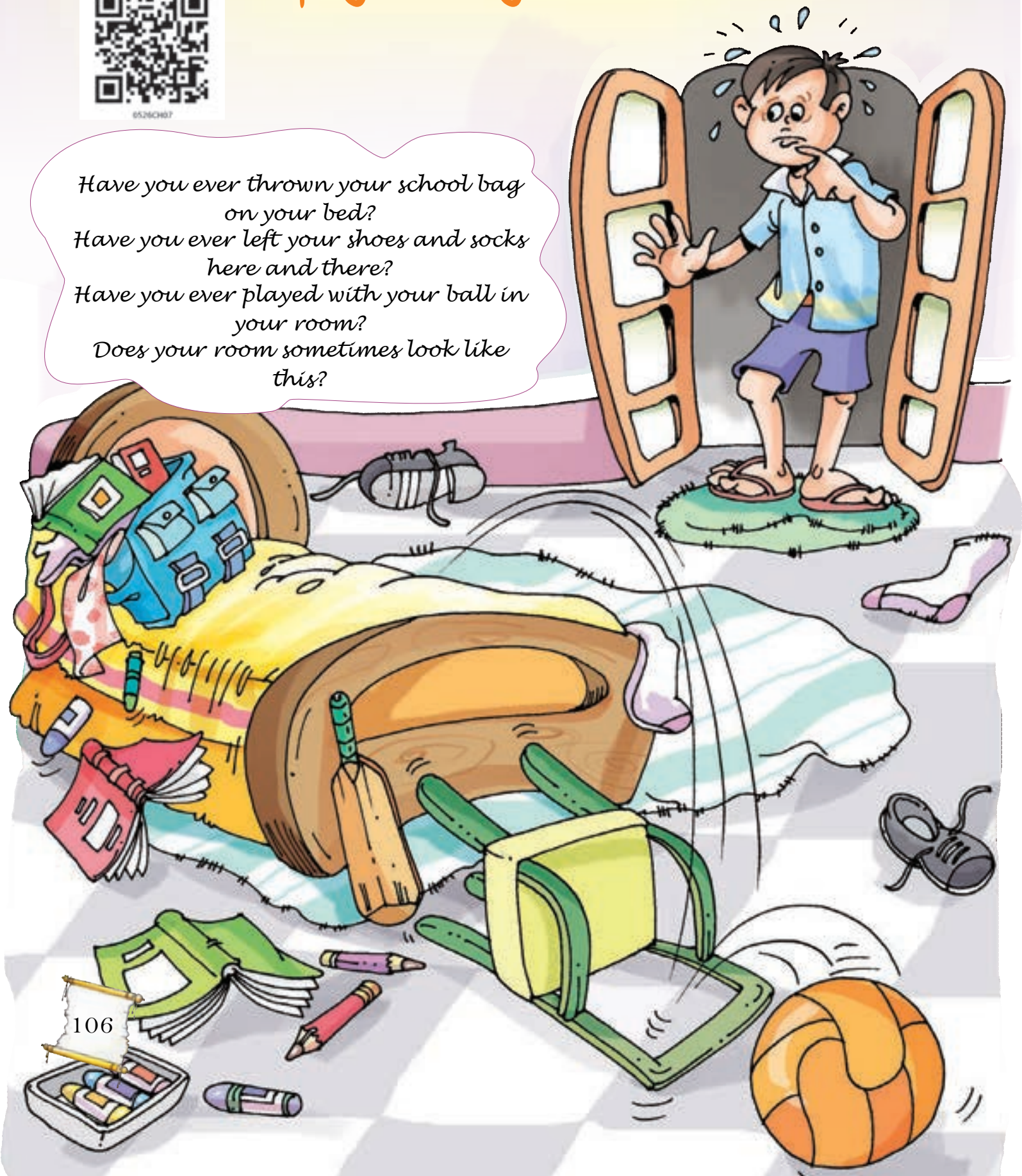
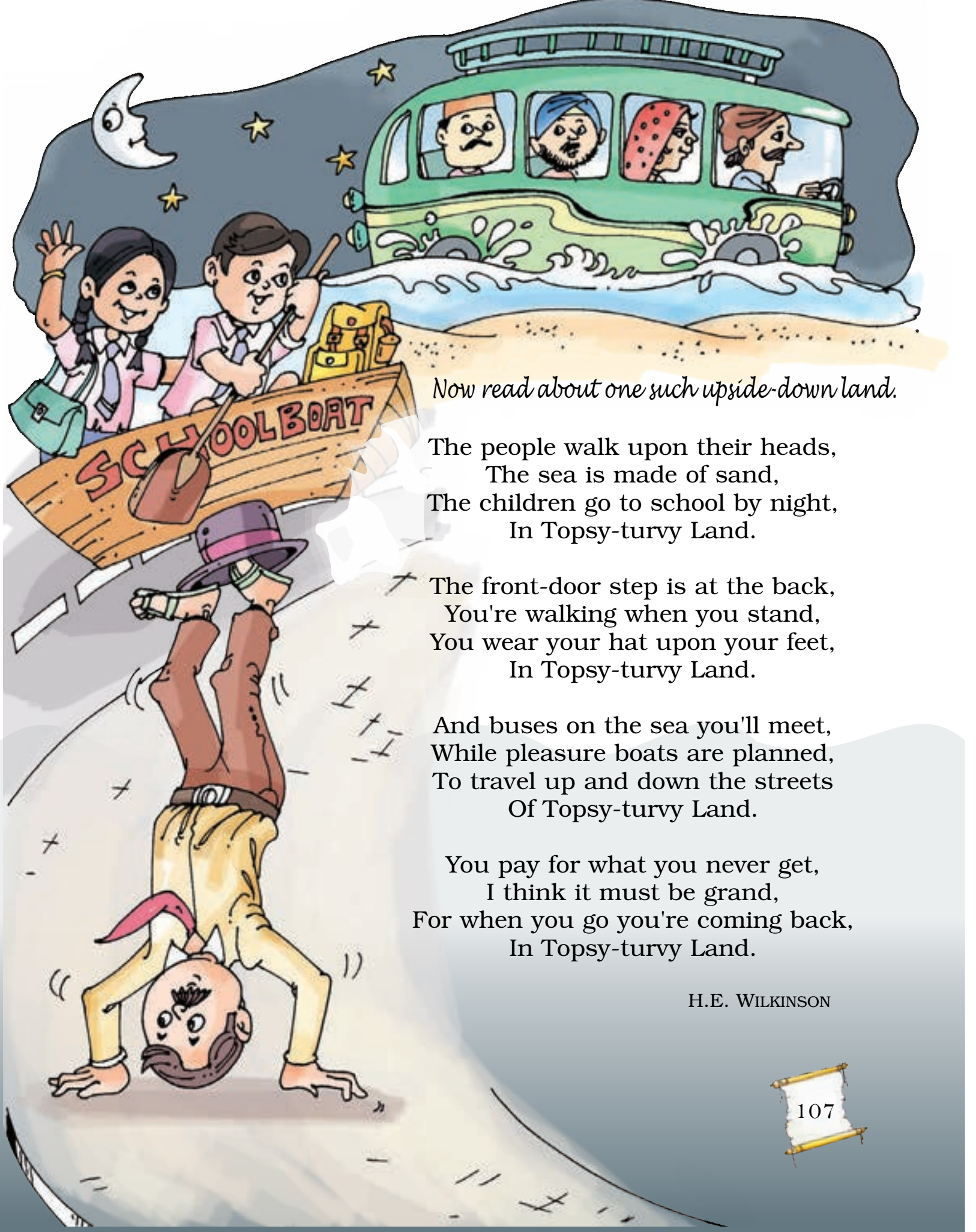
Unit 7

Topsy-turvy Land

Have you ever thrown your school bag on your bed?
Have you ever left your shoes and socks here and there?
Have you ever played with your ball in your room?
Does your room sometimes look like this?





Now read about one such upside-down land.

The people walk upon their heads,
The sea is made of sand,
The children go to school by night,
In Topsy-turvy Land.

The front-door step is at the back,
You're walking when you stand,
You wear your hat upon your feet,
In Topsy-turvy Land.

And buses on the sea you'll meet,
While pleasure boats are planned,
To travel up and down the streets
Of Topsy-turvy Land.

You pay for what you never get,
I think it must be grand,
For when you go you're coming back,
In Topsy-turvy Land.

H.E. WILKINSON

New Words

topsy-turvy : upside down

pleasure : feeling of enjoyment

grand : big, *(here)* great fun

Reading is Fun

1. When do children go to school in Topsy-turvy Land?
2. In the poem, if buses travel on the sea, then where do the boats travel? How should it rightly be?
3. The Topsy Turvy land is very different from our land. Let's draw a comparison by filling in sentences wherever needed.

Topsy-turvy Land	Our land
(i) People walk on their heads.	(I) _____
(ii) _____	(ii) The buses run on land.
(iii) They wear their hats on feet.	(iii) _____
(iv) _____	(iv) Boats sail in the sea.
(v) People pay for what they don't get.	(v) _____

Let's Listen

Fun with sounds

pleasure	treasure	measure	
wear	tear		
stare	where		
planned	canned	scanned	strand
topsy-turvy	hurly-burly	curly-whirly	

Let's Talk

1. The words in the sentences are jumbled here. Rearrange them to make meaningful sentences. Words that begin with a capital letter are the first word of the sentence.

   (i) Renu naughty is a girl.

   (ii) untidy room Her always is.

   (iii) mother Her advises her clean to it.

   (iv) never listens She her mother to.

   (v) kind of What child a you are?

2. Can you tell of some things that go topsy-turvy at home and there is disorder?

Let's Write

1. Write five things that you do at home to make your home look neat and clean.

   (I) _____

   (ii) _____

   (iii) _____

   (iv) _____

   (v) _____

2. Let's imagine a topsy-turvy scene and describe it in the lines below.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

3. Two stories got mixed up. Sort them out and write them in the appropriate boxes.

   - We thought the lion had eaten someone.
   - Suddenly the kite lifted him off the ground and took him over the treetops.
   - He saw a shoe in the lion's cage.
   - Finally, the kite brought him back to the park.

- Our class had gone to the zoo.
- Puran was flying the brand new kite in the park.
- Some children stood and screamed, and some ran to the Director of the zoo.
- Puran was frightened and excited.
- The lion had not eaten anyone, because the shoe was one of the lion's toys.

The Magic Kite

_____

_____

_____

_____

_____

_____

Who Did the Lion Eat?

_____

_____

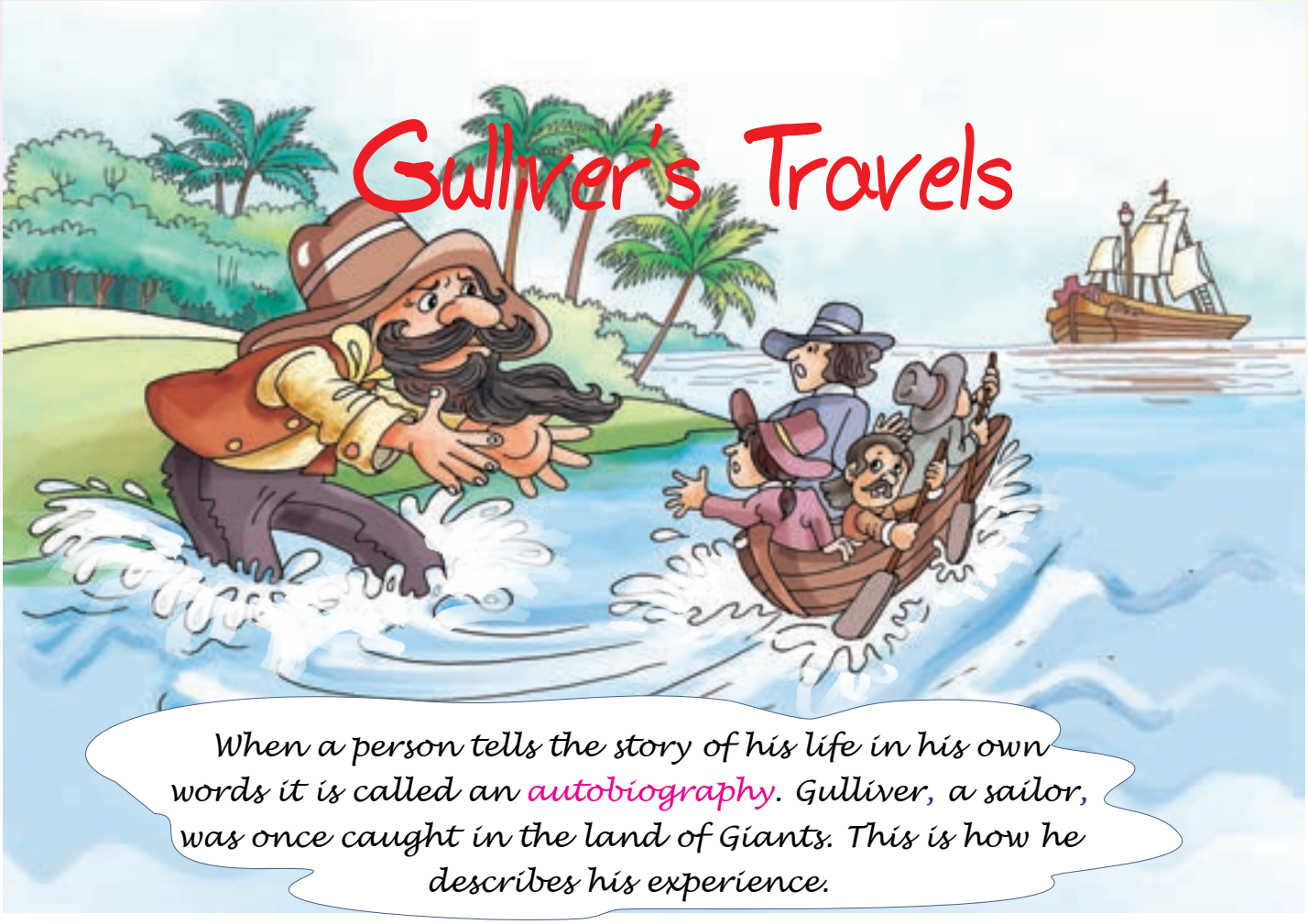
_____

_____

_____

_____

_____



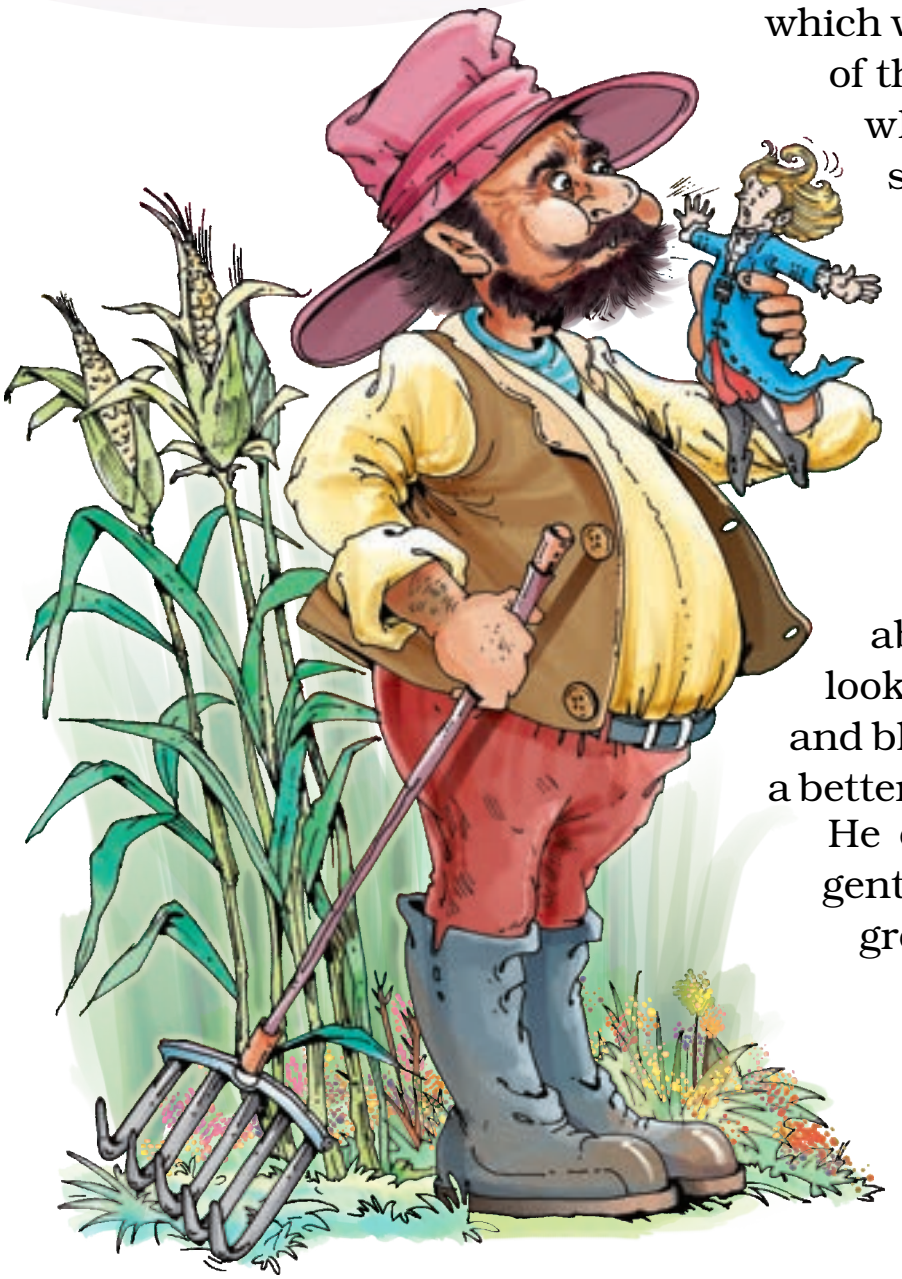
Gulliver's Travels

When a person tells the story of his life in his own words it is called an autobiography. Gulliver, a sailor, was once caught in the land of Giants. This is how he describes his experience.

On the 16th of June 1730 we discovered land. Our captain sent a dozen men with vessels for water, if any could be found. When we came to land we saw no river or spring nor any inhabitants. I went on to explore. The country was barren and rocky. I turned back to join the crew, only to see them getting into the boat and rowing for life to get to the ship.

Before I could reach them I observed a huge creature walking after them in the sea as fast as he could. The water of the ocean reached only till his knees! However, the monster was unable to overtake the speeding boat. I turned back quickly and climbed up a steep hill with fields of barley on either side and the corn rising upto forty feet. There was a fence to pass from one field to the other.

It was impossible for me to climb because every step was six feet high. I was trying to find a gap in the hedge when I discovered one of the inhabitants in the next field walking towards the fence. He was of the same size as the creature chasing the boat. I was struck with utmost fear and astonishment and ran to hide myself. He called in a voice much louder than a trumpet. It sounded like thunder! Seven monsters like him came towards the field ready to reap the corn. They carried a reaping hook which was very big. When one of the reapers approached where I lay hidden I screamed as loud as I could. The creature stopped reaping, picked me up between his thumb and forefinger and brought me close to his eyes, sixty feet above the ground. He looked at me with curiosity and blew my hair aside to get a better view of my face.



He called his friends and gently placed me on the ground.

They all sat on the ground to take a good look at me. I walked

slowly backward and forward, pulled off my hat and made a low bow towards the farmers. I tried to speak to them loudly in several languages. Each time I did so the farmer who picked me up held his ear very close to me but in vain. The farmer took me to his house and placed me at some distance on the dining table which was thirty feet high from the floor.

Dinner was brought for the farmer in a dish which was ten feet in diameter. The farmer's wife crumbled some bread and placed it before me. In the middle of the dinner I heard a noise behind me. It was the purring of a cat that was ten times larger than an ox. The farmer's wife was stroking him. Then entered the farmer's one year-old son in the arms of a lady. On seeing me the child grabbed me from the table and put my head into his mouth. I shouted so loudly that the baby dropped me. I would have broken my neck if the mother had not held her apron under me. Later she put me on her own bed and covered me with a clean white handkerchief.

I slept dreaming of my home, my wife and my children.

(Adapted from Jonathan Swift's *Gulliver's Travels*)

New Words

bellowing	:	very loud noise
inhabitants	:	occupants
barren	:	land with no vegetation
astonishment	:	greatly surprised
crumbled	:	broken into pieces
grab	:	*(here)* pick suddenly

Reading is Fun

1. Why did the captain send the men to the land?
2. Why did the men rush back to the ship?
3. Choose the correct answer.

(i) The giant carried a reaping hook because
   (a) he was fighting with the other giants.
   (b) he was going to reap the corn.
   (c) he wanted to frighten Gulliver.

(ii) They put Gulliver on the ground to look at him because
   (a) they had never seen a human before.
   (b) they thought he was a doll.
   (c) they had never seen such a tiny man.

(iii) Gulliver was

(a) a farmer.

(b) a sailor.

(c) a dwarf.

(d) a giant.

4. Name the creature to whom you would look like Gulliver. The creature is now extinct.

   The word begins with the letter D_____

5. From the text, write the sentence that tells you the following.

   (i) The giant reapers were fascinated by Gulliver.

   _____

   (ii) Gulliver was a learned man.

   _____

   (iii) The farmer's son thought Gulliver was a toy.

   _____

   (iv) The farmer's wife was a kind-hearted woman.

   _____

1. Read the following sentences carefully.

   The giant farmer's voice was as loud as a bellowing trumpet.

   or

   The giant farmer's voice was as loud as thunder.

   When something is very cold, we say it is as cold as ice. This is because ice is very very cold.

Now complete the following. Use the words given in the box.

as _____ as a feather
as _____ as a tortoise
as _____ as honey
as _____ as snow
as _____ as an ox
as _____ as night
as _____ as a rose
as _____ as a toast
as _____ as a breeze

red
slow
black
gentle
warm
strong
sweet
light
white

Use the above expressions to complete the following sentences.

(i) The old man's hair is as white _____.

(ii) His feet were as cold _____.

(iii) The newspaper boy was as slow _____ _____ in delivering the papers.

(iv) I felt as light _____ after exercising.

Create your own comparisons for the following. Work in pairs.

as tall as _____

as fast as _____

as high as _____

as angry as _____

as tiny as _____

as brave as _____

2. There are many reasons why something happens.

For example

Event	Reasons
1. Gulliver could not climb the fence because	— every step was six feet high. — he saw one of the giants coming towards him. — he ran to hide himself.

All the three are reasons why Gulliver was unable to climb the fence.

3. Now look at the pictures and discuss in groups why the following events happened. You may find more than one reason for each of them.

Let's Write

Look at the following examples.

- I was trying to climb over the fence when the giant saw me.
- The farmer's wife was stroking the cat when her one year-old son entered.

Both the actions were in the past.

When the first one was going on in the past, the second one happened.

1. Match the following and write complete sentences in the lines below.

	What was happening?	What happened?
(i)	I was writing a letter.	the lights went out.
(ii)	Paul was looking out of the window.	th e bell rang.
(iii)	*He was looking for his dog.	he noticed a lovely butterfly.
(iv)	*I was just completing the last answer.	he fell off the ladder.
(v)	The man was painting the wall.	I met Arun.
(vi)	Amit was doing his homework.	my pen ran out.
(vii)	My mother was cooking dinner.	ma'am said, "Stop writing."

(i) I was writing a letter when _____

(ii) _____

(iii) *When I met Arun, he was looking for his dog.

(iv) *_____

(v) _____

(vi) _____

(vii) _____

*Please note that sometimes the order of the sentences changes.

2. Now complete the following suitably.

   (i) I was sitting in a taxi yesterday when _____

   (ii) He was cleaning out his cupboard when_____

   (iii) _____ a dog ran out onto the road.

   (iv) _____ the teacher walked into the room.

3. When we compare two things/people, we add -er or more to the describing word.

   When we compare three or more things/people, we add est or most to the describing word.

Look at the following examples. When first two are compared and when all three are compared.

fast | faster | fastest

- The sailboat is fast.
- The car is faster than the sailboat.
- The aeroplane is the fastest of all.

difficult | more difficult | most difficult

- Hitting a target is difficult.
- Juggling caps is more difficult than hitting a target.
- Doing complicated magic tricks is the most difficult of them all.

Now complete the following in the same way using the words easy or strong.

(i) Skipping is _____.

Jumping is _____ than skipping.

Walking is the _____ of all.

(ii) The dog is _____.

The horse is _____.

The elephant is _____.

Now complete the following in the same way using the words juicy or exciting. The order may vary according to your choice.

apple	_____
orange	_____
sugarcane	_____

rock climbing	_____
skiing	_____
river rafting	_____

4. Correct the use of the describing words in the following sentences.

(i) This is the simpler problem of them all.

(ii) Which is the lightest of the two parcels?

(iii) He is cleverer than I am.

(iv) I like this the best of the two.

(v) The flood became badder as the rain increased.

5. Punctuate the following sentences using capital letters, full stops (.) commas (,) question marks (?) apostrophe (') exclamation mark (!) wherever necessary.

dear samir,

i am sending you a photograph of my newest pet frisky is a bulldog and a very playful puppy by next summer he should be old enough to go with us on our long walks i m sure you are looking forward to seeing him I know you will like him

warm regards

sanju

6. Punctuate the following sentences
   (i) next wednesday my sister mita is going to join the state bank of india
   (ii) the dog wags its tail when its pleased but a cat waves its tail when its angry
   (iii) when I went fishing I caught an old shoe a plastic bag and a bad cold
   (iv) she fed the baby washed the dishes put the lights off and went to sleep
   (v) wasn't tim born on the 26th of january 1989
   (vi) oh no the bus has gone

Let's Find Out

Fill in the blanks.

(i)	A giant tree	Red wood trees of California
(ii)	A giant bird	_____
(iii)	A giant land animal	_____
(iv)	A giant water creature	_____

(v) A giant reptile _____

(vi) A giant aeroplane _____

Find out some interesting facts about each of these giants and share them with the class.

Creative Writing

You woke up one morning and found yourself in the land of dwarfs!

Write a paragraph describing your experiences there and how you got back home finally. You may begin like this.

Everything around me looked different. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Joke

Q. What did the monster eat after the dentist pulled its tooth?

Ans. The dentist.

Poem: *Topsy-turvy Land*
Story: *Gulliver's Travels*

THEMES

Adventure
Imagination
Fantasy

POETRY

Once children get into the habit of reading poetry, they will find that whether happy or sad, sleepy or discouraged, homesick or pleased, there is a poem to match your mood. Our feelings, thoughts or experiences have been described by different poets at different times. Poetry is closely related to music for it appeals to the ear and has a rhythm. Enjoy the rhythm of poetry by singing or tapping your feet.

READING TIME

In this story, Gulliver, is in the land of giants. The teacher should ask the children to read other adventures of Gulliver, especially Gulliver in the land of Lilliput. They will enjoy reading it and it will also enhance their reading habit.

CONVERSATION TIME

The exercises on Things you do to keep the house neat and normal and not topsy-turvy, Things that are alike (similes), Guess why (giving reasons) and Degrees of comparison can have many possible answers. The teacher can encourage sharing of some personal experiences. This can be an interesting and an effective learning aid.

WRITING TIME

Time the activities. It is at the teacher's discretion to plan the exercises.

The exercise on Punctuation needs a quick recapitulation of the different punctuation marks that the children have learnt in the lower classes, before they attempt it.

PROJECT WORK

Children can find pictures, or illustrate the 'giants' and write a few interesting facts on each in paragraph form. These could then be displayed in class.

Browsing through the encyclopedia during the 'library hour' would be a good way to do this project.