. What made Shankar conclude that the two men were thieves?
2. How were the thieves caught?
3. What would you do if you were in Shankar's place?

D. LET'S INCREASE WORD POWER

D.1. Fill in each blank one letter to make meaningful words:

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(a) Str_ n_e

(b) B_cy_le

(c) W_ _sp_r

(d) S_at_on

(e) In_pe_tor

D.2. Pick out the opposites of the following words from the story and write them in the space provided: One has already been done for you.

a. behind – in front of

b. light

c. shouted

d. less

e. slow

f. far off

g. coward

D.3. Look at these sentences:

There was a jeep on the road in front of a shop. Shankar saw two men putting a heavy bag in the jeep.

The underlined words contain two vowels together. Try to find more such words from the story that have two vowels that go together. Say these words aloud and decide where you would put them in the following columns:

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Jeep	heart	goal	good
_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _

D.4. Look at this sentence from the story:

"Very good," said the inspector.

The word "inspector" is formed by adding the suffix "or" to the root word "inspect". Sometimes we add '–er' to make new words, as in teacher (teach + er).

Root word + suffix = new word

Make a list of five nouns that end in suffix –er and five that end in –or. Try to find out the rules for adding–er/–or to nouns.

Root word + er = new word	Root word + or = new word
- - - - - + - - - - - = - - - - -	- - - - - + - - - - - = - - - - -
- - - - - + - - - - - = - - - - -	- - - - - + - - - - - = - - - - -
- - - - - + - - - - - = - - - - -	- - - - - + - - - - - = - - - - -
- - - - - + - - - - - = - - - - -	- - - - - + - - - - - = - - - - -
- - - - - + - - - - - = - - - - -	- - - - - + - - - - - = - - - - -

E. LET'S LEARN GRAMMAR

Look at these sentences:

1. *At once Shankar knew **that** they were thieves.*
2. *You can come with us **if** you like.*

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In sentence 1, the word 'that' joins two clauses, 'At once Shankar knew' and 'they were thieves'. In sentence 2, the word 'if' combines two clauses 'You can come with us' and 'you like'. The words "that" and "if" are conjunctions. Some other conjunctions are:

and, because, but, after, unless, or, yet, otherwise, as, hence, though, before, till, therefore, when, who, why, where, until

E.1. Go through the story once again and circle the conjunctions.

E.2. Read the following passage carefully and insert appropriate conjunctions. You may choose the conjunctions from the Help box.

A man was at work ..... he received a phone call ..... his wife was very sick with a fever. He left his office ..... stopped at a pharmacy to get some medicine for his wife. When he returned to his car, he found he had locked his keys in the car. He didn't know what to do. At once he caught sight of an old friend, Joseph ..... used to live with him. Joseph helped his friend ..... he could reach his home soon.

Help Box

when so that who and that

E.3. Combine these sentences with suitable conjunctions:

(a) Let's go home. It is night.

(b) Birds can fly. Animals cannot fly.

(c) He is poor. He is happy.

(d) Wait here. I'll return soon.

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e) People say. Honesty is the best policy.

F. LET'S TALK

Group work

Look at the picture given below and study the situation. Ask and answer the questions such as the following. You may add a few more questions.

Q. Why do you think people are running out of the house?

A. The house has caught fire.



Q: What are the people doing to put out the fire?

A: .....

Q: Who has been caught in the fire?

A: .....

Q: What is the man doing?

A: .....

Q: What is the woman doing inside the house?

A: .....

G. LET'S WRITE

Imagine you have caught a thief. Based on the details of his appearance given below, write a brief description of the thief.

His looks: height: 5ft 6 inches, black hair with a grey patch

Features of the face: long face, toothbrush moustache, spectacles on the nose, chicken pox marks on the cheeks

Age: Approximately 45 years

Dress: white shirt, black trousers and a red scarf

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H. ACTIVITY

Every year on the Republic Day, the President of India gives away Bravery Awards to some children who have shown acts of bravery during the year.

Collect photographs of two brave students of your school. Paste their pictures and write in 1-2 sentences what brave actions each one of them had performed.

* * *

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Lesson 6

THE OLD MAN AND HIS GRANDSON

A. WARMER

1. *Do your grandfather and grandmother live with you?*
2. *How old are they? Do they go out to work somewhere? How do you help them?*
3. *Make a list of things that you like to do with them?*

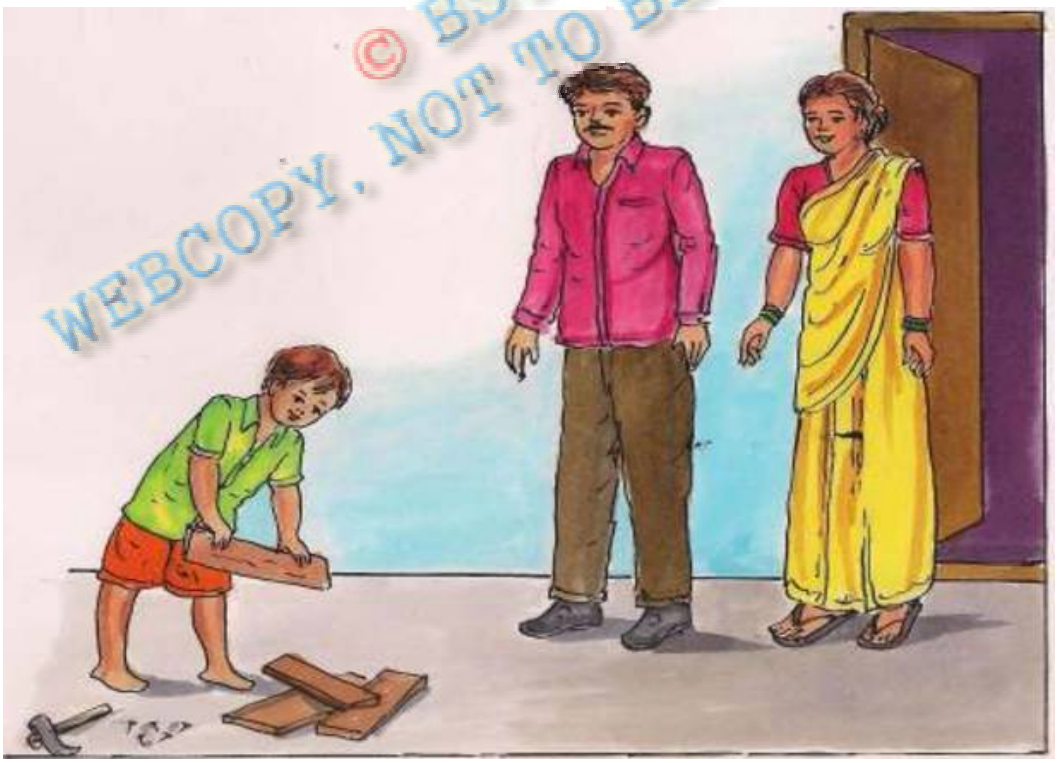


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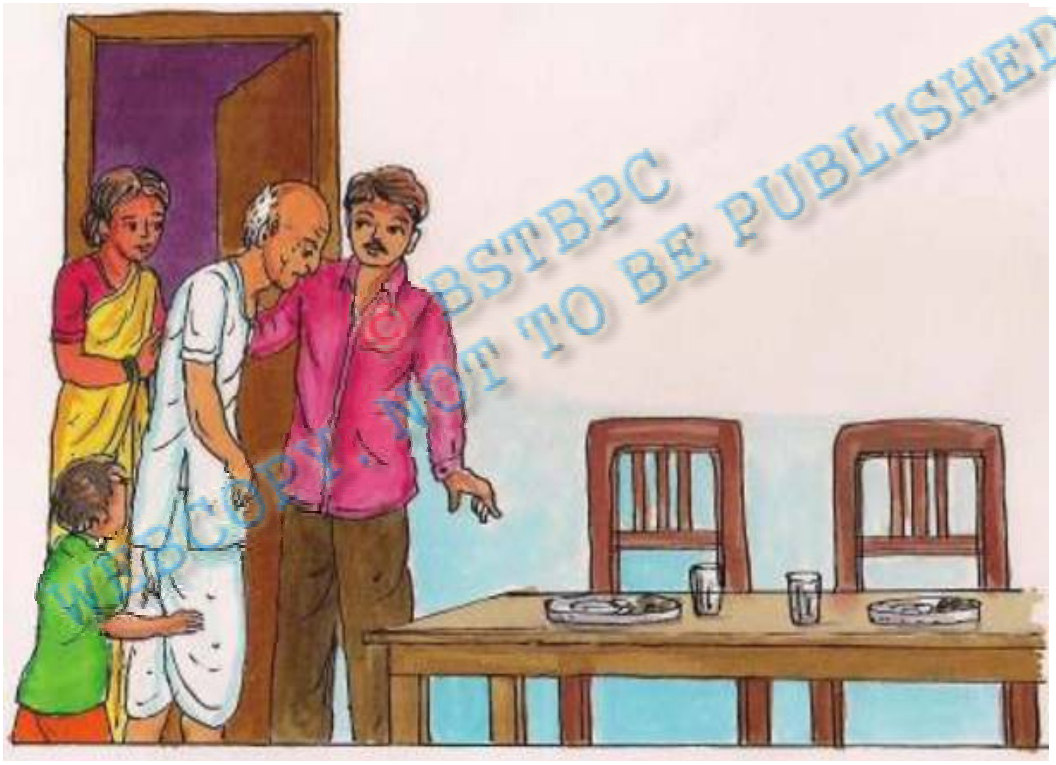
There was an old man. His eyes had become dim, he could not hear properly and his knees trembled. When he sat at the table,

he had difficulty in holding the spoon. He spilled the soup on the tablecloth or let it run out of his mouth. His son and daughter-in-law were disgusted at this. They made the old man sit in the corner behind the stove in the kitchen. They gave him his food in an earthenware bowl, and not even enough of it. The old man used to look at the table with his eyes full of tears. Once, his trembling hands could not hold the bowl, and it fell to the ground and broke. His son and daughter-in-law scolded him, but he said nothing and only sighed. Then they bought him a cheap wooden bowl, out of which he had to eat.

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One day the young man and his wife were sitting in their drawing room. Suddenly, their little son, who was four years old, began to gather some pieces of wood. Then he started arranging them on the floor. "What are you doing there?" asked the father "I am making a little bowl," answered the child, "for father and mother to eat from when I am big."



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The man and his wife looked at each other for a while and began to cry. They realised how they have been ill-treating their father and setting a wrong example before their son. Realizing this, they took the grandfather to the table. From that day, they always let

him eat with them, and said nothing even if he spilled food on himself or on the table.

WORDS TO KNOW

dim (adj): (डिम्) कमजोर **weak**

properly (adv): (प्रोपली) **ठीक तरीके से satisfactorily**

trembled(v): (ट्रेम्बल्ड) **काँपते थे shook**

disgusted (v): (डिसगस्टिड) **उब गये fed up**

earthenware(n):(अर्थनवेयर) **मिट्टी के बने हुए बरतन pots made of clay**

bowl (n): (बोल) **बरतन, कटोरा container**

sighed(v): (साइड) **कराहने लगा expressed grief or sorrow**

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B. LET'S THINK AND TELL

B.1. State whether the following statements are true (T) or false (F):

1. The grandfather's son and daughter- in- law took special care of him.
2. The earthen bowl of the old man was broken so he was given a wooden bowl.
3. Finally, the son and his wife realised their misbehaviour.
4. The grandson of the old man was five years old.

B.2. Answer each of the following questions in one word only :

(a) Where was the old man forced to sit?

(b) In which pot was the old man given his food to eat?

(c) Why was the daughter-in-law annoyed with her father-in-law?

C. LET'S THINK AND WRITE

Answer the following questions :

1. How was the old man treated by his children? Discuss.
2. Which action of the child changed the behaviour of his parents towards his grandfather?
3. How did the old man feel at the treatment that he got from his son and daughter-in-law?
4. Where was the old man forced to eat his meals? Do you think he found it easy to accept the change imposed on him?

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D. LET'S INCREASE WORD POWER

The puzzle given below has six words from the lesson. They may be located horizontally or vertically. Find out these words and write them down in the space provided:

1. 2.

3. 4.

5. 6.

S	X	X	T	E	A	R	S
P	Y	R	R	M	S	E	B
I	E	O	E	O	D	A	B
L	M	T	M	O	U	L	O
L	R	S	B	L	L	I	W
E	E	U	L	D	D	S	L
D	D	R	E	Z	Z	E	L
X	U	S	D	O	E	D	O

E. LET'S LEARN GRAMMAR

Read the following sentences carefully:

1. I am making ***a*** little bowl.
2. There was ***an*** old man.
3. He spilled ***the*** soup on ***the*** tablecloth.

You will notice that the words **a**, **an** and **the** in the above sentences determine or modify something. We call these words **articles.**

There are two types of articles: ***indefinite 'a'*** and ***'an'*** or ***definite 'the'.***

1. ***'The'*** is used to refer to specific or particular nouns; ***'a'/ 'an'*** is used to modify non-specific or non-particular nouns.

For example, if we say, "Let's read the book," we mean a *specific* book. If we say, "Let's read a book," we mean *any* book rather than a specific book.

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2. ***'The'*** is used to refer to a specific or particular member of a group. For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use ***the***.

3. We use ***a*** when the noun we are referring to begins with a consonant sound. For example, we say "**a** book", "**a** fan", and "**a** picture".

4. We use ***an*** before the nouns that begin with a vowel sound (a, e, i, o, u). It's the sound that matters, not the spelling. For example, "**an** object", "**an** elephant", and "**an** ant". But we say "a university" (because "university" begins with the consonant (यू) sound) and "**an hour**" (because "hour" has a silent **h** and this word is pronounced as "our"); i.e. vowel sound at the beginning.

5. The first time we speak of something, we use "**a** or **an**", the next time we repeat that object, we use "**the**"; e.g.,

I live in a house. The house is quite old and has four bedrooms.

I ate in a Chinese restaurant. The restaurant was very good.

E.1. Fill in each blank with an appropriate article. Remember that sometimes a blank may not require an article. Put a cross (×) if no article is needed.

1. Can you tell me how to get to ___ railway station from here?
2. ___ school is closed today.
3. Gagan is ___ tallest person in our class.
4. What is ___ name of the next station?
5. ___ tea is good for you.

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6. Would you like to see film?

7. apple a day keeps doctor away.

8. Do you have dictionary that I can borrow?

9. Madhu is wearing blue dress with red shoes.

10. Jayita went to shop to buy bread.

11. Salman took umbrella as it was raining heavily.

12. This is easy question.

13. May I have your phone number?

14. Tanu broke ___ cup when she was cleaning it.

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F. LET'S TALK

Work in groups and discuss the following:
How should young persons treat the old?

G. LET'S WRITE

Write a paragraph on 'Benefits of living with grandparents'.

H. ACTIVITY

Old age homes are becoming very common in big cities. Find out:

Why do old people go and stay there? What sorts of services are provided in these homes?

* * *

Lesson 7

LOVELY MOON

A. WARMER

You must have seen the moon at night. What do you feel when you see it? What type of light does it spread?

Lovely moon, lovely moon,

Come soon, come soon.

The sun has gone to the west,

The night has arrived in haste.



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Now darkness is all around,

How can we play on the ground?

You are the only source of light,

For millions of people at night.

Babies see you with great delight,

Mothers sing lullabies at night.

Come soon with pleasing light,

Remove the darkness of the night.

Make our earth beautiful and bright.

Won't you come in the shape of "O"?

To light the huts of the poor and low.

You're kind to all mankind,

Give us pleasure and peace of mind.

We'll sleep in your lap at night,

How beautiful is the moonlit night!

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WORDS TO KNOW

lovely (adj): (लवली) सुंदर pleasing, beautiful

in haste (adv): (इन हेस्ट) जल्दी करना in a hurry

source (n): (सोर्स) कोई place or thing that one gets something from.

millions (n) :(मिलियन-स) बड़ी संख्या में **large number**

delight (n) : (डिलाइट) प्रसन्न, खुश **joy, pleasure**

lullabies (n): (लअलाबाइज) लोरियाँ **soothing songs sung to put babies to sleep**

pleasing (participle adj): (प्लीजिंग) आनन्ददायक **giving pleasure, satisfaction**

mankind (compound noun): (मैनकाइन्ड) मानव मात्र, मानव जाति **human beings, human race**

B. LET'S THINK AND TELL

B.1. Based on your reading of the poem, state whether the following statements are true (T) or false (F):

1. The sun sets in the east.
2. In the dark night, the moon is the only source of light.
3. Mothers sing lullabies at noon.

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C. LET'S THINK AND WRITE

C.1. Tick the correct answer:

1. The poet requests the moon to rise in the shape of

   a. 'D' b. 'C' c. 'O'

2. The moonlight is described as being kind to

   a. some people b. everyone c. nobody

C. 2. Answer the following questions:

1. Why do the children request the moon to come soon?
2. Why are babies delighted at the sight of the moon?

3. Does the moon differentiate between high and low? Pick out the lines which support your answer

D. LET'S INCREASE WORD POWER

D.1. Pick out from the poem the words that are opposite in meaning to the words given below:

a. dark b. east c. rich d. wake up

D.2. Use the words in D.1 in your own sentences.

E. RHYME TIME

G.1 Look at the following rhyming words:

moon - soon

around - ground

Write the words that rhyme with the following:

mat -	keen-	trail -
sun -	sheep-	pane-
bag -	car -	play-

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F. LET'S TALK

F. 1. Class activity

What pleasant experiences do you have of a moonlit night? Discuss them in class.

G. LET'S WRITE

Write a few sentences about why children are afraid of darkness.

H. ACTIVITY

There are six words in this grid. Circle them either vertically or horizontally. One has been done for you . (clue: all the words are related to sky)

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

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Lesson 8

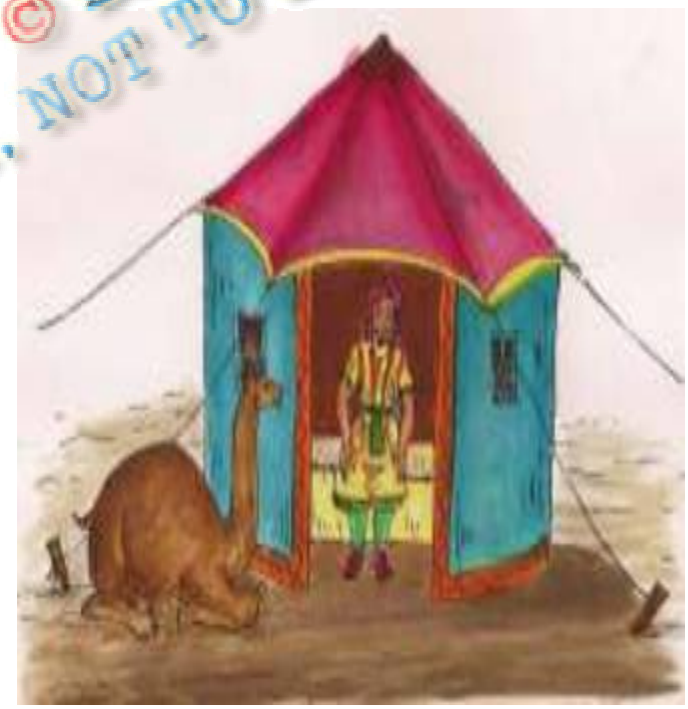
THE ARAB AND HIS CAMEL

A. WARMER

1. *How many of you have pets? What is the name of your pet ?*
2. *How do you treat it?*
3. *How does your pet respond when you love it or are angry with it?*

It was winter time and the wind was cold. An Arab was crossing the desert on his camel. At sunset, he got down and put up his tent by the roadside.

The tent was too small for both of them, so the Arab went in and left the camel outside. The camel stood outside the tent for two hours in the cold. Then he said to his master, the Arab, "It is very cold outside.



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May I put my head and neck inside the tent?' The Arab said, "Yes", and moved to a corner of the tent. The camel put his head and neck inside the tent.

After a short time, he said to his master, "My head and neck are warm now but my front legs are cold. May I put them inside the tent?" The Arab said "yes" and moved to a corner of the tent. The camel put his front legs inside the tent.



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After an hour, he again said to his master, "Half of my body is inside the tent and half of it outside, I can't shut the door and the cold wind is coming into the tent. Both of us will catch cold. May I come in and shut the door?"

The Arab replied, "No, no, you can't come in. The tent is too small for both of us." But the camel was not at all disturbed. He calmly replied, "Yes, I know the tent is too small for both of us. You can walk out of it." He did not waste any time as well. He went in and pushed the Arab out of the tent. Then he said to him, "Oh, are you going out? Thank you. You are a kind man. Please close the door. It's a very cold night." The Arab stood outside the tent speechless.



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WORDS TO KNOW

desert (n): (डेज़र्ट) मरुभूमि, रेगिस्तान dry, sandy land

got down: (गॉट डाउन) उतारा came down

put up (v.ph.): (पुट अप) लगाया set, erected

tent (n): (टेंट) खेमा, तंबू a portable shelter supported by poles and ropes.

an Arab (n):(ए-न अरब) एक अरब a person belonging to the Arabian country

master (n): (मास्टर (र) मालिक owner

B. THINK AND TELL

B.1. Answer the following questions orally:

1. Why did the Arab set his tent by the roadside?
2. Why did the camel want to put his head and neck inside the tent?
3. Why did the Arab stand speechless?
4. Was the Arab kind to his camel?
5. Was the camel right in pushing out his master?

C. THINK AND WRITE

C.1. Answer the following questions:

1. Why did the Arab leave his camel outside the tent?
2. Why did the camel want to put his head and neck inside the tent?
3. How did the camel push his master out of the tent?
4. Who, in your opinion, behaved more selfishly?

D. WORD STUDY

D.1 Fill in the blanks with suitable words provided in the box:

cold	Arab	half	small	desert

(a) An Arab was crossing the ……on his camel

(b) The camel stood outside the tent in the ……..

(c) The tent was too…..... for both of them.

(d) …… of the camel's body was inside the tent.

(e) The camel pushed the ….... out of the tent.

D.2. Look at the words shown in bold in the sentence given below:

*At sunset, he **got down** and **put up** his tent by the roadside.*

Guess the meaning of these expressions and use them in sentences of your own.

D.3. Here are a few phrasal verbs with 'get' and 'put'. Guess their meanings and use them in your own sentences :

(a) Though they **got after** the thieves, the policemen failed to arrest them.

(b) I don't understand how he manages to **get along** with her.

(c) They are trying to **get at** the truth.

(d) We **get up** early in the morning.

(e) He **put on** his best clothes on Deepawali.

(f) I cannot **put up** with this insult.

(g) I **put up** this book on the table.

D. 4. Compound words

' Sunset' is a compound word consisting of 'sun' and 'set'.

Pick out three more compound words from the story. Make some new compound words using some of the parts of these compound words. For instance, 'sun' can be used to make another compound word such as 'sunrise'.

E. GRAMMAR

Use of modals

Read the following sentences carefully:

(a) May I come in?

(b) The baby can walk now.

(c) Both of us will catch cold.

May in sentence (a) is used for **seeking permission.**

Can in sentence (b) indicates **ability**.

Will in sentence (c) expresses **future time**.

'May', 'can' and 'will' are modals. There are altogether 13 modals - can, could, may, might, shall, should, will, would, must, dare, need, ought to, and used to. These modals are followed by verb in the present form.

E.1. Given below are some sentences using modals. Tick (✓) the correct modal:

1. May/ might I put my head and neck inside the tent?
2. You wouldn't/ can't come in.
3. We will/ should catch a cold.
4. Would/ may I go out?
5. We mustn't/should n't touch a live electric wire.
6. He was so scared of his maths teacher that he need not/dare not ask him any question.
7. We must/ ought to respect our elders.
8. The clouds are getting pitch dark. It may/might rain any time. We will/ would play football tomorrow at 5 pm.

F. LET'S TALK

Read aloud the sentences in the box that Pragya uttered to introduce herself:

Hi! Good morning, everybody. I'm Pragya. I'm 11 years old. I study in class V. I want to be a doctor. I like singing and dancing.

Work in groups

Now introduce yourself to the members of your group in the way Pragya did. You may add more details.

G. LET'S WRITE

Write a short paragraph on 'The Camel'. You may use the hints given below:

The camel - pet animal - lives in desert - feet padded - hump on the back - stores food and water - remains without food and water for 15 days - likes to eat thorny bushes - ship of the desert.

H. ACTIVITY

Many small words can be formed using different letters of the word 'Hippopotamus'. Can you try to form some words? Two of them have already been done for you.

POT	SUM			

* * *

Lesson 9

BIRBAL'S WIT

A. WARMER

Has anyone ever cracked a joke on you? How did you feel/react and why ?

SCENE I: THE PALACE GARDEN

(Akbar and some of his courtiers are looking at the roses.)

AKBAR: Where's Birbal? I have not seen him since this morning.

FIRST LORD: We, too, have not seen him, Badshah Salamat. The messenger came back saying he had gone out-very busy counting crows. (smiling)

AKBAR (also smiling): Well, so he's taken the challenge seriously. Do none of you wish to compete for the prize?

SECOND LORD: We accept our defeat, sir. What you set was an impossible task. We tried and gave up!

RAJA MAN SINGH: Did you really expect an answer, Your Highness, or was it a joke?

AKBAR: Man Singh, wait and see. We have set seven o'clock as

the deadline. There is at least an hour left. 3000 gold coins and a bag of precious jewels are not to be sneezed at! I'm sure thousands of people in the capital are out counting the crows! (trying to hide his laughter)

(After an hour...)

AKBAR :(re-entering the garden) The time's up. How many want to win the prize? Open the gate and let us see how many have their answers ready!

FIRST LORD: There is no one outside the gate, Badshah Salamat.

AKBAR: No one? Not even one person has taken up the challenge? I am disappointed!

SECOND LORD: Wait, Sir! Someone is hurrying in. Why, it's Birbal!

AKBAR: Ha! Ha! Ha! (delighted) Welcome, Birbal. (smiling) I guess you too have no answer! Was the prize too small to tempt you?

BIRBAL: Badshah Salamat – a challenge is a challenge. The amount of the prize does not matter. And I have the exact answer. The number of the crows in the capital at six o'clock today is 21,412 exactly! (with a flourish)

AKBAR: (stunned and not really believing him) Shall we check?

BIRBAL: Certainly, Badshah Salamat ! (pretending to be very serious) Of course some crows may have left the city to visit their relatives in another town. But then it is also likely some others may have flown in for the weekend. I am absolutely certain, however, that at the last count, at six o'clock, there were 21,412 crows exactly!

AKBAR (laughing as he does at all Birbal's clever answers) Birbal, you are the life of this court. Bring the prize!



WORDS TO KNOW

compete (v): (कम्पीट) भाग लेना प्रतियोगिता में **to take part in a contest**

gave up (v): (गेव अप) छोड़ दिया **left**

expect (v): (एक्सपेक्ट) उम्मीद करना, आशा करना **hope for**

not to be sneezed at(v): (नॉट टू बी स्नीज्ड एट) नहीं छोड़ने योग्य **not to be passable**

disappointed (v): (डिस्अपॉइन्टेड) निराश हुआ **unhappy because something he hoped for or expected did not happen**

flourish(v): (फ्लॅरिश) एक खास शैली में **in style**

stunned (v): (स्टन्ड) हक्का बक्का या भौंचक रह जाना **bewildered**

pretending (v): (प्रीटेंडिंग) दीखने की कोशिश करना **trying to look**

absolutely (adv): (एबसाल्यूटली) पूर्णरूपेण, पूर्णतया **completely**

B. LET'S THINK AND TELL

B.1. Answer the followings questions orally:

1. Do you think Birbal was actually busy with counting the crows?
2. How many courtiers accepted Akbar's challenge?
3. What, according to Birbal, was the number of crows in the capital?
4. What was the prize money?

C. THINK AND WRITE

C.1. Answer the following questions in two or three sentences:

1. What task did Akbar set for the people?
2. Why did none of the courtiers except Birbal wish to compete for the prize?

3. Did Birbal take up the challenge for the prize? Give reasons in support of your answer.

C.2. Answer the following questions in not more than 70 words:

1. Do you think that the task set by Akbar was impossible? Give reasons.
2. Do you believe that Birbal really counted the crows?
3. What arguments did Birbal put forth in support of his claim?
4. Does the amount of prize matter when you take up a challenge? Justify your answer.

D. LET'S INCREASE WORD POWER

D.1. Correct the spelling of the following mis-spelt words:

mesenger chalenge imposible disapointed stuned

D.2 Look at these sentences from the lesson:

The words seriously, exactly and likely in the sentences given above have been made by adding '-ly' to the words serious, exact and like. Here, '-ly' is a suffix as it is added at the end of a word.

Can you think of some more words which are formed in such a way? Write at least ten such words. Also use them to make meaningful sentences; e.g.

slowly: The tortoise runs slowly

E. LET'S LEARN GRAMMAR

E.1. Look at the following sentences:

(a) We accept our defeat, sir.

(b) The messenger came back saying he had gone out - very busy counting crows.

(c) Ha! Ha! Ha!

(d) Shall we check?

In the sentence (a), a comma (,) is used to separate the word of address from the rest of the sentence. A full stop (.) is used at the end of the sentence. In sentence (b), a dash (-) is used to explain the purpose. In sentence (c), an exclamation mark (!) is used after an interjection. Similarly in sentence (d), a question mark has been used after the sentence asking a question.

Put appropriate punctuation marks in the sentences given below:

(a) Ram I am your friend

(b) She had only one purpose in life to be a teacher

(c) My friend you have got a chance now

(d) Alas he is no more

(e) Who is your best friend

(f) How lovely the flower is

(g) Can you tell me the answer

(h) Bravo you have done well

(i) She forgot her grandfathers name

(j) No I cant do you favour

F. LET'S TALK

Have you ever faced a challenge? Narrate your experience in class. Involve your classmates in discussion and encourage them to tell about the challenges they may have ever accepted or faced.

(Hint: Someone may challenge you to solve the puzzle.)

G. LET'S WRITE

On the basis of the discussion done in F. LET'S TALK, write a paragraph, in about 100 words on:

'The challenge that I faced'

H. ACTIVITY

Work in groups

1. Collect some other stories of Akbar and Birbal and narrate them to the members of your group.
2. Enact the play 'Birbal's Wit'.

* * *

Lesson 10

THE ANT AND THE GRASSHOPPER

A.WARMER

Sometimes we ignore our duties. Have you ever done that? Why did you do it and what happened when you did so?

In the cold region near the northern most part of the world, it was summer time. Everyone there looked forward to summer after the horribly cold winter. The sun shone brightly and all the creatures were happy. The grasshopper was relaxing and playing music happily. He was content to play music and sit in the sun.



The ant kept scurrying up and down, carrying grains of wheat. She looked tired and hot. She must have worked for a long time.

'Why are you bustling about in this weather?' the grasshopper asked the ant.

'I'm preparing for winter when there will be less food.And I think you should do so too!' The ant replied.

The grasshopper ignored the advice of the ant. After the severe winter, the sun was perfect. The grasshopper was enjoying the sunshine far too much to start collecting food for the winter. So he lay on the warm grass and began to play his music again. Soon the winter came. The grass was cold and frosty, and the wind howled across the fields. The ant was sleeping happily in her home because her larder was full of corn and wheat. She knew that she had enough food to last the entire winter.

The grasshopper was starting to get hungry. He looked outside to see if there was grass to eat. But it was too cold for the grass outside to grow, and so there was no food for the grasshopper.

For a while the grasshopper wondered what to do. Suddenly, he remembered that the ant would always have some food. So it went into the cold wind and walked to the ant's house.

Please, may I have some of your food?' the grasshopper begged.

The ant was angry and irritated because she had worked very hard to collect enough food for the long winter months ahead. 'If you hadn't been so lazy and had prepared for the winter, as I had suggested, you wouldn't be hungry now. I don't have any extra food for you.' The ant went back to her warm fire and stocked cupboards, leaving the lazy grasshopper out in the cold. The grasshopper stood there not knowing what to do.

WORDS TO KNOW

grasshopper (n): (ग्रासहॉप(र) टिड्डा **a jumping and chirping insect**

region (n): (रीजन) क्षेत्र **area**

horribly (adv): (हौरिबली) अत्यधिक **extremely, very much**

creatures (n): (क्रीचःज) जीव **living beings**

content (adj): (कन्टॅन्ट) संतुष्ट **satisfied**

scurrying (v): (स्कॅरींग) छोटे कदमों से तेज चलते हुए **running or moving hurriedly with short quick steps**

bustling (v): (बस्लिंग) व्यस्तता से कार्य करना **working busily and energetically**

ignore (v): (इग्नॅः) अनदेखा करना **pay no attention**

advice (n): (अड्वाइस) सलाह, राय **suggestion**

severe (adj): (सिविय(र) बहुत अधिक **harsh, extreme**

frosty (adj): (फ्रॉस्टी) बर्फानी **cold with frozen dew**

howl (v): (हाउल) तेज आवाज **wailing noise**

larder (n):(लॉड(र)) भण्डार **place for storing food**

wondered (v): (वन्डॅड्) चिन्तित **failed to understand**

beg (v): (बेग) मांगना/याचना/प्रार्थना करना **ask for**

irritated (v): (इरिटेटिड) खिन्न हुआ **annoyed**

B. LET'S THINK AND TELL

B.1. Answer the following questions orally:

1. Why did all the creatures look happy?
2. What was the grasshopper doing during the warm weather?
3. What was the ant doing in the summer?
4. What advice did the ant give to the grasshopper?
5. What happened to the ant and the grasshopper during the winter season?
6. Why did the ant refuse to give food to the grasshopper?

C. LET'S THINK AND WRITE

C.1. Write whether the following statements are true (T) or false (F):

1. The grasshopper looked very worried.
2. The ant didn't rest at all.

3. The grasshopper was responsible for his sufferings.

4. The ant was very generous and kind.

5. The grasshopper realised his mistake.

C.2. Tick (✓) the right option that will complete each of the incomplete statements :

1. The grasshopper had nothing to eat in the winter because

   (a) it didn't save anything for winter

   (b) the ant had deceived him

   (c) its food was spoiled

2. The ant's store had

   (a) enough food (b) very little food

   (c) just enough food

3. The story tell us that

   (a) one should enjoy one's life

   (b) one should sympathise with others

   (c) one should take care of one's future

D. LET'S INCREASE WORD POWER

D. 1. Here are some jumbled words. Rearrange the letters in each word to create meaningful words:

(a) lohw (b) cvaide (c) netotcn (d) lirobhyr (e) tofsyr

D.2. Match the words with their meanings. One has been done.

region	total
creature	area
tired	idle
collect	gather
entire	sufficient
enough	exhausted
lazy	living beings

E. LET'S LEARN GRAMMAR

Look at the words in bold in the following sentence from the story:

In the cold region near **the** northern most part of the world, **it was** summer time.

In the sentence given above, 'in' is a preposition, 'the' is an article, 'cold' is an adjective, 'region' is a noun, 'it' is a pronoun, 'was' is a verb. Now pick out different parts of speech from the story and write them under the table below:

Prepositions			
Articles			
Verbs			
Adjectives			
Nouns			
Pronouns			

F. LET'S TALK AND WRITE

F.1. Read the information about grasshoppers in the box. Ask and answer the questions such as the following:

Appearance

- Brown, with some darker markings
- Black herringbone pattern on hind femur
- Big hind legs for jumping
- 2 pairs of wings: forewings narrow and relatively hard; hind wings large, membranous
- Antennae not very long, 20-24 segments
- Conspicuous eyes
- Cerci (pair of appendages at end of abdomen) unjointed

Where found

Grasshoppers are around in the spring and summer. They are most noticeable in the autumn. We can find them in grassy areas, small "vacant" lots and gardens. At night, we can find grasshoppers roosting on the leaves. In the summer and autumn, some grasshoppers fly into porch lights.

How to catch them

Encourage students to bring in grasshoppers. Catching grasshoppers may require patience and determination. Grasshoppers are perceptive and can sense you when you are several feet away. You can swing an insect net or place the net over the plant while holding up the bottom of the net. With your hand gently coax grasshoppers into the net. They will walk or jump up into the net. Once in the net, gently pick up the

grasshopper and place it in a container. It is also possible to collect grasshoppers by very slowly moving a glass or plastic vial towards the grasshopper's head and they will jump into it.

- Which feature of the grasshoppers' appearance strikes you the most?
- Where are grasshoppers found?
- How many wings do they have?
- Which part of the body helps them to jump?
- What precautions one must take to catch grasshoppers?

G. LET'S LISTEN AND WRITE

Listen to the teacher and write.

Teacher should read out the following piece aloud and ask children to write. Students will not open their books while listening to the teacher.

Have you ever wondered how ants are able to communicate with each other? They don't talk like human beings, so how do they let their buddies know when they've found a big pile of food, or if a predator is nearby?

Though ants might not speak like you or I do, they actually have a very detailed "language" that uses movement and…believe it or not, smell! Ants release a special type of chemical called "pheromones" – by smelling the pheromones, other ants are able to follow the scent trail to food, protect their young, or even protect each other in event of danger.

In addition to smell, ants will use touch to make a point. For example, if one ant finds a pile of food, it will rub its antennae and front legs on its neighbour to get its attention and pass on the good news! To help with this, their legs are covered in special hairs that make them even more sensitive and able to feel touch and vibrations.

Lesson 11

MY MIRACLE MOTHER

A. WARMER

1. *Tell your class the things for which you love your mother most.*
2. *Do you think of your mother only when you are in pain and distress?*
3. *Can a baby survive without the care of its mother? Why/ Why not?*



Mom, I look at you,

And I see a walking miracle.

Your unfailing love without limit,

Your ability to soothe my every hurt,

The way you are on duty, unselfishly,

Every hour, every day,

Makes me so grateful

That I am yours, and you are mine.



With open arms and open heart,

With enduring patience and inner strength,

You gave so much for me,

Sometimes at your expense.

You are my teacher,

My comforter, my encourager,

Appreciating all, forgiving all.

Sometimes I took you for granted, Mom,

But I don't know, and I never will again.

I know that everything I am today

Relates to you and your loving care.



I gaze in wonder

As I watch you being you—

My miracle, mother.

JOANNA FUCHS

WORDS TO KNOW

mom (n) : (मॉम) माँ mother

miracle (n) : (मिरॅक्ल) चमत्कार, करामात marvel

unfailing (adj) : (अन्फेलइंग) अनन्त, कभी न कम होने वाला constant, lasting

ability (n) : (अबिलिटी) योग्यता, क्षमता talent

soothe (v) : (सूद) कम करना, शांत करना calm, pacify

unselfishly (adv): (अनसेल्फिश) निःस्वार्थ not selflessly

grateful (adj): (ग्रेटफुल) कृतज्ञ, एहसानमन्द thankful

endure (v): (इन–ड्यूअ) सहना, झेलना, बर्दाश्त करना bear

patience (n) : (पेशन्स) धैर्य, सहनशक्ति tolerance

appreciate (v) : (अप्रीशिएट) महत्व समझना, गुण पहचानना recognize the value of

sometimes (adv) (समटाइम्स) कभी–कभी, यदा–कदा at times

take it for granted(Idm) : (टेक इट फॉर् ग्रान–टेड) सच मान लेना take for certain

gaze (v) : (गेज) एक टक देखना, टकटकी लगा के देखना fix your eye on

B. LET'S THINK AND TELL

B.1. Answer the following questions in a word or phrase:

1. Pick out some words from lesson that are used in praise of the mother.
2. Why is the poet grateful to her mother?
3. What is so great about mother's love for her child?

B.2. Answer the following questions in a phrase or sentence:

1. What is the poem about?
2. Can we measure the limitless love of a mother?
3. Why does the mother care for her child all the time?
4. Can anybody replace the mother?

C. LET'S THINK AND WRITE

C.1. Answer the following questions:

1. Why does the poet call her mother a miracle?
2. What does the poet mean by "my teacher, my comforter, my encourager"?
3. What is the attitude of the poet towards her mother? Support your answer with words from the poem.
4. What does the poet mean by "I am yours, and you are mine"?
5. Pick out the lines that express the narrator's sense of regret for not understanding the sacrifices her mother had made for him.

C.2. Answer these questions on the basis of the poem:

1. Make a list of the qualities of mother mentioned in the poem.
2. Write a few qualities of your mother.

D. LET'S INCREASE WORD POWER

Look at these words:

unfailing **un**selfishly

Mark that ‘un’ in above words is a prefix. A prefix is placed before a word to add to or change its meaning.

D.1. Which of the following words can take 'un'- as a prefix to make them opposites? Add 'un-' before them. Think of other prefixes that you can put before the words that don't take the prefix 'un-'.

Word	New word
selfish	
grateful	
legal	
cover	
inform	
do	
recognise	
able	
mature	
equal	
honest	
certain	
understand	
familiar	
happy	
healthy	
literate	
kind	
possible	
married	

D.2. Look at the following sentences:

(a) Sometimes I go by train.

(b) I saw him sometime last summer.

'Sometimes' and 'Sometime (Some + time) are two different words and therefore have different meanings. 'Sometimes' is an adverb modifying a verb as in sentence (a) Sometimes means 'occasionally'.

'Sometime' is a noun phrase naming some particular time as in sentence (b). It means 'at some point of time'.

You can't say "I sometime eat ice-cream" but you can say "I sometimes eat ice-cream". Again, you can't say" sometimes next week" but you can say "sometime next week."

D.3. Fill up the blanks with 'sometimes' or 'sometime' to complete the following sentences:

(a) He…… calls me.

(b) He promised to meet me .....next week.

(c) We must get together…….. .

(d) It is …… difficult to know where to begin.

(e) They played cricket and football and …….. enjoyed swimming.

E. Rhyme time

E.1. Pick out the rhyming words from the help box and fill in the blanks to complete the rhyme. One has been done for you:

My Mom is very lovely and ..... **kind**

There is no bound of her love which is .....

She always gives me blessings never .....

My mother is most valuable thing in the .....

Her affection does not want anything in .....

She spends everything on me without any .....

My Mom wants me to play in life a good .....

We ought to love and respect her with heart and .....

Help Box

curse	**role**	**blind**	**universe**	**return**
		soul	**concern**	

G. LET'S TALK AND WRITE

G.1. Work in groups and discuss the following:

Some children ill-treat their parents in old age.

Find out why this happens and suggest how it can be prevented.

H. LET'S DO

H.1. Mother's Day is observed all over the world. In India, it is celebrated on the second Sunday of May.

Work in groups and

1. Write a rhyme as a gift to your mother on **Mother's Day.**

2. Prepare a Mother's Day card.

* * *

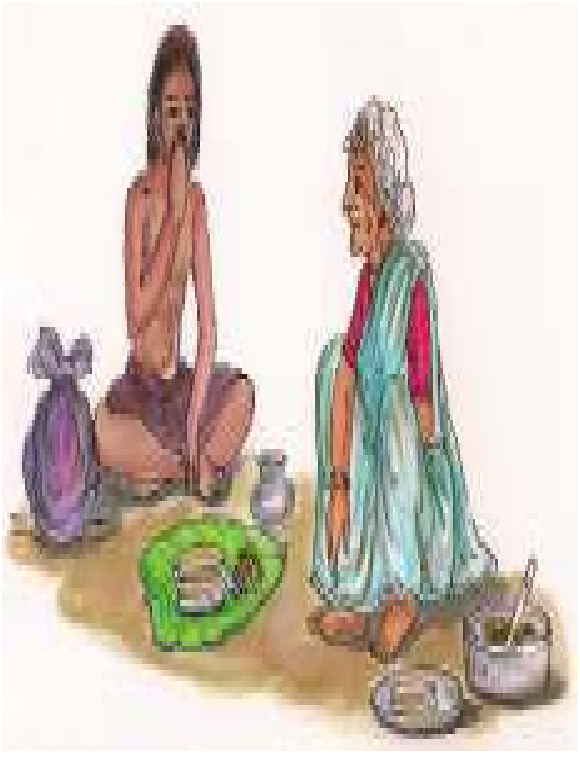
Lesson 12

JESUS TO SUPPER

A.WARMER

1. ***Have you ever heard of Jesus? If yes, say a few words about him.***
2. ***Do you remember any act of kindness which you have done to your neighbour, friend, relative or any poor person? Talk about one such incident /act.***

There lived a poor old man and his wife. They hardly have any source of income. But, they were very kind and loving. They wanted Jesus to visit their home. So, one day they invited him to supper . He accepted their invitation. The poor old couple went to market to buy some vegetable.They cooked the best dishes they could afford and waited for him, but Jesus was late in coming. The couple kept the food hot and waited for him. Time went by but Jesus Christ did not come.



When they had waited for a long time, an old beggar came to the door and asked for something to eat. The old woman felt pity on him but the couple was so poor that they did not have enough food even for one extra person. "Well, I'll let him have my share," the old woman thought. She went ahead and fed the beggar. The beggar thanked her and left.

The couple kept on waiting for Jesus; they kept on looking out of the door. Then a poor little boy came along. He looked cold and hungry. The old couple felt pity for him, so they took him in. The old man said to his wife, "I'm not very hungry; he can have my supper."

So they fed the boy and let him sit and get warm. They asked the boy to stay there for the night. "No, I can't," said the boy. He thanked the old couple and went away. When the boy had left, the old man put on a coat to keep himself warm.



The old couple kept the fire going and Jesus's supper ready. At last, they saw him coming. They went to meet him at the door and said, "We waited so long! We were afraid you'd never come."

Jesus held their hands and said, "I've already been here twice."

WORDS TO KNOW

supper (n): (सप् अॅ) रात्रि का भोजन **last meal of the day**

beggar (n): (बेगॅ(र)) भिखारी **a person who lives by asking people for food and money**

enough (adj) : (इनॅफ) पर्याप्त **sufficient**

went ahead (verb phrase) : (वेन्ट अॅहेड) कार्यान्वित किया **decided**

kept on waiting (verb phrase) : (केप्ट अन वेटिंग) इन्तज़ार करते रहे **continued to wait**

afraid (adj): (अॅफ्रेड) **feeling of fear** भयभीत

B. LET'S THINK AND TELL

B. 1. Answer the following questions in a word or phrase:

1. To which part of the day was Jesus Christ invited to have meals?
2. Why did the old woman give her share of food to the beggar?
3. How did the old man treat the boy?
4. Why did the old man agree to give the boy his share of food?

B.2. Say 'Yes' for the true and 'No' for the false statements:

(a) The couple was kind hearted.

(b) Jesus had his supper with the couple.

(c) The old beggar asked the couple for some clothes.

(d) The couple could feed the entire town.

(e) The old man gave his share of food to the beggar.

C. LET'S THINK AND WRITE

C.1. Answer the following questions:

1. Why didn't the little boy stay in the old couple's home?
2. "I've already been here twice," Jesus replied. Name the two occasions when he came to their house and in what appearance did he come there.
3. Why do you think Jesus came to the house of the old couple in different appearances?

C. 2. Rewrite the following sentences in the order in which they appear in the story:

I've already been here twice.

They kept the fire going.

An old beggar came to the door.

A poor little boy came along.

They invited Jesus Christ to supper.

He was late in coming.

_____

_____

_____

_____

_____

_____

D. LET'S INCREASE WORD POWER

D.1. Pick out words from the story that are opposite in meaning to the following words and write them in the space given :

refuse (para 1) _____

very little (para 2) _____

warm (para 3) _____

take off (para 4) _____

fearless (para 5) _____

D.2. Match the expressions/ phrases in column A with their meanings in column B.

A	B
afford to	to keep the food warm
to come along	to be able to spend
let him have	to wear
feel pity	to arrive
to put on	allow him to take
to keep the fire going	have mercy

E. LET'S LEARN GRAMMAR

E.1. 'Some' and 'Any'

We use "**some**" with uncountable nouns and plural nouns to talk about a quantity of something or a number of people or things without being precise. We normally use "**some**" in affirmative sentences.

Some trains are running late.

I have left some food for you in the fridge.

There's some chocolate cake over there.

The basket has some mangoes in it.

We use "**some**" in questions when we expect the answer to be "yes", for example in offers or requests.

Would you like some coffee?

Could you give me some examples?

We can use "**some**" with a singular noun when we do not know which person or thing is involved, or you think it does not matter.

Some man phoned, but he didn't leave his number.

Is there some problem?

Any

We use "**any**" in front of plural and uncountable nouns to talk about a quantity of something that may or may not exist. We normally use "**any**" in questions and negative sentences.

Are there any apples in the basket?

I didn't sing any songs.

We use "any" with a singular noun to emphasize that it does not matter which person or thing is involved.

Any dictionary will do.

We can use "no" with an affirmative verb instead of "not any".

There aren't any tomatoes left.

There are no tomatoes left.

We can also use “not” and “any”, or “no” with a comparative.

Anil’s bicycle isn’t any better than Anita’s.

Anil’s bicycle is no better than Anita’s.

E.1.1. Tick (✓) the correct option in each sentence given below:

a. You can’t buy **some/any** posters in this shop.

b. Peter has bought **any/some** new books.

c. You should eat **any/some** fresh fruit.

d. He never does **any/some** work.

e. I’m looking for **some/any** good music.

f. There are **some/any** apples on the table.

g. She always takes **some/any** sugar with her coffee.

h. I have **any/some** magazines for you.

i. There aren’t **some/any** pencils in my bag.

j. Here are **any/some** cornflakes, but there isn’t **some/any** milk.

k. Can I have **any/some** oranges?

l. Did you see **any/some** dolphins in the Ganges?

m. Would you like **any/some** more tea?

F. LET’S TALK

Work in groups and tell one another what you eat during six meals a day:

Breakfast, Brunch, Lunch, High Tea, Dinner, Supper

You can ask and answer each other the following questions. You may add a few more questions:

Q: What time of the day do you take breakfast?

A: I generally take breakfast at 8 am.

Q: What do you prefer to eat in breakfast?

A: I prefer bread and omelette and a glass of milk.

Q: _____

A: _____

G. LET'S WRITE

G.1.Write three 'DOs' and three 'Don'ts' to show respect and attention to our guests:

DOs	DON'Ts

G.2. Write a short paragraph on 'Athithi Devo Bhava' based on the impression you have got from the story.

H. ACTIVITY

H. 1. Here are some ways in which we can show respect to others.

List some more :

Treat them well.

Listen to them carefully.

Don't be arrogant.

Greet them appropriately.

* * *

Lesson 13

DAY DREAM

(A Bangla folk tale)

A. WARMER

What is day-dreaming? Have you ever had a day dream? How is it different from the dream you may have had at night? Share your day dream with your friends.

A poor family lived next door to Gopal Bhand. Both the husband and the wife were day dreamers. One day Gopal overheard them talking. The husband said, "When I get some money, I'm going to buy a cow."

The wife said, "I'll milk the cow. I'll have to get some pots." The next day she went to the potter and bought pots.

The husband asked, "What did you buy?"

"Oh, these! Some pots. One for milk, one for buttermilk, one for butter and one for ghee."

"That's great! But what will you do with this fifth one?"

"That is for sending some milk to my sister," said the wife.



"What! Sending milk to your sister? Since when has this been going on without even asking me?" shouted the husband and he smashed all the pots in anger.

The wife retorted, "I take care of the cow and milk it. I'll do what I wish with the extra milk!"

"I work hard all day and buy a cow and you give away the milk to your sister! I'll kill you first!" roared the husband and threw some pots and pans.

Gopal could not stop himself any more. He walked over to his neighbour's house and asked, "What the matter? Why are you throwing pots and pans around?"



"This woman is giving away the milk from our cow to her sister!"

"Your cow?" Gopal asked.

"Yes, the one I'm going to buy when I have enough money."

"Oh, that cow!" said Gopal, "But you don't have a cow yet, do you?"

The neighbour said, "Just wait, I'm going to get one."

"Oh really ! Now I know who's spoiling my vegetable garden!" said Gopal, picking up a stick and pouncing on his neighbour.

'Stop! Stop! Why are you beating me?"

"Your cow ate my beans and cucumbers. Why don't you tie it?"

"What beans, what cucumbers? Where is your vegetable garden?"

"The one I'm going to plant! I've been thinking about it for months, and your cow has been destroying it!"

The neighbour suddenly saw light. They had a good laugh.

(Courtesy: Eklavya Prakashan)

WORDS TO KNOW

overheard (v) : (ओव्अहःड) अचानक सुना heard accidentally

smashed (v) : (स्मैश्ड) टुकड़ों–टुकड़ों में कर दिया broke violently into pieces

retorted (v): (रिटॉटिड) मुंहतोड़ जवाब देना replied angrily

neighbour (n) :(नेब्अ(र)) पड़ोसी a person living next door

spoil (v): (स्पॉइल) बर्बाद ruin

picking up (verb phrase): (पिकिंग अप) उठाते हुए, चुनते हुए grasping and raising

pouncing (v): (पाउन्सींग) अचानक प्रहार करते हुए making a sudden attack

B. LET'S THINK AND TELL

B.1. Answer in one word or phrase:

1. When did the husband expect to buy a cow?
2. What did the wife decide to send to her sister?
3. What was the husband's reaction on hearing his wife's reply?
4. When did Gopal go to his neighbour's house?

C. LET'S THINK AND WRITE

C.1. Choose the correct words from the list given below to fill in the blanks:

mistake	**Gopal**	**take care of**	**sister**
smashed	**spoiled**	**laugh**	**milk**

1. ……. overheard his neighbours talking.
2. The wife wanted to send milk to her…….
3. Her husband……. the pots in anger.
4. The wife was to ……..and …….. the cow.
5. Gopal complained that the cow …… his garden.
6. The neighbours realised their …….and had a good …….

C.2. Words/ Phrases in the Columns A and B have certain relationship in the story. Identify the relationship and indicate it by putting a line.

Column A	Column B
1. cow	a. daydreamers
2. sister	b. milk
3. beans, cucumber	c. vegetable
4. neighbour	d. fifth pot
5. husband and wife	e. Gopal

C.3. Answer the following questions in your own words:

1. What did Gopal Bhand overhear?
2. What do you think about the relation between the farmer's wife and her sister? Give some examples in support of your answer.
3. What made the husband angry? What does it tell about his character?
4. Why do you think Gopal told the story of his vegetable garden to his neighbour?
5. What made Gopal and the neighbour laugh?

D. LET'S INCREASE WORD POWER

D. 1. Pots and pans in English refer to cooking/kitchen utensils. Find out what they are called in your mother tongue.

D.2 Pots and pans generally go together. There are many more such words in English that generally go together. Here are some: bread and butter, day and night, far and wide. Such words are called collocations.

Complete the following words that go together by choosing words from the box:

hue and…	safe and…	here and…
now and…	up and …	slow and…

Help Box

there down steady sound cry then

D.3 Look at the phrase in bold in the following sentence from the story:

*"This woman is **giving away** the milk from our cow to her sister!"*

'Giving away', here, refers to giving some thing as a gift. There are many phrases that have 'give' in them as one of the elements. Here are some:

give up, give in, give out, give back

Look up a dictionary to find what they mean and then use them in your own sentences.

E. LET'S LEARN GRAMMAR

E. 1. Comma and inverted commas.

Look at the following sentences taken from the lesson:

The husband said, "When I get some money, I'm going to buy a cow."

The wife said, "I'll milk the cow. I'll have to get some pots."

The comma (,) represents the shortest pause and is used:

i. to separate a series of words: e.g., I travelled to France, England and India.

ii. to separate each pair of words connected by and; e.g., we should be devout and humble, cheerful and serene, active and alert.

iii. to mark off words used in addressing people; e.g., Come into the garden, Naresh.

iv. To mark off a direct quotation from the rest of the sentence, eg.
The husband asked, "What did you buy?"

The inverted commas ("...") are used to enclose the exact words of a speaker or a quotation. "I would rather die," he exclaimed.

E.1.1 Insert comma and inverted commas wherever necessary.

A. I have been to France Portugal Spain and China.

B. Hey Rajiv come to me said Aslam.

C. High and low rich and poor must all die.

D. He lost his lands money reputation and friends.

E. Surdas the great Hindi poet was blind.

E.1.2. Put a tick (✓) in front of the sentences with correct punctuation and put a cross (X) in front of the wrong ones. Punctuate them properly and write them in your notebook.

(a) "I love to see you smile," said I.

(b) The cow, is, not healthy.

(c) Once upon a time, I was the topper of my class.

(d) "I cannot sleep when it's hot complained, Angelina.

(e) The king ordered "Bring me a sword".

F. LET'S TALK

F.1. Work in groups and discuss the positive and negative aspects of day dreaming.

For example, you can say:

'I find it a great source of fun.'

Another person may say:

'It gives you false hopes.'

G. LET'S WRITE

Write a small paragraph on 'Day Dreaming'. You must focus on the following points:

- What is day- dreaming?
- What are day dreams about?
- Should one spend one's time in day dreaming? How are they helpful?
- What are some dos and don'ts about day-dreaming?

H. ACTIVITY

Gopal Bhand was a great witty person. There have been many such persons in the history of India. Birbal, Tenali Raman, Gonu Jha etc. are some among them. Collect thier pictures and some information about them.

***

Lesson 14

THREE LITTLE PIGS

A. WARMER

1. ***What are the things you need to build a house? List them.***
2. ***Have you ever seen or heard of or read about any animal eating another animal? If so, share your experience with your class.***

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes. Before they left, their mother told them "Whatever you do, do it the best that you can because that's the way to get along in the world.



The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.

The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said, "Let me in, Let me in, little pig or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my *chinny chin chin,*" said the little pig.But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks. "Let me in, let me in, little pig or I'll huff and I'll puff and I'll blow your house in".

"Not by the hair of my *chinny chin chin,*" said the little pig. But the wolf blew in that house too, and ate the second little pig.

The wolf then came to the house of bricks.



"Let me in, let me in" cried the wolf, "Or I'll huff and I'll puff till I blow your house in". "Not by the hair of my *chinny chin chin*" said the pig.



Well, the wolf huffed and puffed but he could not blow down that brick house. But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

When the wolf finally found the hole in the chimney, he crawled down and splashed right into that kettle of water and that was the end of his troubles with the big bad wolf.

The next day the little pig invited his mother over. She said, "You see it is just as I told you. The way to get along in the world is to do things as well as you can." Fortunately, for that little pig, he learnt that lesson. And he just lived happily ever after!

WORDS TO KNOW

fortunes (n): (फॉःचॅन) भाग्य **luck**

chin (n) : (चिन) ठुड्डी / चिबुक **the part of the face below the mouth**

huff and puff (idm): (हॅफ ॲन् पॅफ) – फुँफकार छोड़ना **breath out noisily**

fireplace (compound noun): (फाइॲ प्लेस) अँगीठी **a partially enclosed space at the base of a chimney for a domestic fire**

splashed (n): (स्प्लैश) छपाक से गिरा **fell or cause to fall in scattered drops.**

B. LET'S THINK AND TELL

B.1. Answer the following questions orally:

1. What advice did the mother give to her children before they left to make their fortunes?
2. List the materials used by the three pigs to build their houses.
3. Pick out the words from the text that describe the character of the wolf.
4. What quality of the third pig saved his life?

C. THINK AND WRITE

C.1. Answer the following questions:

1. Why do you think the wolf succeeded in killing the first two pigs? Give reasons for your answer
2. Why couldn't the wolf succeed with the third pig? Discuss.
3. Which of the three pigs proved to be the wisest? Explain.
4. Can you suggest another title for this story?
5. What do you learn about the pigs' mother?

D. LET'S INCREASE WORD POWER

D.1. Match the words with their opposites:

1. build	a. tiny
2. carefully	b. much
3. agreed	c. started
4. later	d. destroy
5. finished	e. small
6. little	f. earlier
7. enormous	g. disagreed
8. great	h. carelessly

D.2. Look at the following words used in this lesson:

happily, finally, dearly and fortunately

All these words end in suffix '–ly.' As you will notice all these words are adverbs. Most adverbs end in '–ly'.

Make a list of at least 10 adverbs that end in '–ly' and use them in your own sentences.

D.3. There are many other suffixes, e.g., '–al','-ment', '-tion', '- acy', '-ness,' '-ive', '-ous', '-ful'. Add suitable suffixes to the following words :

1. time
2. argue
3. beauty
4. heavy
5. create
6 useful
7 secret

E. LET'S LEARN GRAMMAR

Read the following sentences:

a. The wolf said, "Let me in, little pig."

b. The mother told them, "The way to get along in the world is to do things as well as you can."

In sentence (1), the wolf is the speaker, and in sentence (2), the mother is the speaker. The words/sentences within the quotation marks ("…") are exact words of the speaker.

We can speak or write the words of another person in two ways:

i. by repeating the words of the other person as they were.

ii. by stating the meaning of the words of the other person in our own words.

Suppose Ashu speaks the words, "I am feeling tired." Any person other than Ashu can express his words in the following two ways:

(1) Ashu said, "I am feeling tired." Or

(2) Ashu said ***that he was*** feeling tired.

In sentence (1), the exact words of the speaker (Ashu), that is, ***"I am feeling tired"*** are quoted within quotation marks. This is called the ***direct or reported speech***.

In sentence (2), we have reported what the speaker (Ashu) said, that is, ***he was feeling tired*** without quoting the exact words. This is called the **indirect speech**.

In sentences (1) and (2), we observe the following facts:

(i) The first sentence gives Ashu's words as they were spoken by him. So we have put them within quotation marks (double inverted commas).

(ii) We have used the word **that** in the second sentence to connect the Ashu's words with the words of the reporting person.

(iii) As the main clause (with the verb said) was in the past tense, so we changed the dependent clause within the inverted commas into past tense.

(iv) We changed the pronoun ***I*** into ***he***.

So, you can see that when we change a speech from direct to indirect form, the following changes take place:

(i) We remove the inverted commas enclosing the direct speech.

(ii) We use a relative word (conjunction) that before the reported speech.

(iii) We change the tense of the reported speech according to the rules of sequence of tenses.

(iv) We change the pronouns of the direct speech under certain rules.

(v) We also change some other words indicating place, time, etc.

1. Change in tenses:

Direct speech	Indirect or reported speech
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous

Simple past	Past perfect
Shall and **will** of the future tense	**Would**

2. Change of adverbs and other special words:

Direct speech	Indirect or reported speech
ago	before
here	there
last (year, night, etc.)	the previous (year, night, etc.)
this	that
these	those
today	that day
tomorrow	the following day
yesterday	the previous day/the day before

3. Change of pronouns:

Direct speech	Indirect or reported speech
First person pronouns (I, we)	According to the person of the **subject** of the reporting verb.
Second person pronoun (you)	According to the person of the **object** of the reporting verb
Third person pronouns (he, she, it, they)	No Change

Examples:

She said, "I want to meet my friend.

She said that she wanted to meet her friend.

They said, "We are going to school."
They said that they were going to school.

He said to me, "Where are you going?"
He asked me where I was going.

He said, "She will not come."
He said that she would not come.

If the reported speech is a statement (an affirmative sentence), we use the conjunction that and remove the inverted commas. The reporting verb **said** is changed into **told** if it has an object after it.

Direct speech: He said, "I am a doctor"

Indirect speech: He said that he was a doctor.

Direct speech: He said to me, "I am a doctor." (with object ***me***)

Indirect speech: He told me that he was a doctor.

If the reported speech is an imperative sentence, we do not use any conjunction (that, etc.). Instead, we use ***to*** or ***not to*** to join the reporting verb with the reported speech. Also the reporting verb said is changed into ordered, ***advised, requested, asked,*** etc.

Direct speech: The teacher said, "Pooja, please speak English!"

Indirect speech: The teacher requested Pooja to speak English.

Direct speech: The mother said to her son, "Don't tell lies."

Indirect speech: The mother advised her son not to tell lies.

Direct speech: "Sit down, Aniket", he said.

Indirect speech: He asked Aniket to sit down.

E.1. Report the following in indirect speech:

1. Ayesha said, "I want to eat cake."

2. Shubham said, “I wrote a letter to my father yesterday.”

3. Anshu said, “The weather here is great.”

4. Parwez said, “I am reading a novel.”

5. He said, “I will clean the blackboard.”

6. Pooja said to me, “I have finished my homework.”

7. “Stop talking, Anuj,” the teacher said.

8. “Give me the key,” he told her.

9. “Take off your shoes,” she told us.

F. LET’S LISTEN AND SPEAK

F.1. Complete this conversation :

Teacher : Mala, why didn't you come to school yesterday?
Mala : I’m sorry. _____
Teacher : You missed a whole day’s work. Now complete your pending work.
Mala : _____

Work in pairs and role play the conversation.

G. LET’S WRITE

G.1. The following sentences tell the story of ‘The Hungry Fox’, but they are not in correct order. Arrange them in the correct order and also use suitable linkers (conjunctions) to join the sentences.

1.He got tired.
2.He jumped to reach the grapes.
3.He entered a fruit garden.
4. He saw a bunch of grapes.

5. He said to himself, “The grapes are sour.”
6. One day a fox was very hungry.
7. He wanted to eat them.
8. He failed.
9. He left the garden.
10. He tried many times.

H. ACTIVITY

The pigs made their houses of straws, sticks and bricks.

Work in groups and make a list of construction materials (including all sorts of fittings) that people use in building their houses.

***

Lesson 15

THE BLIND BEGGAR

A. WARMER

1. What kinds of beggars have you seen in your city/locality.

2. What are the different ways of begging they use?



Each morning as I go to school,

If I am not too late,

I stand to watch the beggar-man

Beside the temple gate.

He always sits in that same place,

He has nowhere to live.

He sits and clanks his begging bowl,

And cries to all to give.

I must not mock his cry;

He has no friends to keep him good

And tidy, that is why.

He cannot see the city domes

And clear blue sky behind.

He cannot see me stand, because

That beggar man is blind.

And though his voice is hoarse and loud

And though he cannot see,

God loves that poor old beggar man

As much as he loves me.

MARY DOBSON

WORDS TO KNOW

clanks (v) : (क्लैन्क्स) बजाना makes a loud sound like pieces of metal hitting each other

mock (v) : (मॉक) मजाक उड़ाना ridicule, laugh at somebody in an unkind way

tidy (adj) : (टाइडी) साफ, सुथरा neat and clean

domes(n) : (डोम्ज) गुंबद round roofs with a circular base

hoarse (adj) : (होर्स) आवाज का भारी हो जाना rough, having a harsh sound

B. LET'S THINK AND TELL

Say whether these statements are 'True' or 'False':

1. The beggar always sits at different places.
2. He cries for help.
3. The beggar has no friends.
4. He sits near the church gate.
5. He is untidy.
6. The beggar is lame.
7. The beggar's voice is sweet and pleasant.
8. The poet sees the beggar while going to his office.

C. THINK AND WRITE

C.1. Answer the following questions:

1. Where does the blind beggar sit in order to beg? How does he draw the attention of the public?
2. "I must not mock at the beggar man." What does it tell us about the speaker's attitude towards the beggar?
3. How can you say that the beggar is blind?
4. Pick out the lines from the poem that suggest that God treats every one alike? Do you agree with this observation? Justify your answer.

D. LET'S INCREASE WORD POWER

D.1. Correct the spelling of the following words:

skool	allways	crys	beging	boul
frend	dombs	bicause	voise	lowd

D.2. The person who begs is called a beggar. What do the following persons do?

baker- **A person who bakes.**

butcher-

chef -

optician –

caretaker-

florist-

cobbler-

plumber-

greengrocer-

receptionist-

sailor-

watchman-

surgeon-

D.3. Fill in the blanks with the words given in the box:

each	**late**	**watch**	**beside**	**always**
poke	**mock**	**tidy**	**voice**	**loud**
dirty				

1. We must not ……..at others.
2. He speaks in a very …….. ……
3. I don't want to …….my nose into your affairs.
4. We ……..selected programmes on television.
5. ……. boy got a prize.
6. My sister sat …….me and told a story.
7. As usual you're again …… today.
8. He …… speaks the truth.
9. I keep my room very ……..
10. I don't like people who look….

D.4. Look at the compound word in bold in the following sentence:

He sits and clanks his **begging bowl.**

The word 'begging bowl' is made of 'begging' and 'bowl'. Match the words in column A with those in column B to make compound words.

A	B
1. blotting	a. school
2. walking	b. license
3. covering	c. table
4. driving	d. office
5. booking	e. letter
6. dining	f. stick
7. boarding	g. paper

Use the compound words in sentences of your own.

E. LET'S LEARN GRAMMAR

Adjectives are words that qualify, describe or modify another noun or a pronoun in the sentence; as : *good, big, easy, white, tall, high, fine, beautiful, new, clean, cheap, hot*, etc.

Generally, the adjectives come before the nouns. Sometimes the nouns may come before the adjectives; e.g.,

Amit is wearing a **blue** shirt.

The sky is **blue.**

I want to drink a cup of **hot** tea.

The tea is **hot.**

Adjectives can express degrees of modification:

Anita is a rich woman, but Sunita is richer than Anita, and Gita is the richest woman in town.

The degrees of comparison are known as the **positive,** the **comparative,** and the **superlative.** (Actually, only the comparative and superlative show degrees.) We use the comparative for comparing two things and the superlative for comparing three or more things.

The comparative form of an adjective is generally followed by ***than*** and the word ***the*** precedes the superlative from of an adjective.

(1) Comparison with -er/-est

The comparative form is generally made by adding **–er** and the superlative form is made by adding **–est** to the positive form. Some adjectives take **–ier** and **–iest** to form comparatives and superlatives; e.g.,

old	older	oldest
dark	darker	darkest
new	newer	newest
fast	faster	fastest.
heavy	heavier	heaviest
dirty	dirtier	dirtiest

(2) Comparison with more/most

All adjectives with more than two syllables (except some adjectives with two syllables).

beautiful	more beautiful	most beautiful
dangerous	more dangerous	most dangerous
harmful	more harmful	most harmful

obedient	more obedient	most obedient
interesting	more interesting	most interesting
useful	more useful	most useful

(3) Irregular adjectives

good	better	best	
bad	worse	worst	
much	more	most	uncountable nouns
many	more	most	countable nouns
little	less	least	
little	smaller	smallest	

E.1. Put in the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative). One has been done for you.

I have a **fast** car, but my friend has a _____ car.

I have a **fast** car, but my friend has a ***faster*** car.

(1) This is a **nice** cat. It's much _____ than my friend's cat.

(2) Here is Pooja. She's six years **old**. Her brother is nine, so he is _____ .

(3) This is a **difficult** exercise. But the exercise on the next page is the _____ exercise in this lesson.

(4) He has an **interesting** hobby, but my sister has the _____ hobby in the world.

(5) In the last holidays I read a **good** book, but father gave me an even _____ one last weekend.

(6) School is **boring**, but homework is _____ than school.

(7) Skating is a **dangerous** hobby. Jumping from hills is _____ than skating.

(8) This magazine is **cheap**, but that one is _____.

(9) We live in a **small** house, but my grandparents' house is even _____ than ours.

(10) Yesterday Aslam told me a **funny** joke. This joke was the _____ joke I've ever heard.

F. LET'S SPEAK

Say these words aloud:

same	tame	lame	fame
name	frame	blame	claim
all	tall	fall	mall
ball	hall	call	pall
blue	clue	flu	glue
rue	crew	true	do

G. LET'S WRITE

Write a small paragraph on the life of a beggar. You may use some points given below:

How a beggar earns his living - Where he lives - The clothes that he wears - How he survives – How people look upon him – How he becomes a source of nuisance– How the problem of begging be solved.

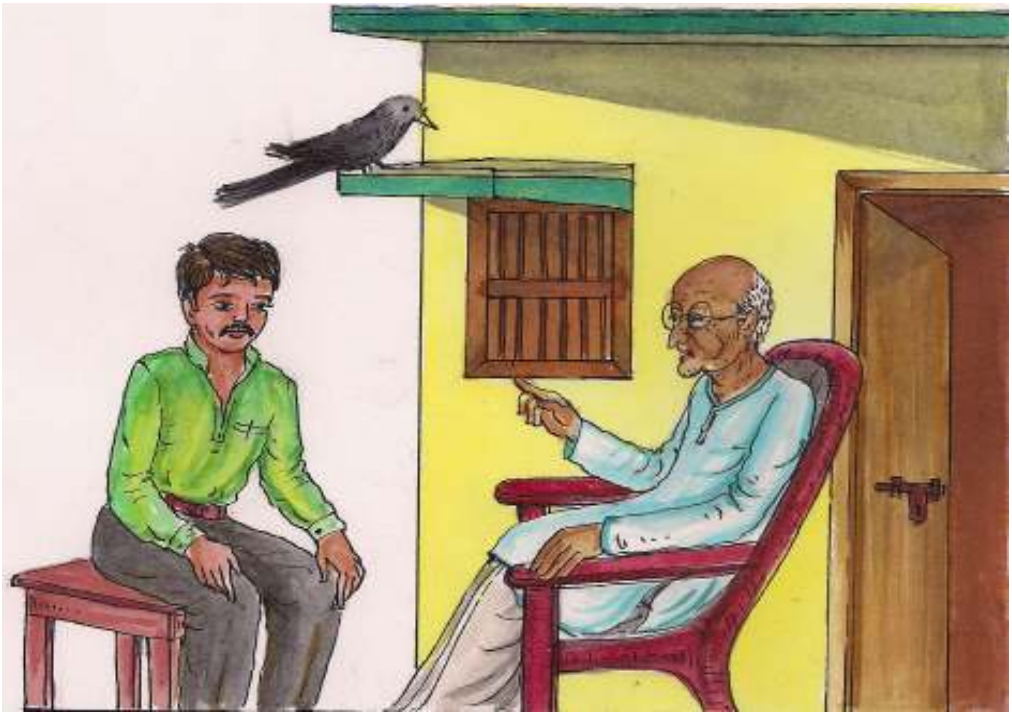
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Lesson 16

THE CROW

A. WARMER

1. *How do you feel/react if someone asks you something again and again?*
2. *Have you ever asked your parents any question repeatedly?How did they react?*



An eighty year old man was sitting on the sofa in his house

along with his forty five years old highly educated son. Suddenly a crow perched on their window.

The father asked his son, “What is this?”

The son replied, “It is a crow.”

After a few minutes, the father asked his son the second time, “What is this?”

The son said, “Father, I have just now told you, it’s a crow.” After a little while, the old father again asked his son the third time, “What is this?”

At this time some expression of irritation was felt in the son’s tone when he said to his father with a rebuff, “It’s a crow, a crow.”

A little later, the father asked his son the fourth time,“What is this?”

This time the son shouted at his father, “Why do you keep asking me the same question again and again? I have told you so many times that it is a crow. Are you not able to understand this?

A little later, the father went to his room and came back with an old tattered diary. He had maintained it since his son was born. On opening a page, he asked his son to read that page. When the son read it, the following words were written in the diary:



"Today my little son asked me twenty three times what it was, and I replied to him all twenty three times that it was a crow. I hugged him lovingly each time he asked me the same question again and again for twenty three times.

I did not at all feel irritated I rather felt affection for my innocent child."

While the little child asked him twenty three times "What is this?" the father had felt no irritation in replying to the same question all twenty three times and when today the father asked his son the same question just four times, the son felt irritated and annoyed.

WORDS TO KNOW

educated (participle adj.)	**:**	(एड्यूकेटेड) शिक्षित पढ़ा लिखा	**learned, well read**
perched (v)	**:**	(पॅच्ड) बैठा	**sat**
expression (n)	**:**	(एक्सप्रेशन) अभिव्यक्ति	**feeling**
irritation (n)	**:**	(इरीटेशन) चिड़चिड़ापन	**annoyance**
rebuff(n)	**:**	(रीबॅफ) झिड़कना, फटकारना	**unkind refusal**
tattered (participle adj.)	**:**	(टैटःड) फटा पुराना	**torn**
maintained (v)	**:**	(मैन्टेन्ड) संभाल कर रखा	**kept**
hugged (v)	**:**	(हग्ड) गले लगा लिया	**embraced**
lovingly (adv.)	**:**	(लॅविंगली) प्यार से	**with love**
affection (n)	**:**	(अफेक्शन) स्नेह, प्यार	**love**
innocent (adj.)	**:**	(इनॉसेन्ट) मासूम, भोला	**not guilty**
annoyed (adj.)	**:**	(एनॉयड) परेशान हो गया, गुस्सा हो गया	**angry**

B. LET'S THINK AND TELL

B.1. Answer the following questions briefly:

1. What is age difference between the father and the son?
2. Did the father repeat the same question deliberately? Say Yes or No. Give one reason for your answer.
3. How did the old man maintain his record since his son's birth?
4. Who was more tolerant of the two- son or father?

C. LET'S THINK AND WRITE

C.1. Write in the brackets whether the following statements are true 'T' or false 'F':

1. The old man was illiterate. ( )
2. The son was very respectful to his father. ( )
3. The old man's diary was torn. ( )
4. The son learnt from the diary that his father was very caring. ( )
5. The father tolerated everything that the son did as a child. ( )

C. 2. Answer the following questions in 50-60 words:

1. What made the old man bring his old diary and ask his son to read out a particular page?
2. What did the son learn about himself when he was a child? How did his father treat him? What difference does he notice in his behaviour towards his father? How, according to you, may he have felt after this?
3. Is it right to consider your old parents as a burden? Justify your answer.
4. Think of another suitable title for the story.

D. LET'S INCREASE WORD POWER

D.1. Find out words from the passage which have the following meanings:

(a) unexpectedly

(b) manner of expression

(c) not different/identical

(d) repeatedly

(e) a large comfortable seat with back and arms

(f) feeling of love

D.2. Fill in the blanks with missing vowels to form meaningful words:

ed - c - t- - n m - - nt - - n w - nd – w

irr- t- t – -xpr –ss - -n

D.3. Fill in the blanks with suitable words given below. You may use one word more than once:

happy, kind, cared, selflessly, obedient

Our parents have ..... for us since our childhood. They have loved us ……..... They have worked hard to make us …….... It is our duty to keep them ……..... We should be ....……. and ……. to them.

E. LET'S LEARN GRAMMAR

Read the following sentences:

1. *The father asked, "What is this?"*
2. *The son replied, "It is a crow."*

In sentence (1) the father is the speaker and in sentence (2) the son is the speaker. The words/ sentences within the inverted commas ("…") are the exact words of the speaker. They are called direct or reported speech. We can report what the speaker says without using the speaker's exact words as shown below:

The father asked what that was.

The son replied that it was a crow.

Such sentences are in the indirect speech. Look at another set of examples:

The father said to his son, “Read this page.”

The father instructed his son to read that page.

E.1. Pick out some more examples of direct speech and indirect speech from the text and list them in the space provided below:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

F. LET’S LISTEN AND WRITE

Teacher should read out text in given appendix and ask his/her students to fill in the blanks given below:

A mother went for shopping with her six year old..... There, they met an old, ... man who tried to ..... them to buy ..... from him. The little girl said, " Mummy , let's give that poor man some ....." "We're in a....."replied the mother . "And besides, it's not our ....." She hastened past the poor man ..... her little girl along. She went on to purchase ..... dresses though she had ..... of them. At night, with her mother

by her side, the young girl ....., 'Dear God! I thank you for all you have done for me. .....Mummy and Daddy." She further added, "Dear God, forgive Mummy who ..... to help the poor man ..... that it was not her problem. "The mother felt greatly ..... of herself when she heard this.

G. LET'S WRITE

Your grandfather is very old. He has many habits most of which you like but there are some that bore and irritate you.

Describe in a short paragraph the good and bad habits of your grandfather.

H. ACTIVITY

H.1. Work in pairs and role play the conversation between the father and the son.

H.2. Ask and answer as given below:

What things do you like/dislike about your parents?

You may answer as below:

I like my parents' habit of buying me the things I like to buy.

I don't like my parents when they stop me watching the serials I like.

***

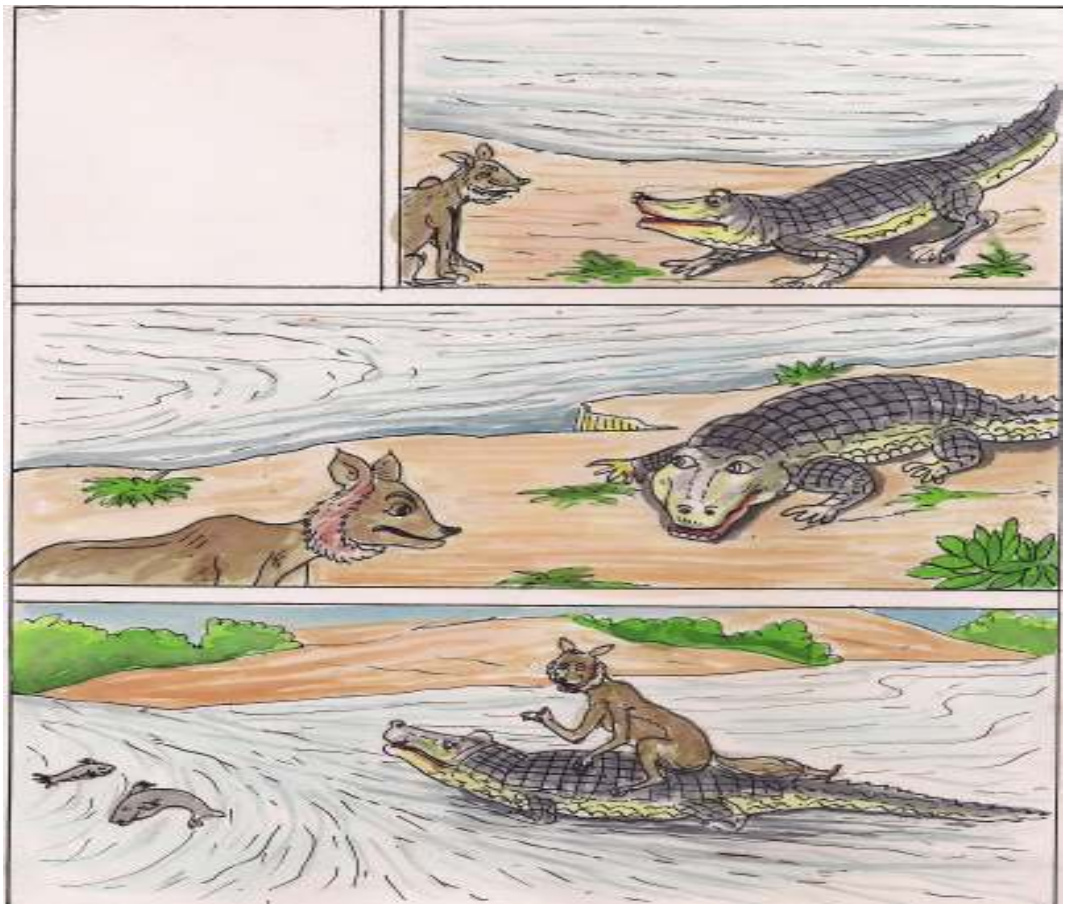
Lesson 17

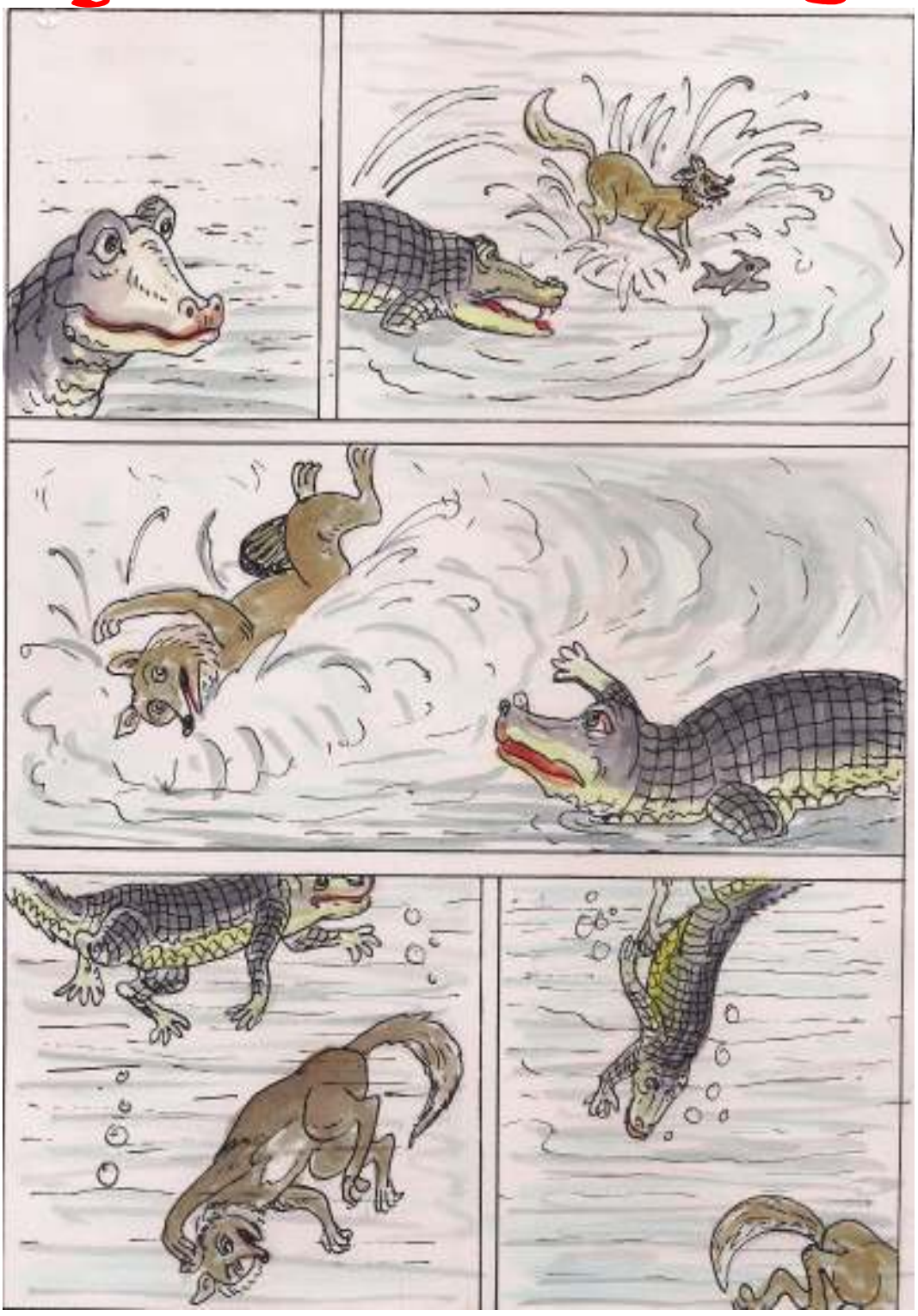
THE CROCODILE'S ADVICE

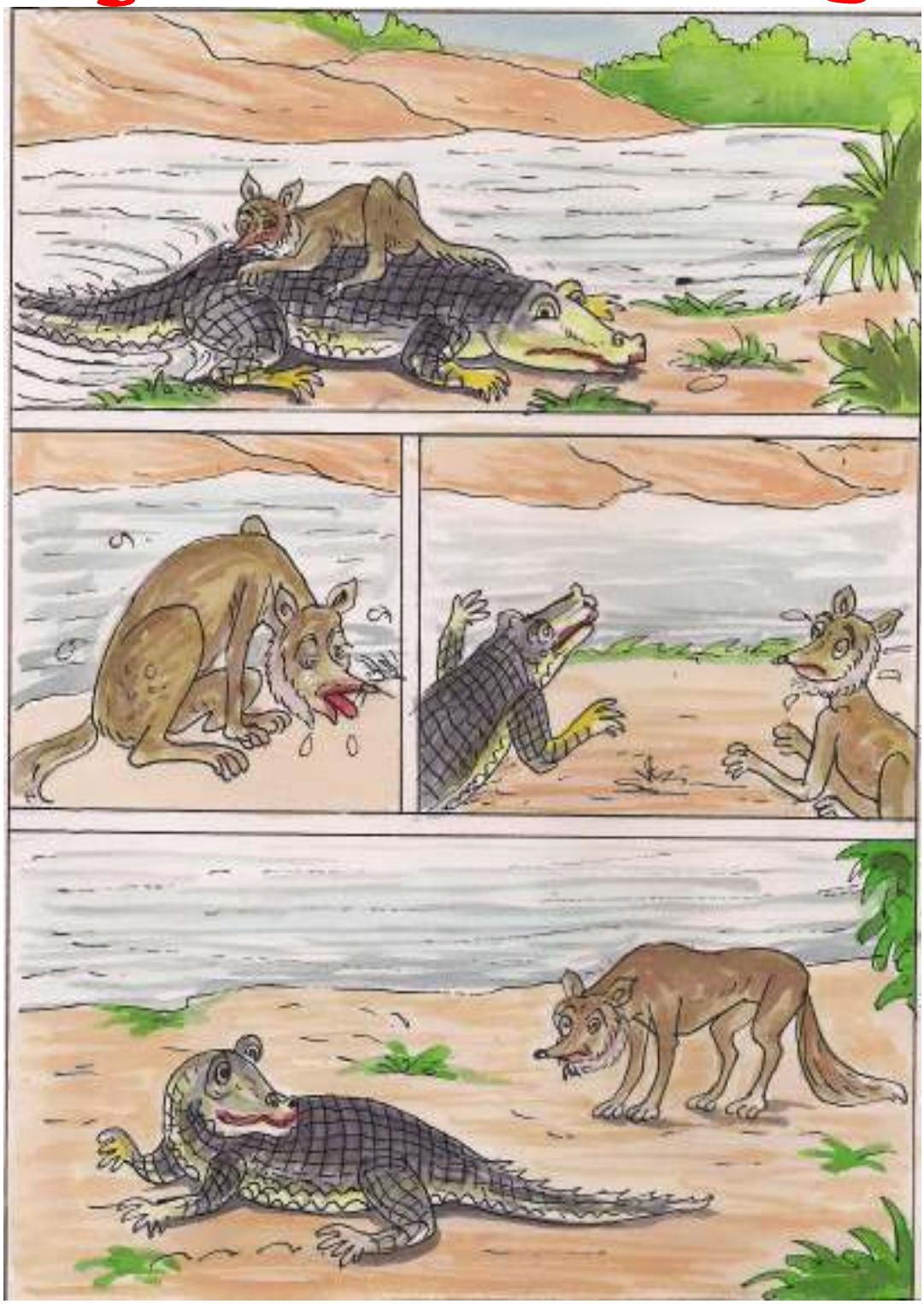
A. WARMER

Have you ever asked anyone for his / her advice for anything? Did you follow the advice? Share your experience with the class.

Look at the cartoon strip given below and construct a story on it. You may take the help of the text given in the appendix.







WORDS TO KNOW

sinking (pr . part.): (सिंकिंग) डूबने की स्थिति going down below the surface of water

rescues(v) : (रेस्क्यूज) खतरे से बचाता है saves from danger

ashore(n) : (अशोर) तट, किनारा to the shore

heed(v) : (हीड) ध्यान देना pay attention to

warning(n) : (वाःनिंग) चेतावनी advice against wrong or foolish actions

advising(pr . part.) : (एडवाइजिंग) सुझाव या राय देना recommending a course of action

B. LETS' THINK AND TELL

B.1. State whether the following statements are true or false:

1. The crocodile wanted to eat the fox.
2. The crocodile and the fox decided to hunt on rabbits.
3. The crocodile gave a foolish advice.
4. The crocodile could not swim.
5. There is no point in advising fools.

B.2. Answer the following questions:

(1) What did the crocodile say when he learnt that the fox was hungry?

(2) " You Know how to hunt food on land, not water" who said this and why ?

C. LET'S THINK AND WRITE

C.1 Tick (✓) the correct answer for each of the following questions:

1. Who was wiser?

(a) crocodile (b) fox (c) rabbits (d) fishes

2. Who was hungry?

(a) none (b) fox (c) crocodile (d) everyone

3. What did the fox decide to hunt on?

(a) grasses (b) fruits (c) fishes (d) rabbits

4. What created problem for the fox?

(a) coming to the other side with the crocodile

(b) not heading to the crocodile's advice

C.2. Fill in the blanks with suitable words given in the box:

rescued	**rivers**	**clever**	**fishes**	**swim**
other	**land**	**the fox**	**hungry**	**come**

1.Crocodiles live in_____.

2.The fox did not know how to_____.

3.The fox is a ____ animal.

4.The crocodile invited _____ to _____to the _____ side.

5.The fox was very _____.

6.There were lots of _____ in the river.

7.The fox knows how to hunt on_____.

8.The crocodile _____ the fox.

C. 3. Arrange the following sentences in a proper order to make a story:

- The fox fell prey to greed.
- The crocodile rescued him.
- Once there were two friends – a fox and a crocodile.
- He was tempted to see the fishes.
- The crocodile wanted to help him.
- The fox was very hungry.
- The fox did not listen to the crocodile's advice.
- He took the fox to the other side of the river.
- He jumped into the water to catch a fish.
- The crocodile warned the fox not to hunt in water.
- He began to sink.
- Greed is an evil.

C.4. Answer the following questions:

1. What was the reaction of the fox when he saw fishes in the river? What did he do on seeing them and what happened thereafter?
2. How did the fox feel when he was rescued by the crocodile? Did he repent for not listening to the crocodile's advice?
3. What made the crocodile say that there is no point in advising fools?

4. What lesson do you learn from the cartoon story?

D. LET'S INCREASE WORD POWER

D.1. Tick (✓) the words with the correct spelling:

i. (a) frends (b) friends (c) freinds (d) frainds

ii. (a) corocdile (b) crocodile (c) corocodile (d) crocodyle

iii. (a) rescuse (b) riscues (c) rescues (d) rescoose

iv. (a) criated (b) created (c) crated (d) kreated

D.2. Go to the text and find out words which are opposite (antonyms) to the following words:

(i) foes (ii) careless (iii) missed (iv) endangers

(v) rose (vi) ignore (vii) false

D.3 Match the words in column 'A' with their meanings in column 'B':

A	B
lots of	made
careful	a large number/ amount of
sinking	on the shore or land
ashore	cautious
rescues	going below the surface of water
created	saves from danger
warn	take notice of
heed	inform of danger

E. LET'S LEARN GRAMMAR

E.1. Look at these sentences from the lesson:

I have caught one! I have caught one!

The Present Perfect tense is used to express actions which have just or already been completed at the time of speaking or writing. This tense expresses the very recent past:

They've just left.

It also tells of a state or situation which has started in the past and is continuing up to now:

I have lived in Patna for a long time. (I am still living there.)

The event may be a finished state or activity but the period of time in which it has taken place is not finished:

I have written a letter this morning. (the letter is finished and it is still morning.

It tells about an event with a present result :

I have lost my keys.

The Present Perfect tense of any English verb is formed from the Simple Present of the auxiliary **to have**, followed by the **past participle** of the verb. Most English verbs form the past participle in a regular, predictable manner. These verbs are commonly referred to as **regular verbs**. The past participle of a regular English verb is formed by adding the ending **-ed** to the bare infinitive of the verb. For instance, the past participle of the verb **to work** is **worked**.

I have worked You have worked

He has worked She has worked

E.1.1. Fill in each blank with the present perfect form of the verb given in brackets:

(i) Anshu _____ (buy) a new pen.

(ii) We _____ (do) our homework.

(iii) Ayesha _____ (help) her friend a lot.

(iv) Anwesha _____ (read) this book.

(v) I _____ (clean) the blackboard.

(vi) My friends _____ (solve) all the sums.

(vii) I _____ (not, take) your pen.

(viii) Who _____ (write) this poem?

E.2. Past Perfect Tense

The Past Perfect tense is used to refer to a non-continuous action in the past, which was already completed by the time another action in the past took place. Notice that Simple Past and Past perfect are generally used together with conjunctions like *when, after, before* and *until*. The Past perfect refers to the first action and Simple past to the second action.

The Past Perfect tense is formed from the Simple Past of the auxiliary **to have**, followed by the past participle of the verb.

The Simple Past of **to have** is **had**. The auxiliary **had** is often contracted to **'d**. For example: I had worked

I'd worked

E.2.1. Fill up each blank with the past perfect form of the verb given in brackets:

(i) When I arrived at the cinema, the film _____ (start).

(ii) She _____ (live) in Delhi before she went to Kolkata.

(iii) We were late for the train because we _____ (forget) our tickets.

(iv) Anwesha _____ (study) a lot before the exam.

(v) Parwez and Anil failed because they _____ (make) a lot of mistakes.

(vi) The children _____ (not, do) their homework, so they were in trouble.

(vii) I _____ (visit) Patna five years ago.

(viii) Anshu _____ (finish) his homework long before.

E.3. Look at the sentence taken from the lesson:

I should not have come with you.

More examples:

I'm sorry I should not have lost my temper.

You should have asked for some help.

You should have consulted a good doctor.

Complete the following on the pattern of the sentences given on the previous page :

1. We should not have ……
2. They should not have ……
3. I should have ……
4. The police should have ……
5. The leader should have ……
6. The doctor should have ……..
7. You should not have ……..
8. The fox should not have ……

F. LET'S TALK

F.1. Talking about crocodiles

What do you know about crocodiles? Discuss in groups of 4-5 in class and then tell your teacher.

G. LET'S WRITE

G.1. Writing about crocodiles:

What do you know about crocodiles? Discuss in class and write 5-6 sentences.

H. ACTIVITY

Draw pictures of a fox and a crocodile and write on their physical appearance in two or three sentences.

***

READ, THINK AND ENJOY

1. SENGAI BLESSES A FAMILY

Sengai was a wise man and a great teacher. One day a rich man came to Sengai and said to him, “I have come to request you to bless our family. Please write something for our continued prosperity.”

Sengai sent for a large sheet of paper. When it was brought to him, he wrote on it: “Father dies, son dies, and grandson dies.”

The rich man became angry. He said to Sengai, “I requested you to write something for the happiness of our family. But you have written about death, which is a terrible thing. Why are you making a joke such as this?”



Sengai smiled. Then he explained, I am not joking. Before you die if your son dies, this would grieve you greatly . If your grandson passes on way before your son, both you and your son would be broken-hearted. But if your family, generation after generation, passes away in the order I have mentioned, it will be natural course of life. This is what I call real prosperity."

The rich man was greatly relieved to hear this. He bowed to Sengai, thanked him, and went away.

LET'S THINK AND DO

1. Have you ever gone to a 'Sadhu' or a wise man asking for his blessings? If yes, what was the occasion? Did the blessings prove good for you?
2. What according to you is a sign of happiness and success? List some of its signs.
3. What should one 'do/not do' to achieve them? List them.

***

2. WONDERFUL WASTE

Once the Maharaja of Travancore ordered a grand dinner in his palace. In the afternoon before the dinner, the Maharaja entered the kitchen to survey the dishes that had been prepared for the feast.

"What are you going to do with those vegetable scraps?" he asked the cook, pointing to the basket of scraps near the cook. The cook replied, "They are waste. We will throw them away."

"You cannot waste all these bits and pieces of vegetables. Find a way to use them," the Maharaja commanded sternly and walked away.

The cook was in a fix and kept staring at the vegetable scraps for some time. Suddenly, an idea flashed across his mind.

He took all the vegetable bits, washed them and cleaned them well.

Then he cut them into long strips. He put them in a huge pot and placed it on the fire to cook. Next, he ground some fresh coconut, green chillies and garlic together. He added this paste and some salt to the cooking vegetables.

A tempting smell started coming from the pot. Now he whipped some curd and added it to the curry He also poured a few spoonfuls

of coconut oil and decorated the dish with curry leaves.

Lo and behold! The new dish was ready.

The cook served this new dish to the guests that evening.

Everyone was eager to know the name of the new dish. The cook thought and thought. Then a name came to his mind. He named it avial (uh-vi-ul).

Avial became famous all over Kerala and is now one of the dishes in a traditional Kerala feast.And imagine, it all came from a basket of waste!



LET'S THINK AND DO

1. Several things are thrown away daily as waste in every household. List them. Think of ways to reuse these items.

2. The Maharaja ordered the cook to use the vegetable scraps instead of throwing them away. Work in groups and name some of the things which are thrown away at home or in your school. Think of some interesting ways by which they can be made useful.

3. Name the food that is made in your home :

(i) For a festival. _____.

(ii) When you are unwell. _____.

(iii) Everyday _____.

(iv) On your birthday _____.

4. 'Avial' is a dish made in Kerala. It is famous all over the state.

Do you have a similar dish in your state made from a mix of many ingredients?

(i) What is it called? _____

(ii) Note down the ingredients used to make it. _____

(iii) Write down the recipe:

_____

5. Look at the following words:

Root word	new word	by adding	by dropping
order	ordered	-ed-	-
eager	eagerly	-ly-	-
go	going	-ing-	-
name	named	- d -	-
cloudy	cloudier	- er -	y

Make new words by adding or deleting a few letters from the root words. Some are done for you in the chart below :

	-ed	-ing	-r/-er	-est
taste	tasted			
wise	x	x		
order		x	x	x
wash			x	x
long	x	x	longer	
cook				x
add			x	x
clean				
stare				
fire			x	x
tempt				x
fix			x	x
new	x	x		

***

3. THE WONDER COT

In a small town in Bihar, there lived a skilled carpenter called Piyaram Achari. Such was his skill that he never had to go and market the beautiful things he created. People flocked to his house and bought various items he created.

He had an intelligent son, Sitaram, who often watched him at work with great fascination. He refused to go to school or play with the other children. Whenever Piyaram was away, Sitaram picked up his tools and tried his hand at chiselling and polishing waste wood pieces lying around. The father was unaware that his son was slowly becoming a talented carpenter.

Sitaram was now a young man and life went on smoothly. But one day, his father suddenly passed away. The family was in a crisis. For a couple of days they ate whatever their neighbours shared with them. On the third day, Sitaram's mother woke him up and asked: "How are we going to make a living, dear son?"

Sitaram sat up in his bed and said, "Mother, I shall become a carpenter like father." His mother smiled and said, "But, you haven't learnt carpentry!" Her son replied, "Mother, I have watched father make so many things, and I feel I can start by making a few things. I want to give it a try."

From that day, Sitaram was busy making doors and windows

and some odd things. The sound of the chisel and the hammer attracted the passersby. They placed orders with Sitaram and were happy with his craftsmanship. He made enough to live on.

Sitaram had lot of spare time and his head was full of wonderful designs. One day, he decided to make a cot. What he had in mind was not a plain cot, it was a four-poster cot. Not the regular four-poster cot to hang curtains from but the posters would have soldier-like figures. It would be an ideal cot for a king he thought. He discussed his dream project with friends and acquaintances and started working on it.

Word soon spread and it reached the ears of King Parasnath. One of his courtiers told him, "Your majesty, the cot has four soldiers in the four corners to take care of the one who sleeps on it!" Parasnath had been having nightmares and sleepless nights. Demons, snakes, spies and robbery were recurring themes in his dreams. With no peace of mind, he thought he should give the cot a try. He asked his minister to meet Sitaram secretly and find out the price.

Sitaram was surprised when the minister called on him. He told the minister that he would not sell the cot but would gift it to the king. The king could reward him after using the cot. The minister arranged for the cot to be taken to the palace that night. The king was pleased as soon as he set his eyes on the cot. He was especially pleased to see the beautifully sculpted four soldiers. Soon, the king was fast asleep on the cot.

One night, a demon crept into the bedchamber. One of the soldiers came alive as soon as he saw the demon. The soldier caught hold

of the demon, dragged him outside, and killed him. After killing the demon, he returned and narrated the adventure to the other soldiers. The king woke up and heard the conversation. In the morning, the king was told about the demon's body lying outside the palace gates. Nobody knew how the body had appeared there or who had killed it. The king then told the minister about what had happened the previous night. The king had a bag of gold coins sent to Sitaram.

A few days later, the king was fast asleep, when one of the soldiers came alive on hearing a hissing sound. A hideous looking serpent was crawling towards the king's bed; the soldier caught it by its tail, took it beyond the palace gates and killed it. He then discussed his valorous act with the other soldiers. The king heard the soldier's narration. The next day the dead serpent outside the palace became the news. The royal astrologer was called. He told the king that he need not worry about being killed by a snake because the snake had been killed. The king sent another bag of gold coins to Sitaram.

Another night, the third soldier of the cot heard strange noises, came alive, and went to investigate. He found two thieves trying to break the locks of the treasury. The soldier managed to catch them and tie them with a rope. When he came back to the king's bed-chamber, he told the other soldiers how he had prevented a robbery. The king overheard the conversation, went out and called his bodyguards. He asked them to search the palace. They found the two thieves lying bound, luckily, the locks were intact. The thieves were then imprisoned. The king sent another bag of gold coins to Sitaram.

Soon the kingdom was rife with rumours that it would be attacked soon. King Parasnath asked his courtiers to be alert and bring him news if any. Though the rumours were bothering the king, he had faith in the soldiers of the cot. So, he slept soundly in the night with no apprehensions about the safety of the kingdom.

One night, the fourth soldier came alive and went to the minister's apartment. He found a suspicious looking man lurking in the courtyard. He was a spy from the neighbouring kingdom. He had been sent to kill the minister and create turmoil which would be an ideal situation for an attack.A scuffle broke between the soldier and the spy and the minister woke up and called his bodyguards. They came and separated the two. The minister was surprised to see the soldier from the cot.

"You...?" the minister exclaimed. "Yes, sir, I'm one of the soldiers of the cot. The person I caught is a spy; he might have killed you. Let me now go back to my place in the cot. We are always at the service of the king!" The soldier turned round and disappeared.

The minister saw the intruder being taken away by the bodyguards and rushed to meet the king. After he listened to the minister, the king said, "The soldiers of the cot have saved my life and yours. They have protected the treasury and saved the kingdom from an imminent attack. If they help us, we can even go to war with our neighbours. But before that, I would like to meet the carpenter and congratulate him."

The king told his courtiers about the young carpenter, Sitaram, and his wonder cot. "Sitaram is now our royal carpenter,

henceforth he will be known as Sitaram Achari.Though a carpenter, he will also attend my court."The king's proclamation was greeted with cheers.

When Sitaram went home escorted by bodyguards, his mother's joy knew no bounds. She teased him. "So, you're now a carpenter, a royal carpenter?"

LET'S THINK AND DO

1. Have you ever listened to such types of stories? Share them with your classmamtes.
2. How did Sitaram become a royal carpenter?
3. How do you view this statement: "So, you're now a carpenter, a royal carpenter"?

***

THE CROCODILE'S ADVICE

(Text)

Once there lived two friends – a fox and a crocodile.

Fox: Friend, I 'm feeling very hungry.

Crocodile: Are you coming to the other side?

Fox: For what?

Crocodile: There're lots of rabbits. You can pounce on them very fast and satisfy your hunger

(The fox sits on the back of the crocodile and they swim towards the other side)

Fox: Hey, there're lots of fishes in the river.

Crocodile: Oh yes. But don't try to catch them. You know how to hunt food on land, not water . So you've to be very careful.

Fox (jumps and gets one): I've caught one! I've caught one!

Crocodile(surprised): What? (Fox is not on his back)

Fox: gulp … gulp …eh (sinking)

(Crocodile dives in and rescues the fox and brings him ashore):

Fox: I should not have come with you to the other side. That's what created the problem.

Crocodile: You fool! You tried to hunt in water as you do on land. That's why you fell into the water. Didn't I warn you? You never paid any heed to my warning. It's true that there's no point in advising fools.

APPENDIX

TEXT-1

Have you ever wondered how ants are able to communicate with each other? They don't talk like human beings, so how do they let their buddies know when they've found a big pile of food, or if a predator is nearby?

Though ants might not speak like you or I do, they actually have a very detailed "language" that uses movement and…believe it or not, smell! Ants release a special type of chemical called "pheromones" – by smelling the pheromones, other ants are able to follow the scent trail to food, protect their young, or even protect each other in event of danger.

In addition to smell, ants will use touch to make a point. For example, if one ant finds a pile of food, it will rub its antennae and front legs on its neighbour to get its attention and pass on the good news! To help with this, their legs are covered in special hairs that make them even more sensitive and able to feel touch and vibrations.

TEXT-2

A mother went for shopping with her six year old daughter. There, they met an old, poor man who tried to persuade them to buy balloons from him. The little girl said, " Mummy, let's give that poor man some money." "We're in a hurry,"replied the mother. "And besides, it's not our problem." She hastened past the poor man dragging her little girl along. She went on to purchase expensive dresses though she had plenty of them. At night, with her mother by her side, the young girl prayed, 'Dear God! I thank you for all you have done for me. Bless Mummy and Daddy." She further added, "Dear God, forgive Mummy who refused to help the poor man saying that it was not her problem. "The mother felt greatly ashamed of herself when she heard this.