

1

I LOVE GRANDMA

A. Warmer

Answer these questions before you read the poem:

- 1. Who else besides your father and mother live (s) in your family?**
- 2. Do you have Dadi (Grandmother) or Nani (Maternal grand mother) at your home ? How much are you attached with her ?**
- 3. Do you love her ? How do you show your love to her ?**
- 4. How do your parents behave with her ?**

Grandma's eyes are shining blue
Through the glasses on her nose
Grandma has the sweetest smile
And the nicest smelling clothes
When Grandma rests, I am still
Until she wakes up, and then
I run and hug my Grandma dear
Then she hugs me back again !





Words to know

shining	शाइनिंग	चमकीला
glasses	ग्लासेज	चश्मा
still (adj)	स्टिल	स्थिर
hug (v)	हग	आलिंगन करना
wake up	वेक अप	जागना

B. Let's Think and Speak

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

1. Grandma's eyes are shining green.
2. Her glasses are on her ears.
3. Grandma has the sweetest smile.
4. She has the nicest smelling clothes.
5. While grandmother rests, the poet makes a noise near her.
6. Grandma dislikes her grandson's hugging her.

C. Let's Think and Write

C.1. Complete the following sentences by putting the right forms of words given in brackets :

1. Grandma's _____ are shining blue. (nail/ eye)
2. Grandma has the _____ smile. (sweet/ dull)



3. She is wearing the _____ smelling clothes.
(costly/ nice)
4. When Grandma _____, I keep quiet. (rest/ sleep)
5. I run and _____ my Grandma. (pull/hug)
6. Then she _____ me back again. (hug/ throw)

C. 2. Answer the following questions:

1. Does the poet care for his grandma ? Which words and phrases show this ?
2. How can you say that both grandma and grandson have very deep love for each other ?
3. How do you treat with your grandma ? Do you listen to her ?

C.3. Write two more rhyming words of the following :

blue

nose

back

D. Let's increase word power.

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

blu	throgh	glases	nouse	smeling
seatest	niecest	stil	huges	agian



D.2. Pick out the words from the text that mean the following:

father's mother, spectacles, garments worn to cover body and limbs, ceases to sleep, beloved or much esteemed, another time.

E. Let's Speak

E.1. Say these words aloud :

hug

dug

mug

rug

tug

drug

shrug

slug

bug

jug

plug

thug

E.2. Use the following words as shown below :

Marvellous ! : We use it when we appreciate something.

Marvellous ! This is a great deed.

Bravo ! : We use it to encourage some one.

Bravo ! You have won.

Oh ! : We use it in sorrow or distress.

Oh ! He is no more.

Alas ! : We use it in sorrow or distress.

Alas ! She has failed.

Hurry up ! : We use it when we want to make haste.

Hurry up! We are getting late.



E.3. Look at the following words/expressions we use in our day-to-day life. Think of the situations where you would use each one of them.

Hello !

How do you do ?

Fine !

Thanks !

Welcome !

Excuse me.

I beg your pardon.

May I use your pen ?

Of course.

Well done !

F. Let's Do

F.1. Find out words naming our relatives in the following word puzzle. One has been done for you :

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



F.2. Draw a picture of your family tree. You may begin as given below.

Grandparents



2

OUR HOME

A. Warmer

Ask children to talk about the members of their family who live with them. Encourage them to think and discuss what they do at home and school. Encourage them to point out the difference in their activities at both places.

I am Amit. This is my home. It is at a village. It has three rooms. I live with my father and mother, brother and sister. My father is sitting on a sofa and my mother is sitting in a chair. They are talking to each other.





My brother is reading a book but my sister is playing with her beautiful doll.

My sister is under three. So she does not go to school.

My brother is in class V. He goes to school everyday.

My father works in an office. He goes there everyday in the morning and comes back in the evening.

He brings many things for us.

My mother is a homemaker. She takes care of us.

I play carrom and ludo with my brother and sister.

At night, we all sit together and have a chat. Sometimes we go out and have fun.

Words to know

everyday	इवरीडे	प्रतिदिन
come back	कम बैक	लौटना
homemaker	होम मेक(र)	गृहिणी
chat	चैट	बातचीत, गपशप
fun	फन	आनन्द
live	लिव	बसना, रहना
sofa	सोफा	सोफा
standing	स्टैण्डिंग	खड़ा
sitting	सिटिंग	बैठा हुआ



morning	मॉनिंग	सुबह
evening	इवनिंग	शाम
takes care of	टेक्स केय(र) ऑफ	देखभाल करती है
cook	कुक	खाना पकाना
together	टुगेद(र)	साथ-साथ

B. Let's Think and Tell

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

- What is your father's name ?
- What is the your mother's name ?
- Where do you live ?
- How many brothers and sisters do you have ?
- Who is your best friend ?

B.2. Say whether the following statements are true or false :

- The house has three big rooms.
- The house is small.
- The house is at a town.
- His sister is sitting on the sofa.
- Amit's brother is in class V.



C. Let's Think and Write

C.1. Answer these questions briefly :

1. Where does Amit live ?
2. What are Amit's parents doing ?
3. Where does Amit's father work ?
4. Who play(s) with Amit ?
5. What does Amit's mother do ?

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

homemaker, everyday, together, things, doll

1. Amit's sister is playing with a
2. Amit goes to school
3. Amit's father brings many for him.
4. Amit's mother is a
5. At night, they sit

D. Let's increase word power

D.1. Match the pictures with the words that name them:



1. doll



2. sofa



3. carrom board



4. football



5. television

E. Let's Learn

E.1. Look at the following sentences :

- (i) My father **is sitting** on a sofa and my mother **is sitting** in a chair.
 (ii) They **are talking** to each other.

Now match the words in column 'A' with the words in column 'B' and column 'C' to have sentences as shown in the examples given above.

A	B	C
1. My brother	is	playing football.
2. We	am	going to market.
3. She	are	writing a letter.
4. I		reading a book.



E.2. Look at the following sentences :

- a. **I have** a pen.
- b. **She has** a book.
- c. **They have** a ball.
- d. **We have** a bicycle.
- e. **You have** a doll.
- f. **He has** a sister.

Using the followings make sentences on the pattern shown in the examples given above :

I			bat
You	have		toy
We		a	book
They	has		house
She			brother
He			sister
			mango

E.3. Put capital letters and punctuation marks where necessary in the following sentences, as shown in the examples :



Examples :

1. **my** mothers name is **priya**
My mother's name is **Priya**.
2. **this** is my home
This is my home.
 - a. my name is radha
 - b. i am raj
 - c. sita and gita are going to school
 - d. what is your name
 - e. are you salma

F. Let's Talk

Work in groups and talk about the members of your family and what they do. One has been done.

I have a sister. She is younger to me. She studies in class I.

G. Let's Listen and Write

G.1. Dictation :-

The teacher will select a few words and sentences from the lesson and dictate them to the learners to ensure they listen to him/her properly and can spell the words correctly.



H. Let's Do

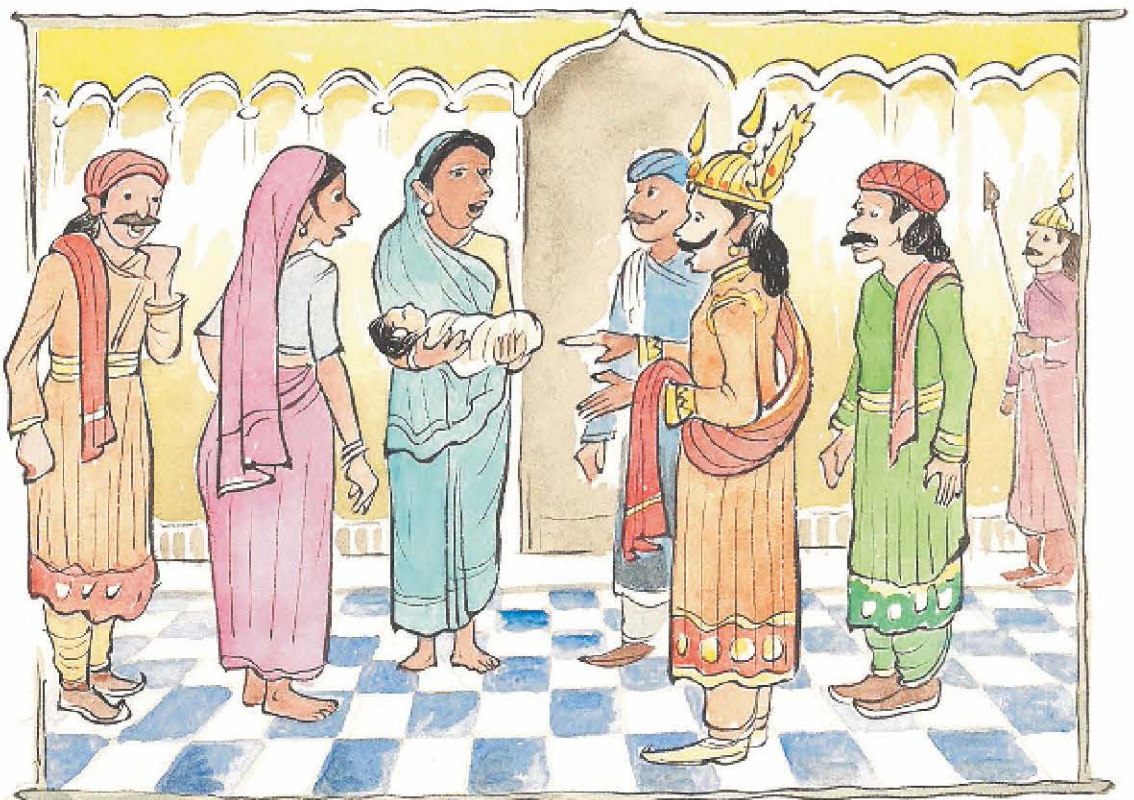
Collect pictures of one or two houses you like very much and paste them in the space provided :

3

VIKRAM, THE WISE KING

A. Warmer

Have you ever attended a panchayat meeting in your village in connection with a quarrel ? If yes, who was the judge ? What judgement did he give ? What were the reactions of the other people present there ?



There was a king. His name was Vikram. He was very wise. He was a great judge. He was also very just and kind.



One day his officers brought two women to his court. They were Sita and Lila. They were quarrelling over a baby.

Sita Said, "The baby is mine. Lila has stolen the baby."

"No, the baby is mine. This woman is telling a lie," said Lila.

King Vikram heard the two women. He thought over the matter deeply. Then he ordered his officers to bring a sword.

The king said to one of his officers, "Divide the baby into two halves. Give one half to Sita and the other half to Lila".

Hearing this, Sita cried loudly, "No! No! My lord. Don't divide the baby into two halves. Give this baby to Lila. Let the baby live."

The King ordered his officers, "Give the baby to Sita. She is the real mother."

Everyone present at the court was surprised. They appreciated the wisdom of King Vikram.

Words to know

judge	जज	न्यायाधीश
just	जस्ट	न्यायप्रिय
divide	डिवाइड	काटना, बाँटना
real	रियल	वास्तविक
wisdom	विजडम	बुद्धिमानी
surprised	सरप्राइज्ड	आश्चर्यचकित
appreciated	अप्रीशिएटेड	प्रशंसा किया



B. Let's Think and Tell

B.1. Answer the following questions orally in very few words:

- (i) Who was Vikram ?
- (ii) What were the names of the two women ?
- (iii) Why were the two women quarrelling ?
- (iv) Who was telling a lie ?
- (v) Which of the two women was the real mother?

B.2. Answer these questions in a phrase or sentence :

- (i) What kind of king was Vikram ?
- (ii) What did Sita say ?
- (iii) Who brought the two women before the king ?
- (iv) Who was not the real mother ?

B.3. Say whether the following statements are true or false:

- (i) The two women were quarrelling over a house.
- (ii) Sita cried loudly.
- (iii) King Vikram gave the baby to Lila.
- (iv) The king ordered his officers to divide the baby into two halves.
- (v) Everyone was happy to hear the judgement.



C. Let's Think and Write

C.1. Select the right words from the brackets given below and fill in the blanks :

- (i) King Vikram was _____. (just/proud)
- (ii) He was _____. (great/simple)
- (iii) _____ was the real mother of the baby. (Sita/Lila)
- (iv) Lila was telling a _____. (lie/truth)
- (v) Lila said, "The baby is _____. (mine/yours)

C.2. Answer the following questions in complete sentences :

- (i) What did the two women ask the king to decide ?
- (ii) What convinced the king that Sita was the real mother?
- (iii) How did the king show his wisdom ?

C.3. Rearrange the following sentences in proper order to make a meaningful paragraph. Put (1) for the first, (2) for the second and so on. One has been done as an example.

- (1) There was a king whose name was Vikram.
- () The baby was given to Sita.
- () The king thought over the matter a little.
- () The king's officers brought the two women before the king.
- () The two women were quarrelling over a baby.
- () He ordered to cut the baby into two halves.
- () "Don't divide the baby into two halves", Sita cried.



C.4. Complete the summary of the story by inserting the words opposite in meaning to the words given in brackets :

King Vikram was a very _____ (foolish) king. One day his officers brought two _____ (men) before him. They were quarrelling over a _____ (big) baby. The _____ (queen) ordered the officers to divide the baby into two halves. All those _____ (absent) were surprised. But Sita cried loudly. She was the _____ (false) mother. The king gave the baby to Sita.

D. Let's increase word power

D.1 Fill in the blanks to make meaningful words:

- (i) w... sd... m (ii) ... ff... c... r (iii) q... arr...l
(iv) s...o... d (v) d ...v...d... (vi) j ... st

D.2 Rearrange the following jumbled letters to make meaningful words :

- (a) dievdi (b) ffoice (c) dmosiw
(d) wosrd (e) rurqael

E. Let's Learn

Look at the following sentences from the lesson :

- Divide the baby into two halves.
- Don't divide the baby into two halves.
- Give this to Lila.
- Let the baby live.



All these sentences express either an order, request, advice or proposal. Such sentences, as you can see, begin with the verb in the first form and the subject 'You' is dropped. These sentences are called imperative sentences.

Now, read the story and find which of them expresses an order, request, advice or proposal.

E.1. Now write imperative sentences for the following situations. One is done for you.

1. When you are thirsty.
Give me water.
2. When you ask someone not to do anything.
.....
3. When you want other's pen.
.....
4. When you want to help your friend.
.....
5. When you want to get a seat from someone.
.....

E.2. Rewrite the following sentences as shown in the example.

Ex. You are requested to help me.
Please help me.

1. You are requested to have a cup of tea.
.....



2. You are requested to help the poor.

.....

3. You are requested to go there.

.....

4. You are requested to come here.

.....

5. You are requested to lend me some money.

.....

E.3. Rewrite the following sentences as shown in the example.

Ex. You are prohibited from touching the fire.

Don't touch the fire.

1. You are prohibited from coming inside.

.....

2. You are prohibited from teasing the dog.

.....

3. You are advised not to hate anyone.

.....

4. You are advised not to tell a lie.

.....

5. You are advised not to run in the sun.

.....



F.1. Let's Talk and Write

Should Lila be punished by the king or the king should set her free?
If you say 'Yes' explain 'why', but if you say 'No' explain. 'Why not'.

G. Let's Say Aloud

Say these words aloud

thought	theft	stump	stand
theme	think	stolen	stir
thin	throw	stone	sticker
thigh	throne	stop	steam

H. Let's Listen and Write

H.1. For the teacher : Select some of the sentences or a paragraph from the story and give a dictation to test children's spelling ability and enrich their writing ability.

I. Let's Play

Ladder Game

This game may be played between two groups or individuals.



The first participant shall speak out a word and the opposite participant has to speak out a new word starting with the last letter of that very word.

Example :

START

TOMATO

ORANGE

EGG

GOAT

.....

.....

.....

.....

.....

.....

4

LET ME DIAL

A. Warmer

Can you tell the mobile numbers of your friends and relatives ?

- * Do you want to talk on a mobile phone ?**
- * What do you feel when you have a mobile in your hand?**
- * Discuss your experience of talking on a mobile phone.**

Mummy, Mummy, let me dial.
You've got a new mobile.
Who is on the other end,
Brother, sister or a friend ?
Hi ! Hello ! with a smile,
Mummy, Mummy, let me dial,
Mummy, give me your mobile.



Words to know

dial	डायल	फोन का नम्बर मिलाना/लगाना
mobile	मोबाइल	मोबाइल फोन
smile	स्माइल	मुस्कान

B. Let's Think and Tell

1. Who is the speaker in the poem ?
2. What does the daughter ask her mother to give ?

C. Let's think and Write

C.1. Write 'T' for true and 'F' for false statements.

- a. The child wants to talk on the mobile. ☐
- b. The mother has got an old mobile. ☐
- c. The child smiles when he/she talks on a mobile. ☐
- d. The child asks for his/her Papa's mobile. ☐

D. Let's increase word power

D.1. Look at the example and fill in the blanks with the words given in the box :

speak go read do enter sing
--

Let me enter the room.

Let me _____ home now.



Let me _____ the work.

Let me _____ a song.

Let me _____ to my friend.

Let me _____ the book.

E. Let's Learn

E.1. For the teacher : We use words in contracted form mostly while we speak. In this poem, 'you've' stands for 'You have'. Tell the students about other words in contracted form, e.g. 'can't' for 'cannot', 'I m' for 'I am', etc.

F. Let's Talk and Write

Here is a conversation between two friends. Work with your friends and fill in the blanks.

Hena : Hello ! Good morning, Rupa.

Rupa : Hi, Hena ! I am _____. How are you ?

Hena : _____, thank you.

Rupa : We are going on a picnic. Will you come, please ?

Hena : Where _____ ?

Rupa : We _____ .

Hena : I will come.

Rupa : Bye ! See you tomorrow.

Hena : _____ .

G. Let's Say Aloud

Speak aloud in pairs/chorus.

friend	trend	blend	attend
end	bend	send	mend
file	bile	mile	pile

H. Let's Do

Read the following poem. Compare it with the one you have read before in this lesson. Which poem do you like more ? Give reasons.

HELLO ! HELLO !

Hello, is it you Annu ?
Hi, my buddy, how are you ?
I am fine. Thank you dear,
To a picnic ? When and where ?
O. K, I promise to come
Convey my regards to Mom.
Have a good day ! bye, bye, dear !
See you tomorrow, take care.

5

HEERA AND MOTI

A. Warmer

A.1. Find out names of animals in the following word puzzle-box.

B	U	L	L	I	O	N	G
D	C	R	F	O	X	P	O
O	R	A	B	B	I	T	A
G	D	T	A	S	S	M	T
C	O	W	H	O	R	S	E

A.2. Have you got a pet? If yes, what does it do when it sees you?

Long ago, there lived a farmer in a village. His name was Jhuri. He had a pair of oxen. He called them Heera and Moti. He loved them very much. The oxen also loved each other. They loved their master Jhuri, too.

One day Jhuri's brother-in-law came there. His name was Gaya. He asked for the oxen. Jhuri gave him the oxen unwillingly. Heera and Moti became very sad. They did not want to go. But Gaya dragged them to his village. In the night, they broke the rope and ran back. Jhuri became

very happy to see them.

Gaya came again to take them. Heera and Moti resisted. But he pulled them away with force. He punished them. They had to plough the field for long. They had to eat only husk and no oil cakes. They were sad and angry.

Gaya had a little daughter. She loved Heera and Moti. She gave them bread to eat. She felt their sorrow. One night she untied their ropes. Heera and Moti ran away. They were very hungry. Both entered a field of peas. But they were pushed out on the road. They met a big angry bull. He attacked them. They fought with him bravely and won. But their misery did not end with this. They were kept in a kine-house. Moti tried to break the wall and run away. But the master of the kine-house caught them again. He sold them to a butcher. The butcher began to take them to his house. Both of the oxen were very sad. They ran fast and reached Jhuri's house. The butcher ran after them. Jhuri and other villagers asked him not to create any trouble and go away. So the butcher returned.

Now, Jhuri was very happy to see them back. He began to pat their backs. His wife also came there. She kissed Heera and Moti on their foreheads.

Words to know

pair	पेय(र)	जोड़ा
drag	ड्रैग	जबरदस्ती खींचना
rope	रोप	रस्सी
resist	रिज़िस्ट	प्रतिरोध करना
punish	पनिश	कष्ट देना, दण्ड देना



oxen	ऑक्सेन	बैलों का जोड़ा
husk	हस्क	भूसा
oilcakes	आयल केक्स	खल्ली
sorrow	सौरो	दुःख
untie	अनटाई	खोल देना
attack	अटैक	हमला करना
kine-house	काईन-हाउस	सजा के रूप में जानवरों को रखने की जगह
bravely	ब्रेवली	बहादूरी के साथ, हिम्मत के साथ
butcher	बूच(र)	कसाई
trouble	ट्रबल	समस्या
brother-in-law	ब्रदर-इन-लॉ	साला, (पत्नी का भाई)

B. Let's Think and Tell

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

- What was the farmer's name ?
- What were the names of the oxen?
- Who took away the oxen with him?
- Whom did the little girl untie?
- Where were the oxen kept in the city?
- Where did the oxen reach at last?

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

- a. Who was Gaya?
- b. Where did he take away the oxen?
- c. What did he give to the oxen to eat?
- d. With whom did the oxen fight?
- e. Who bought the oxen?

B.3. Say whether the following statements are true or false :

- a. Heera and Moti were Jhuri's pets.
- b. Gaya was Jhuri's father-in-law.
- c. The little girl did not love the oxen.
- d. The oxen fought with the bull bravely.
- e. Jhuri became very happy to see the oxen come back.

C. Let's Think and Write**C.1. Fill in the blanks with the suitable words given in the brackets.**

- a. Jhuri had a pair of _____. (oxen/horses).
- b. Jhuri _____ his oxen. (hated/loved).
- c. Gaya _____ them to his village. (took/dragged).
- d. Heera and Moti entered the field of _____. (gram /peas).
- e. Jhuri began to _____ their backs. (pat/beat).

**C.2. Match the words in column 'A' with the words in column 'B'**

Column 'A'	Column 'B'
1. Gaya was	to see his oxen back.
2. Gaya took away the oxen	Heera and Moti.
3. Heera and Moti became	with him.
4. The little girl loved	Jhuri's brother-in-law.
5. Jhuri became very happy	very sad.

C.3. Rearrange the following sentences in a proper order so that the story is complete.

1. Heera and Moti were Jhuri's oxen.
2. The oxen broke the rope and fled away.
3. One day Gaya took them away with him.
4. He began to punish them.
5. Gaya brought them back.
6. One day a little girl untied the oxen.
7. The oxen reached the kine-house.
8. The oxen fought with a bull.
9. They ran back to their master.
10. A butcher bought the oxen.

D. Let's increase word power**D.1. Correct the following mis-spelt words :**

panish reseat brevaly buchter truoble

D.2. Fill in the blanks with the missing letters to form meaningful words in the box.

D	R		G		
S		R	R	O	W
	T	T	A	C	K
U	N	T		E	D
R		P	E		

D.3. Rearrange the letters to make meaningful words, as done in the example.

Example : agnyr = angry

- piar
- msaret
- cearte
- grad
- levo

D.4. Replace 'husk' with other objects that oxen eat.

Oxen eat **husk**.

Oxen eat -----.



Oxen eat -----.

Oxen eat -----.

Oxen eat -----.

Oxen eat -----.

E. Let's Learn

Read these sentences :

The oxen loved each other.

Jhuri gave him the oxen.

Gaya dragged them to his village.

The verbs in each of these sentences indicate an action completed in the past. We use the following structure for this :-

S + V₂ (verb in past)

E.1. From the story 'Heera And Moti', find out the Past Tense of the action words given below and write them in the blanks. One has been done for you.

Present Tense

Past Tense

call

called

love

come

ask

give

break

run	_____
resist	_____
win	_____
meet	_____

E.2. Look at the following sentence:

Long ago, there lived a farmer in a village.

Now fill in the blanks with the correct forms of verbs given in brackets.

- | | |
|----------------------------------|-----------------|
| a. He ----- two years ago. | (die/died) |
| b. Champa ----- yesterday. | (come/came) |
| c. Jhuri ----- a pair of oxen. | (have/had) |
| d. She ----- to Delhi yesterday. | (go/went) |
| e. They ----- very happy. | (become/became) |

E.3. Fill in the blanks with the past form of the verbs. One is done for you.

- | | |
|---|---------|
| a. The little girl <u>gave</u> bread to the oxen. | (give) |
| b. They ----- football. | (play) |
| c. My father ----- us a new car. | (buy) |
| d. The teacher ----- us English. | (teach) |
| e. Jhuri's wife ----- the oxen. | (love) |
| f. Gaya ----- the oxen very badly. | (treat) |



F. Let's Talk and Write

Work in pairs and talk about your pet and then write a paragraph about it :

..... is my pet animal.
in colour. eats. It
.....
.....

G. Let's Listen and Write

G.1. For the teacher : The teacher will select a few words and sentences from the lesson and dictate them to the learners to ensure they listen to him/her properly and can spell words correctly.

H. Let's Do

Collect photographs of two pets and paste them in the boxes. Write their names too.

1. 

2. 

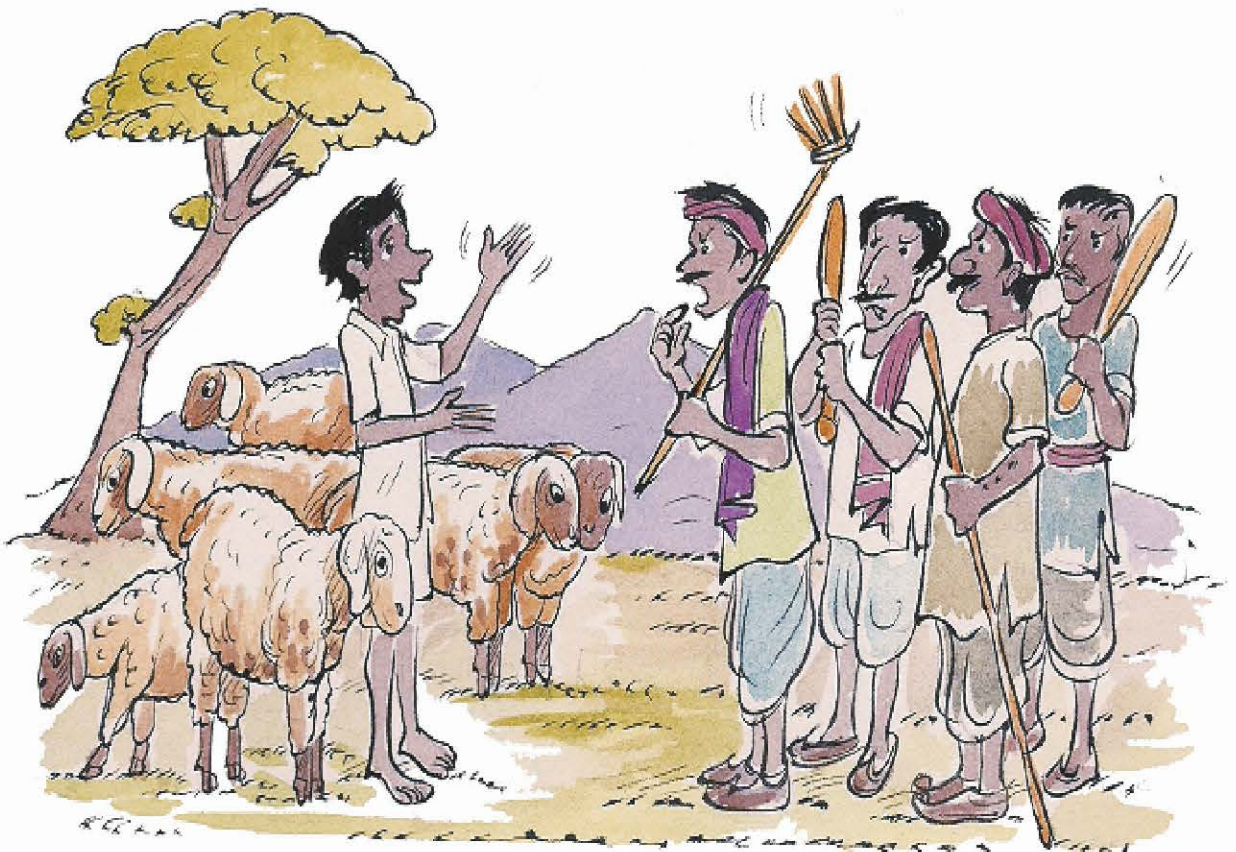
6

THE BOY WHO CRIED WOLF

A. Warmer

Have you ever played any trick on any one? What was it? Discuss it in groups.

There was once a shepherd boy. He watched over his sheep every day. While the sheep ate grass, he passed the time in his own way. He would see how far he could throw a stone or look at the clouds. He would see how many animal shapes he could find in clouds.





He liked his job well enough, but he longed for a little excitement. So one day he decided to play a trick on the people of the village.

“Wolf! Wolf!” he shouted as loud as he could. The people in the village heard his cry. They picked up pitchforks and clubs and ran to help the boy. When they arrived they saw no wolf. They saw only the shepherd boy doubled up with laughter.

“I fooled you! I fooled you!” he cried.

The people thought this was a very bad joke indeed. 'Don't call again unless he really saw a wolf,' they warned the boy.

The next week the boy again played his trick on the villagers.

“Wolf! Wolf!” he cried out.

Once again the people ran to his aid, and they found no wolf. The boy laughed at them, once gain.

The next day a wolf really did come down from the hills. “Wolf! Wolf!” yelled the shepherd boy with all the power in his lungs.

The people of the village heard his shouts for help and smiled. “He’s trying to trick us again”, they said, “but this time we won’t be fooled”.

Finally, the boy stopped shouting. He knew the villagers didn’t believe him. He knew they wouldn’t come. All he could do was hide while the wolf killed his sheep.



Words to know

shepherd	शेफ़ःड	गड़ेरिया
excitement	इक्साइटमन्ट	हलचल
pitchforks	पिचफ़ाःक्स	सूखी घास इत्यादि का ढेर बनाने के लिए नोकदार डंडा
arrived	अराइव्ड	पहुँचा
indeed	इनडीड	सचमुच, वास्तव में
warned	वाःन्ड	सावधान किया
aid	एड	सहायता करना
yelled	येल्ड	चिल्लाया
lungs	लंग्स	फेफड़े
longed for	लॉन्ड फॉर	बहुत चाहता था, ख्वाइश रखता था

B. Let's Think and Speak

B.1. Answer these questions orally :

- How did the boy play the trick on the villagers ?
- What did the boy do when the villagers came to him ?
- What did villagers bring with them ?
- What did the wolf do with the sheep ?

C. Let's Think and Write

C.1. True or False:

- Based on story write **true** or **false** in the space provided next to each sentence given below:



- (a) When the shepherd cried “Wolf! Wolf!” for the first time, the villagers did not come for his help. _____
- (b) The sheep killed the wolf in the end. _____
- (c) The shepherd boy was bored with his work. _____

C.2. Tick (✓) the most appropriate answer in each of the questions given below :

1. What trick did the shepherd play on the villagers?

- (a) He sent the wolf to the village.
- (b) He let the wolf eat the sheep.
- (c) He cried ‘wolf’ !, ‘wolf’ !, when the wolf was not around.

2. 'The shepherd boy doubled up with laughter' means :

- (a) the boy laughed two times
- (b) the boy did not laugh
- (c) the boy laughed a lot

C.3. Answer the following questions:

- 1. How did the shepherd pass his time?
- 2. How many times did the shepherd play the trick on the villagers?
- 3. What happened when the wolf really came?

D. Let's increase word power

D.1. Opposites

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

- | | |
|-----------|-------|
| 1. young | leave |
| 2. fat | good |
| 3. cry | thin |
| 4. arrive | old |
| 5. bad | laugh |

Use the words 'fat' and 'thin' in sentences of your own:

D.2. Things we use at home and in the farm.

The villagers bought 'pitchforks' and 'clubs' to kill the wolf.



Pitchforks

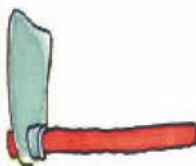


Club

Here are pictures of a few things that we use at the farm or at home. Match the pictures with their names.



sickle



screw driver



axe



screw



hammer



spade

D.3. Domestic animals and wild animals

There are some animals which we keep as pets or for some use at home. Such animals are called domestic animals. Animals which can be seen in the jungle and are usually not kept at home are called wild animals. Some animals can be seen in both places. Complete the table accordingly :

THE BOY WHO CRIED WOLF

Wild animals	Domestic animals	Both
snake	cow	elephant

D.4. The following are names of people, places, animals and things given in the story :

boy, sheep, stone, cloud, village, pitchfork, club, villager, wolf, grass, shepherd, hill

Fill the table accordingly-

People	Places	Animals	Things



E. Let's Learn

Look at these sentences :

1. He liked his job **well enough**.
2. The people thought this was a '**very**' bad joke indeed.

In sentence (1) we see that the phrase '**well enough**' modifies the verb 'liked'. Similarly, in sentence (2) the word '**very**' modifies the adjective 'bad'. Hence, the word/ phrase, '**well enough**' and '**very**' are adverb/ adverb phrase respectively.

An adverb/ adverb phrase modifies a verb, an adjective or another adverb.

E.1. Now circle the adverbs in the following sentences :

1. He runs fast.
2. They speak slowly.
3. Mrs. Pushpa sings sweetly.
4. My friends read attentively.
5. Let us pray to God daily.
6. She is very intelligent.
7. Ashish is kind enough to help anyone.
8. He politely refused the proposal.
9. Listen to my words carefully.
10. I am quite well here.

F. Let's Talk and Write

F.1. Talking about wolves

What do you know about wolves? Discuss in groups of 4-5 in class.



F.2. Writing about the Wolf

Write a paragraph about 'Wolves' based on the discussion you had in F.1.

F.3. Things you like to do to

1. I like to fly in the sky
2. I like to _____
3. _____
4. _____
5. _____

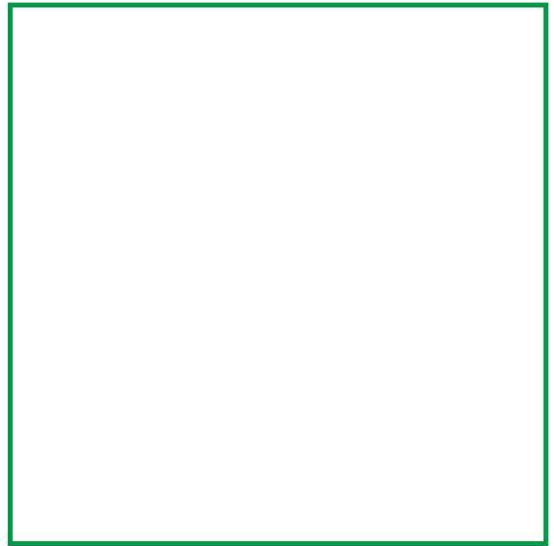
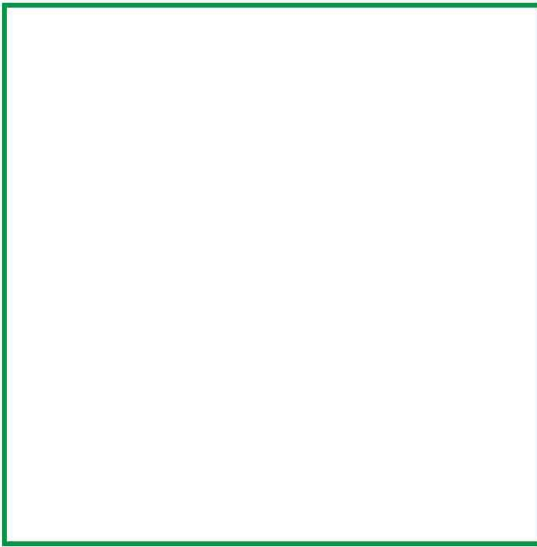
G. Let's Listen and Write

For the teacher : The teacher will select some words/ sentences from the lesson and give dictation. The learners will listen and write them in the space provided here :



H. Let's Do.

Draw pictures of a sheep and a wolf.



7

THE QUARREL

A. Warmer

Have you ever quarrelled with your brother or sister or anybody else? What was the cause of the quarrel? Tell it to the whole class.



I quarrelled with my brother,
 I don't know what about,
 One thing led to another
 And somehow we fell out.
 The start of it was slight,
 The end of it was strong,
 He said he was right,
 I knew he was wrong!
 We hated one another.
 The afternoon turned black.
 Then suddenly my brother
 Thumped me on the back,
 And said, 'oh, come along!
 We can't go on all night-
 I was in the wrong.'
 So he was in the right.



Eleanor Farieon



Word to know

quarrel	क्वैरेल	झगड़ा
fell out	फेल आउट	झगड़ा किया, अनबन हो गया
slight	स्लाइट	कम, मामूली
start	स्टार्ट	शुरुआत, प्रारंभ
suddenly	सडनली	एकदम से, अचानक
thumped	थम्पड	ठोका

B. Let's Think and Tell

B.1. True or False:

1. Based on your reading of the poem say whether the following statements are true or false :

- (a) The quarrel was between a cat and a dog.
- (b) The quarrel grew stronger later on.
- (c) The quarrel began at night.

C. Let's Think and Write

C.1. Tick (✓)the correct answer:

Why did the brother thump his brother on the back?

- (a) because he was angry
- (b) because he wanted to stop quarrelling
- (c) because he wanted to hurt his brother/sister



C.2. Answer the following questions:

1. Who is quarrelling in the poem?
2. In the beginning of the poem, the brother is called wrong. In the end, he is called right. Why do you think there is a change in the narrator's opinion about his brother ?

D Let's increase word power

D.1. Words with opposite meanings

He said he was right,

I knew he was wrong!

The words 'right' and 'wrong' have opposite meanings.

Write opposites of the following words. Choose them from the words in the Help Box.

strong

hate

out

night

happy

fail

fall

pull

Help Box

day in love weak push pass rise sad



D. 2. Use 'hate', 'happy', 'night' & 'strong' in sentences of your own :

D.3. Words that start with the letter 'q'

The word 'quarrel' starts with the letter 'q'. Write 6 words that start with 'q'. What is the second letter in all these words?

E. Let's Learn

E.1. Fill in the blanks with suitable prepositions choosing them from the Help Box.

Help Box

on, from, to, under, in, of, by, with, at, before, for

1. I play my brother.
2. She is going market.
3. Munna lives a village.
4. Put the book the table.
5. Radha is coming Delhi.
6. A cow is sitting the tree.
7. Who is the door.
8. Come back sunset.

THE QUARREL



9. This toy is you.
10. What is the name your friend.
11. I like to travel train.

F. Let's Talk and Write

F.1. Talk about a quarrel

Why do you think the children in the poem are quarrelling? Do you pick up a quarrel with your brother or sister? Why? (if you do not have a brother or sister talk about a fight with your cousin or friend.)

F.2. Write about your quarrel

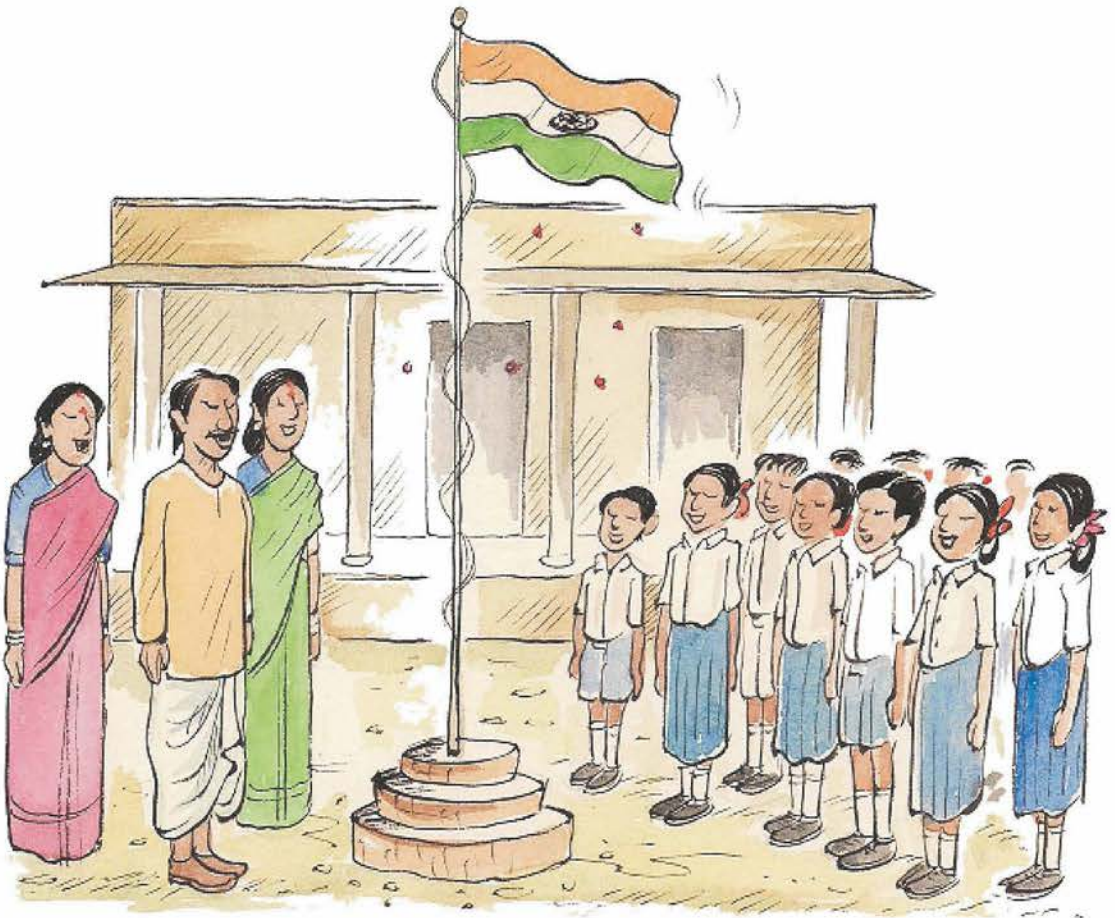
Complete the following passage, choosing words from the brackets.

I quarrelled with my(brother/sister/friend).
 We quarrelled for a(long time/short time).
 We during this time.
 (stopped talking to each other/ hit each other/called each other bad names). We quarrelled because both of us wanted to
 (eat an apple / bat a ball / ride on a bicycle).
 My said sorry. (brother / sister / friend).
 We started playing together again.

OUR NATIONAL FLAG

A. Warmer

The teacher shows the national flag or its picture to the students and asks them to name the colours it has and list the occasions when we unfurl it.



OUR NATIONAL FLAG



Teacher : Well, children, do you know that it is the flag of free India?

Children : Yes, sir. It's our national flag.

Teacher : Is it beautiful ?

Children : Yes, it is.

Teacher : How many colours are there in our flag ?

Children : There are three colours in it.

Teacher : Can you name them ?

Children : Saffron, white and green, sir.

Teacher : Very well. It is for the three colours that we call it Tricolour.

Children : Sir, please tell us more about our national flag.

Teacher : Do you see the three stripes in our flag ?

Children : Yes, we do.

Teacher : Where is the saffron ?

Children : At the top of the flag.

Teacher : Where is the green ?

Children : At the bottom of the flag.

Teacher : Where is the white colour, children ?

Children : It is in the middle.

Teacher : What is there on the white part of the flag ?

Children : There is a blue 'chakra' on it.

Teacher : You know, this is the 'Dharmchakra' of King Ashoka.

Children : Thank you, sir, for giving us important information about our national flag.



Teacher : We ought to love and honour our national flag. We should always keep it atop and be ready to sacrifice our lives for it.

Words to know

flag	फ्लैग	झंडा
national	नेशनल	राष्ट्रीय
saffron	सैफ्रन	केसरिया
free	फ्री	स्वतंत्र
part	पार्ट	हिस्सा
honour	ऑन(र)	सम्मान
tri-colour	ट्राईकल(र)	तिरंगा
top	टॉप	ऊपर
middle	मिडल	मध्य
bottom	बॉटम	सतह
information	इन्फॉर्मेशन	ज्ञान, सूचना

B. Let's Think and Tell

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

- What is the name of our country ?
- What is the name of our national flag ?
- What are the colours in our national flag ?
- When do we hoist our national flag ?



B.2. Say whether the following statements are true or false :

- There are three colours in our flag.
- The three colours of our flag are yellow, white and green.
- The colour of Chakra is not blue.
- White colour is on the top.
- We can give our lives for it.

C. Let's Think and Write

C.1. Fill in the blanks with the suitable words given in brackets.

- Peacock is a very bird. (ugly/beautiful)
- I have a dog. (black/green)
- Our national flag has colours. (three/four)
- The sky is (blue/brown)
- The white colour is in the (bottom/middle)

C.2. Match the words in column 'A' with the words in column 'B'.

A	B
1. It is our	in the middle.
2. The saffron colour is	is blue.
3. The white colour is	national flag.
4. The green colour is	at the top
5. The colour of Chakra	in the bottom.



D. Let's increase word power

D.1. Fill in the blanks with the missing letters to form a meaningful word.

fl g

bott.....m

tr ... c... lour

In a

mid... l ...

hon r

fr ... e

nati...n

cha a

E. Let's learn

Look at these sentences :

1. Where is the saffron colour ?
2. What is there on the white part of the flag ?
3. How many colours are there in our flag ?

Each sentence given above asks a question which needs a piece of information in the answer. When we want to get some information or details about it, we ask questions beginning with 'wh' words such as, **what, where, when, why, how, who, whom, whose, which** etc. These types of sentences take a question mark (?) at the end.

Now make questions for the answers given below. One has been for you.

I live **at Bodh Gaya**.

Where do you live ?

1. **Tri-Colour** is our national flag.

.....

OUR NATIONAL FLAG



2. The green colour is **at the bottom**.
.....
3. We celebrate Independence Day **on the 15th of August**.
.....
4. I go to school **to learn**.
.....
5. I go to the market **by bus**.
.....

F. Let's Talk and Write

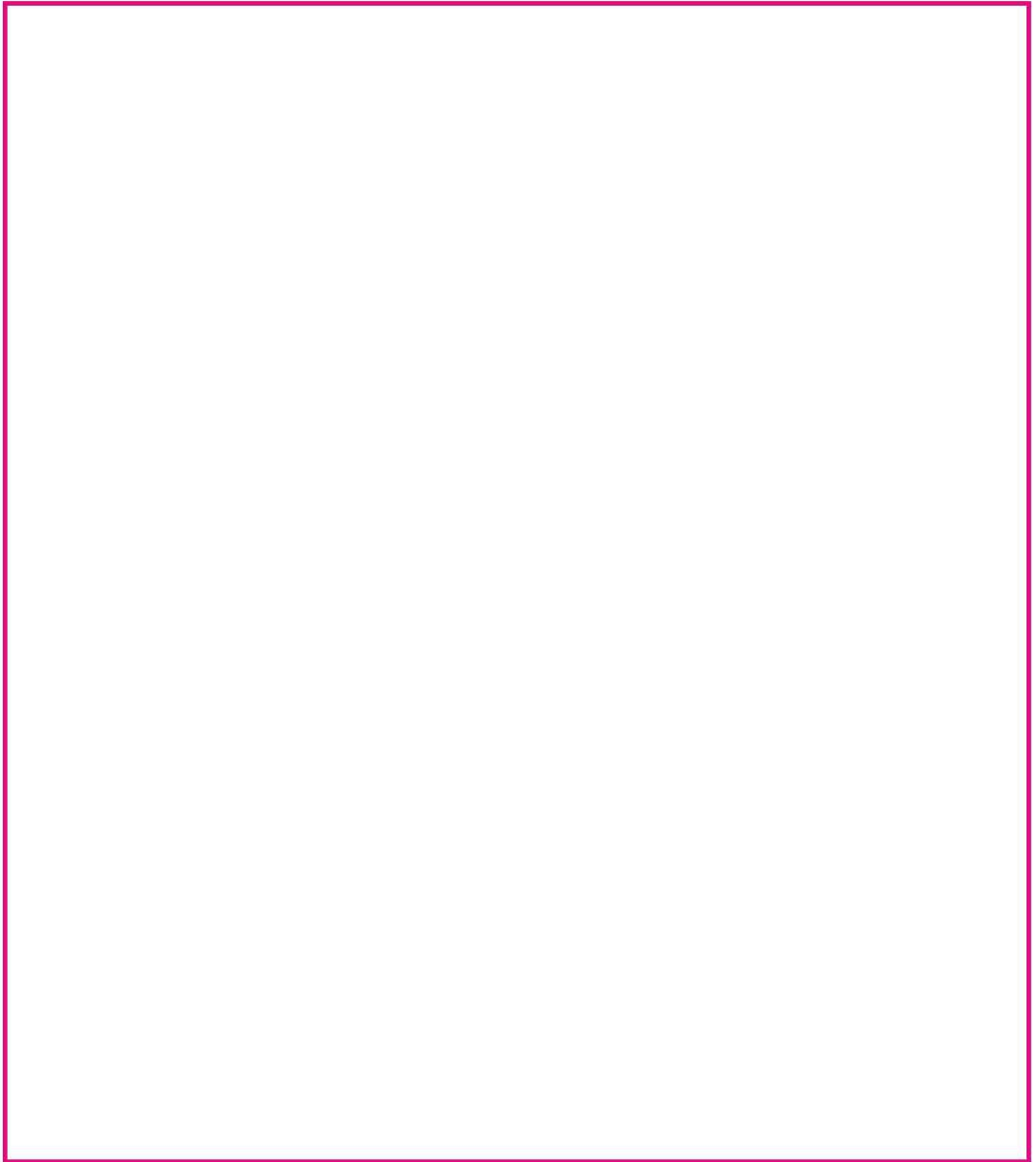
F.1. Work in pairs and replace 'book' in each of the following sentences with objects, such as copy, slate, etc . One has been done :

Ex:

- | | |
|-------------------------------------|----------------------|
| 1. I have a <u>book</u> . | I have a <u>copy</u> |
| 2. We have a <u>book</u> | _____ |
| 3. You have a <u>book</u> | _____ |
| 4. They have a <u>book</u> | _____ |
| 5. Who has a <u>book</u> ? | _____ |
| 6. He has a <u>book</u> | _____ |
| 7. Sita and Gita have a <u>book</u> | _____ |



F.2. Draw the national flag and colour it.



G. Let's Listen and Write

G.1. For the teacher : The teacher will select a few words and sentences from the lesson and dictate them to the students.



H. Let's say aloud

neighbour, labour, flavour, picture, culture, vulture, puncture.

I. Let's Do

I.1. Colour the following boxes as indicated in each box.

red

green

black

pink

blue

yellow

orange

violet



I.2. Collect pictures of the national flags of some neighbouring countries and paste them in the space given below.

9

OUR FESTIVALS

A. Warmer

Find out names of festivals in the word-puzzle-box and circle them as shown.

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

India is a land of festivals. People celebrate many festivals here. Diwali, Eid-ul-Fitr and Christmas are some of the important festivals.

DIWALI

Diwali is a festival of lights. On this occasion people clean and whitewash their houses. They decorate their houses with *diyas*, candles and colourful bulbs. Children wear new clothes and eat sweets.



EID-UL-FITR

Another important festival is Eid- ul- Fitr. We celebrate it at the end of Ramazan. Ramazan is a pious month of Islamic calendar. It is a month of fasting and prayers.



We wear new clothes and eat sewai and other sweets on this day.

CHRISTMAS

Christmas is a festival of joy. People celebrate it on the 25th December every year. Jesus Christ was born on this day. People decorate



churches with lights. They sing carols. They light candles at churches. People believe that Santa Claus visits the houses of devotees on this day and gives sweets to children.



Words to know

festival	फेस्टिवल	त्योहार
celebrate	से-लि-ब्रेट	मनाते हैं
occasion	अकेजन	अवसर
whitewash	व्हाइटवॉश	सफेदी करते हैं
candles	कैण्डल्	मोमबत्ती
decorate	डे-कॉ-रेट	सजाते हैं
carol	कैरल	क्रिसमस गीत
pious	पायस	पवित्र
fasting	फास्टिंग	रोज़ा, उपवास
believe	बिलीव	विश्वास करते हैं
devotees	डिवोटीज्	भक्तगण

B. Let's Think and Tell

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

- What type of festival is Diwali?
- When do we celebrate Eid- ul- Fitr?
- When is Chirstmas celebrated ?

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

- What do children enjoy on Diwali?
- What do people sing on Christmas Day ?

**B.3. Say whether the following statements are true or false:**

- Diwali is a festival of lights.
- Ramazan is a pious month.
- We celebrate Christmas on the 30th November.

C. Let's Think and Write**C.1. Fill in the blanks with suitable words from the brackets :**

- People wear ----- clothes on Eid-ul-Fitr. (new/old)
- We decorate----- during Christmas.(mosque/ churches)
- Ramazan is ----- month. (a pious /simple)
- We celebrate Christmas on ----- December. (23rd / 25th)

C.2. Match the words in column 'A' with the words in column 'B' :

A	B
1. Diwali is a festival of	our houses on Diwali.
2. We clean and whitewash	a month of purification.
3. Ramazan is a	lights.

C.3. Rearrange the following words in a proper order to make meaningful sentences. The first one is done as an example :

- Diwali / festival / is / lights/ the / of =Diwali is the festival of lights.

OUR FESTIVALS



- b. We / decorate / houses /our.
- c. Eid- ul- Fitr / is / month/a/ pious.
- d. Christmas/ in December/celebrate/We.
- e. He dresses/as/ himself/Santa Claus.

C.4. Write in the space given below names of things which we eat during different festivals :

D. Let's increase word power

D.1. Rearrange the letters to make meaningful words as done below:

fsivetal	festival
cnale	-----
pyarer	-----
ocacsoin	-----
drses	-----
deocarte	-----



D.2. Match the following words with the pictures.

Diwali



Eid- ul- Fitr



Christmas





E. Let's Learn

Study the following sentences from the lesson:

- (i) They eat sweets.
- (ii) People clean and whitewash their houses.

Both the sentences express habitual actions. In the first sentence the verb 'eat' and in the second the verbs 'clean' and 'whitewash' express habitual actions.

We use **eat, clean, whitewash** with **I, We, They, You**.

We use **eats, cleans, whitewashes** with **He, She, It**.

E.1. Fill in the blanks with the correct forms of verbs from the brackets :

- a. We ----- sweets on festivals. (eat/eats).
- b. Neha ----- a letter. (write/writes).
- c. Water ----- at 100°C. (boils / boil).
- d. The boys ----- on the stage. (dance/ dances).
- e. Gulshan and Surabhi ----- together. (sing/ sings).

E.2. Correct these sentences:

- a. They goes to school.
- b. Pallavi always read the Ramayana in the morning.
- c. I dances.
- d. Mrs Neera cook food.
- e. Reshma eat sewai.



E.3. Write ten sentences from your daily life which you do as your habits.

F. Let's Talk and Write

F.1. Fill in the blanks with appropriate words.

Diwali, Eid-ul- Fitr and Christmas are our important ----- . They give us ----- .

We ----- our houses and religious places.

We eat ----- on festivals.

F.2. Write the names of other festivals in the blanks given below. One has been done for you :

a. We celebrate Chhath

b. We celebrate ----- .

c. We celebrate ----- .

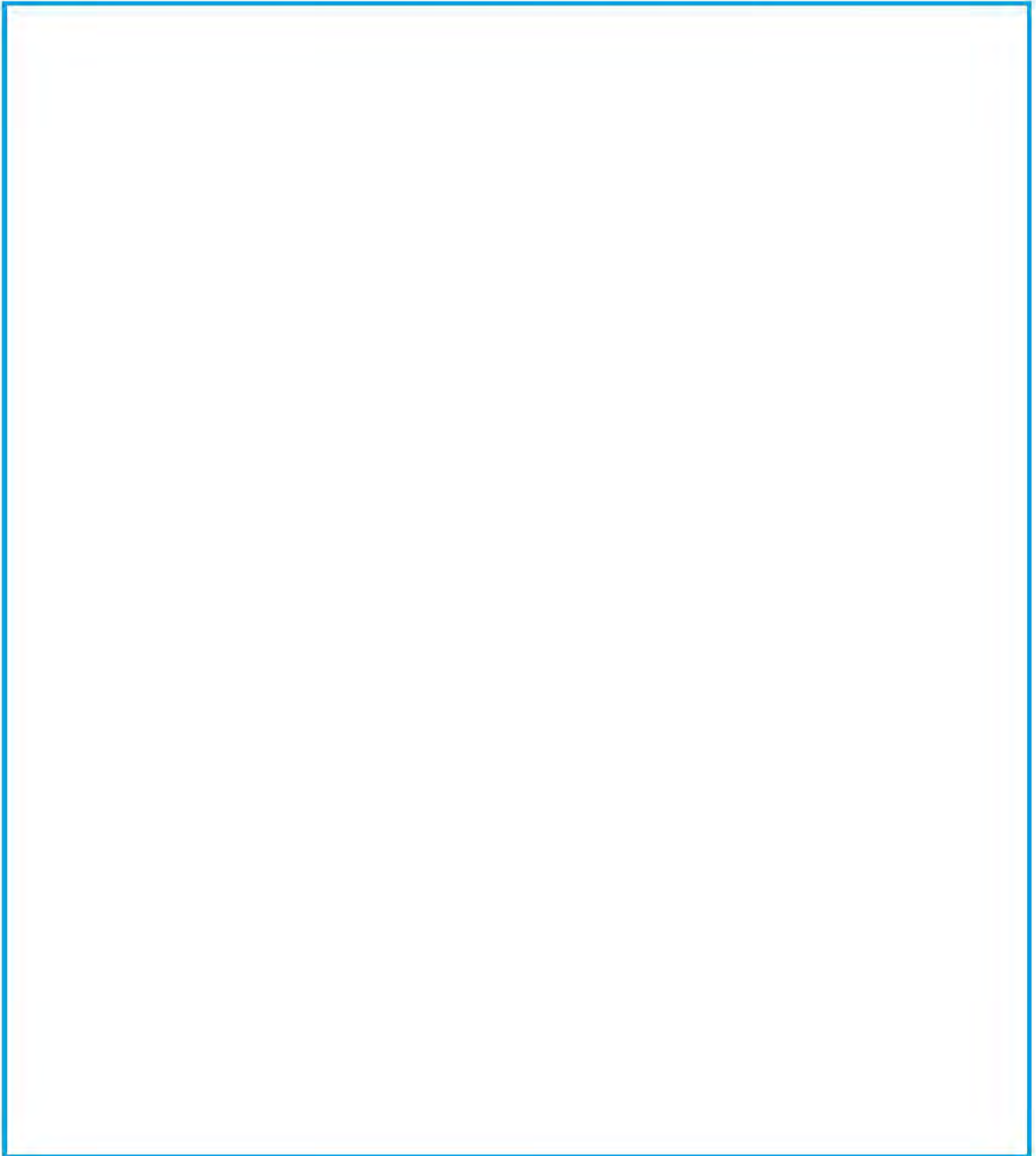
d. We celebrate ----- .

e. We celebrate ----- .

f. We celebrate ----- .

**G. Activity**

Draw the picture of a christmas tree and colour it.



10

WORK WILL BRING ITS OWN REWARDS

A. Warmer

How many members are there in your family ?

What does each one do ?

It is time to study hard;
Work will bring its own reward;
So work, work, work !

Think and confer when you read;
Or you may lose when you are in need
Sure and steady must succeed;
So work, work, work !

Nobody likes an empty purse;
Empty mind is always worse;
So work, work, work !

With a zeal you must begin,
It is the time the prize to win,
Get the golden knowledge in;
So work, work, work!



Words to know

reward	रिवाःड	पुरस्कार
confer	कॅन्फ(र)	विचार विमर्श करना
succeed	सक्सीड	सफल होना
empty	एम्प्टी	खाली
brain	ब्रेन	दिमाग
zeal	जील	उत्साह
golden	गोल्डन	सुनहरा
begin	बिगिन	शुरू करना
steady	स्टेडि	लगातार

B. Let's Think and Tell

B.1. Answer these questions orally :

- What will bring its own reward ?
- What should we do when we read ?
- Why do we not like an empty purse ?

C. Let's Think and Write

C.1. Tick (✓) the correct option in each of the following:

1. The poem is about

- student
- farmer
- labour

**2. What should students do?**

- a. study regularly
- b. sit idle
- c. play all the time

3. An empty mind is

- a. good
- b. very good
- c. worse

C.2. Answer these questions:

- a. Why should we study regularly ?
- b. What is an empty mind compared with ?

D. Let's increase word power

D.1. Ask children to find out rhyming words from the poem and write them in the box given. Encourage to think them on some words even beyond the text.

hard	read	worse	win
reward			
award			
ward			



E. Let's Learn

Look at the following lines

1. Think and confer when you read ;
Or you may lose when you are in need
Sure and steady must succeed;
So work, work, work.

In the above stanza, the underlined word 'may' denotes possibility whereas 'must' denotes inevitability or surity. 'May' and 'must' are used in other senses as well.

For example : May I come in, sir? (seeking permission)

You may come in. (granting permission)

You must do your homework (Compulsion)

I must study hard. (realisation)

Fill in the blanks with the correct options from the brackets.

1. This medicine cure your cough. (must/may)
2. Students work hard to pass the exam. (may/must)
3. You come, if you wish. (must/may)
4. We follow the traffic rules. (may/must)
5. you live long ! (must/may)
6. The soldiers obey orders. (may/must)
7. You have a balanced diet. (must/may)
8. He have missed the train. (may/must)
9. We respect our elders. (must/may)
10. The sky is overcast with clouds. It rain (may/must) today.



F. Let's Say Aloud

F.1. Work in pairs and speak the following words aloud:

Must	Just	Rust	Dust
Feel	Heel	Zeal	Deal
Win	Fin	Chin	Kin

G. Activity

Write a paragraph describing a good player in your school.

11

ASSERTING VOICE

A. Warmer :

Observe both the pictures of 'A' and 'B' and say which of the pictures you like and why ?

A



B





'We won't allow you to work. So many children of our school are working here. How can you keep them here during school hours ?' Kadam, a 12 year old girl challenged the local contractor. All eyes were raised in a surprise to the group of children led by this girl. Kadam studying in the Primary School Ganeshpur Musaheri, in Bariarpur block (Munger) is also Pardhan Mantri (Prime Minister) of the School's Bal Sansad. She very efficiently discharges her responsibility of bringing all the children to school. On the said day, she alongwith her Sansad members went to her 'tola' to call the children. The Bal Sansad members, led by their Prime Minister, rushed to the site and warned the contractor. They argued with the contractor, "No child will work here now. He had to assure them." Kadam took away all the working children from there. Kadam, the only daughter of Jitender Manjhi and Shanti Devi, has shown to all how education gives wings to our courage and our thought. Kadam intends to be a doctor in future.

Words to know

challenge	चैलेन्ज	चुनौती देना
responsibility	रिस्पॉन्सिबिलिटी	जिम्मेदारी
alongwith	अलाँगविद	साथ-साथ
rush	रश	दौड़कर जाना
intends	इन्टेन्ड्स	इरादा रखती है
courage	करिज	साहस
wings	विंग्ज	पंख



B. Let's Think and Tell

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

- (a) Who gave a challenge to the contractor ?
- (b) Where were the children working ?
- (c) What is the name of Kadam's parents ?
- (d) What does Kadam want to be ?
- (e) Which block and district Kadam belongs to ?

C. Let's Think and Write

C.1. Write 'T' against true statement and 'F' against false statement :

- (a) Education is the right of every child.
- (b) Children should not work as a labourer.
- (c) There are seven Ministers in Bal Sansad.
- (d) It is the duty of the children to go to school daily.
- (e) Kadam's action against the contractor was not right.

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

- (a) How many brothers and sisters does Kadam have ?
- (b) Is Kadam a brave girl ?
- (c) Does she like the children to come to school ?
- (d) Is she Pradhan Mantri (Prime Minister) of her school's Bal Sansad ?
- (e) What does education give ?



D. Let's increase word power

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

responsibility

alongwith

intends

neighbours

contractor

wings

- (a) Radha comes to school everyday _____ her brother, Shamu.
- (b) It is the _____ of the Education Minister of Bal Sansad to distribute school library books.
- (c) He _____ to be an engineer in future.
- (d) Who is the _____ of this building ?
- (e) We should not quarrel with our _____.
- (f) Education gives _____ to our thought.

D.2. Fill in the blanks with the suitable words from the box :

alone

there

flee

rotten food

swim

- (a) I won't allow you to swim in the river.
- (b) I won't allow you to _____ from the school.
- (c) I won't allow you to sit _____ .
- (d) I won't allow you to go _____ at night.
- (e) I won't allow you to take _____ .



E. Let's Learn

Now look at these sentences from the lesson :

- (a) We won't allow you to work.
- (b) No child will work here now.

The first sentence shows that speaker is not going to allow them to work.

Similarly, the second sentence shows that no child is going to work.

Here, 'won't' is, the contracted form of the modal 'will not'. Here, 'will' expresses determination.

Now change the following sentences as shown below :

1. He **is going** to open a shop.
He **will** open a shop.
2. She is going to buy a cow.
3. They are going to tame a parrot.
4. Radha is going to start a school.
5. We are going to stay in a hotel.

F. Let's Think and Write

F.1. Make a list of the things you do/don't do :

Do	Don't do

**F.2. Arrange the following sentences in a correct order.**

- (a) Kadam is a twelve-year old girl.
- (b) She brings all children to school.
- (c) She goes to school daily.
- (d) She wants to be a doctor.
- (e) One day Kadam challenged the local contractor.

F.3. You may have very often seen some children collecting waste materials from your street or a road nearby your house. Why do you think they collect these materials ? How do you feel about these children? Write a paragraph describing your feelings about such children.**G. Let's Listen and Write**

G.1. For the teacher : The teacher will select a few words and sentences from the lesson and dictate them to the learners to ensure they listen to him/her properly and can spell words correctly.

12

FROM AN ILLITERATE VILLAGE GIRL TO A TEACHER (A True Story)

A. Warmer

Rita and Mita were born in a poor family. Rita went to school and she became a nurse. Mita did not study at all. What do you think Rita will be able to do ?





"I thought I was in the dream world", uttered Lalita when her photograph was published on the cover page of UNICEF World Report released by the noted actress Shabana Azmi. She was so happy that she found herself to be nothing sort of a celebrity. And, why not ? After all, she got this happiness after a long struggle.

Lalita was born in 1988 in a poor family in a remote village of Sitamarhi. Like other children, she also wanted to study. But her parents were not ready to send her to a school. Although her parents did not allow her to study, she began to attend a Jagjagi Kendra in 2000 while gathering firewood. When her mother saw her attending classes at the Kendra, she scolded her. She was also beaten up by her brother while doing so. But this did not stop her from continuing her education.

With the support of the local Sahyogini, Lalita joined Mahila Shikshan Kendra, run by Mahila Samakhya at Sitamarhi. The Mahila Samakhya noticed Lalita's interest in Karate. So, in 2002, she was sent for a month to Hazaribagh for receiving training in Karate. And, there she got the blue belt. In 2003, she was again sent to Hazaribagh and this time she got the brown belt.

Presently, Lalita has been a second year college student. She has also been selected as a teacher (Prakhand Shikshika). The success story of Lalita is a real example for those who live in hardships and yet desire to reach the top of the world.

Words to know

uttered

अटर्ड

बड़बड़ायी

published

पब्लिश्ट

प्रकाशित किया

released	रिलीज्ड	जारी किया
celebrity	सेलिब्रिटि	मशहूर व्यक्ति
struggle	स्ट्रगल	संघर्ष
remote	रिमोट	दूर का
scolded	स्कॉलडिड	झिड़की दिया, डांटा
interest	इन्टरेस्ट	दिलचस्पी
presently	प्रजेन्टली	अभी फिलहाल
selected	सिलेक्टिड	चुनी गई
hardships	हार्डशिप्स	कठिनाइयाँ
desire	डिजायर	इच्छा
sahyogini	सहयोगिनी	महिला समूह को संकुल स्तर पर सहयोग एवं निर्देश देने वाली महिला समाख्या कार्यकर्ता

B. Think and Tell

B.1. Answer the following questions orally in one or two words only :

- In which year was Lalita born ?
- Where was she born ?
- Where was her photograph published ?
- Who released the book ?
- Where did she study ?
- Where was she sent for learning Karate ?
- Which belt does she hold ?

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

- (i) Why did her mother scold her for going to Jagjagi Kendra ?
- (ii) "I thought I was in the dream world." Why did Lalita say so ?
When do you find yourself in the dream world?

C. Think and Write**C.1. Write 'T' against true statement and 'F' against false statement :**

- (i) Lalita's photograph was published in a local newspaper.
- (ii) The UNICEF world report was released by Shabana Azmi.
- (iii) She was so happy that she found herself to be nothing sort of a celebrity.
- (iv) With the help of two NGOs, Lalita joined Mahila Samakhya at Hazaribagh.
- (v) Lalita was interested in kabaddi.
- (vi) Lalita is selected as a teacher.

D. Let's increase word power**D.1. Match the words in column 'A' with their meanings in column 'B'**

A	B
publish	star
release	trouble
celebrity	wish
hardship	print
desire	official offering to people



D.2. Correct the spellings of the following words:

rmotee

scoldde

utterde

inetrest

strgugle

pubshlied

E. Let's Learn

Read carefully the following sentence from the lesson :

When her mother saw her attending classes at the Kendra, she scolded her.

Here the words 'saw' and 'scolded' are verbs and they denote a finished action in the past.

The past forms of some verbs are given below :

Present form	Past form
move	moved [+d]
talk	talked [+ed]
scold	scolded [+ed]
sleep	slept
see	saw
write	wrote
speak	spoke
teach	taught

Now, work in groups and find out the rules to make past tense forms of verbs.



E.1. Fill in the blanks with the past tense forms of the verbs given in brackets :

- He _____ me English. (teach)
My father _____ a shirt for me. (buy)
Hari _____ to Ranchi. (go)
Anwar _____ good news. (bring)
The Headmaster _____ well. (speak)
Ruhi _____ her friend. (help)

E.2. Write the past tense forms of the following verbs:

- | | | | | |
|--------|-------|------|-------|-------|
| take | arise | read | write | see |
| finish | copy | send | milk | think |

E.3. Fill in the blanks

Present	Past	Past Participle
-----	showed	-----
put	-----	-----
-----	came	-----
-----	heard	-----
-----	-----	-----

F. Composition/discussion

"Education brings name and fame".

Discuss the statement in the light of what Lalita has achieved.

13

THE LITTLE RED HEN

A. Warmer

**Have you ever seen your mother making chapatis?
Have you ever helped her? What steps does she take to
make them ?**

One day the Little Red Hen was scratching in the farmyard, when she found a grain of wheat.

“Who will plant the wheat?” said she.

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Very well then,” said the Little Red Hen. “I will.” So she planted the grain of wheat.

After some time the wheat grew tall and ripe.

“Who will cut the wheat?” said she.

“Not I,” said the duck.

“Not I,” said the cat.





“Not I,” said the dog.

“Very well then, I will.” said the Little Red Hen. So she cut the wheat.

“Now” she said, “who will thresh the wheat?”

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Very well then, I will.” said the Little Red Hen. So she threshed the wheat.

When the wheat was threshed, she said,

“Who will take the wheat to the mill to have it ground into flour?”

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Very well then, I will.” said the Little Red Hen. So she took the wheat to the mill.

“Oh, no you won’t”, said the Little Red Hen. “I will.”

And she called her chicks and shared the bread with them.



An English Folktale



Words to know

scratching	स्क़्रैचिंग	खुरेदना, नोचना
farmyard	फार्मयार्ड	खेत में बने घर का अहाता
planted	प्लांटिड	रोपा, पौधा लगाया
thresh	थ्रेश	पीट कर धान/गेहूँ में से दाना अलग करना,
flour	फ्लाउ(र)	आटा

B. Let's Think and Tell

B.1. Based on your reading of the story say whether the following statements are true or false :

- (a) The duck found the grain of wheat.
- (b) The cat and dog ate the bread.
- (c) The hen did all the work.

C. Let's Think and Write

C.1. Tick (✓) the correct answer:

A word that most suitably describes the hen.

- (a) lazy (b) hard-working (c) selfish

C.2. Answer the following questions:

- (a) Whom did the hen ask for help?
- (b) Who ate the bread?
- (c) Why did the three animals refuse to help the hen?



C.3. Rewrite the following steps in the order in which they appear in the story.

- a. threshing the wheat
- b. baking the bread
- c. grinding the wheat
- d. planting the wheat
- e. eating the bread
- f. cutting the wheat

D. Let's Increase word power

D.1. Name the animals

Write the names of the animals for which you find each of the following descriptions most appropriate :

- 1. beak, feathers, claws, cockdookoo _____
- 2. tail, ear, claws, bow wow _____
- 3. feather, beak, webbed feet, quack _____
- 4. tail, whiskers, eyes, meow _____



D.2. Words that make noise

Cats say “meaow” and telephones say “tring tring”. Write in the space provided the sounds that the following produce:

1. train _____
2. wolf _____
3. donkey _____
4. bees _____
5. water _____
6. bell _____

E. Let's Learn

E.1. The Question Mark ‘?’

The hen asked the dog, duck and the cat various questions in the story. For example,

Who will plant the wheat?

Who will cut the wheat?

As you can see, each question ends with a question mark ‘?’.

Pick out other questions from the story and write them down in the space provided. Do not forget to put the question mark at the end of each sentence.



E.2. Let's ask questions

Work in pairs and ask each other a few questions beginning with 'who', 'where', 'when' or 'what'. For example, you may ask the following:

Who will rub the blackboard?

Where did you go during your holidays?

F. Let's Talk and Write

F.1. Let's make chapatis

Write down the steps that your mother takes to make chapatis. You can use the words given in the help box below.

You may begin as below :

First, she takes some wheat flour in a plate.



HELP BOX

wheat flour knead roll roller rolling plate
tawa dough gas stove light bake

G Let's Say Aloud

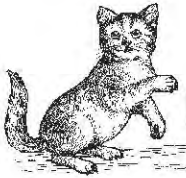
Attach, detach, scratch, crash, flash, clash.

H Let's Listen and Write

H.1. For the teacher : The teacher will select a few words and sentences from the lesson and dictate them to the students to ensure they listen to him/her properly and can spell words correctly.

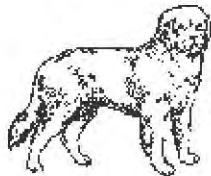
H.2. Read the story given below. There are some pictures along with blanks. Look at the pictures and talk about them to your friends. Insert suitable words in the space to complete the story.

There was a (cat).



Her name was Pussy.

Once a _____



saw her. The dog began to chase

her.

She ran into a _____.



She hid herself under a _____.



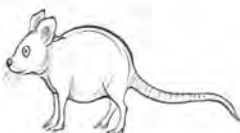
The Mistress saw her. She drove her away.

Now she climbed up a _____.



The dog left chasing. Now she climbed down the tree.

She saw a _____.



She started chasing it. The rat

ran away and entered a hole.

14

HE LEAVES THE NEST

A. Warmer

1. Which is your favourite bird and why ?
2. Which bird wakes you up very early in the morning ?
What do you like/dislike about it ?
3. Name some of the birds which are found in your surroundings.
4. Why should one not kill a bird for sport ?

He leaves the nest;
And flaps his wings;
And stops and struts;
And bit by bit,
He makes his way
To top of tree:
And,
His neck up,
His tail up,
His foot up,
His comb up,





The cock lifts
His voice up,
And
CROWS.

-ANONYMOUS

(Translated from Sanskrit by John Brough)

Words to know

nest	नेस्ट	घोंसला
flaps	फ्लैप्स	फड़फड़ाता है
struts	स्ट्रट्स	अकड़कर चलता है
bit by bit	बिट बाई बिट	थोड़ा-थोड़ा
comb	कउम	कलगी, मुर्गा के माथे पर लाल फूल
crows	क्रोज	बाँग देता है

B. Let's Think and Tell

- (a) Why do you think the bird leaves the nest ?
- (b) Where does the bird make its way ?
- (c) Who lifts his voice up ?

C. Think and Write



C.1. Write in the boxes whether the following statements are True or False :

(a) The cock does not flap his wings.

(b) He reaches the top of tree instantly (at once).

(c) The cock is in action after he leaves the nest.

(d) The cock crows in a loud voice.

C.2. Complete the following lines on the basis of the poem you have read :

He leaves the _____

And _____ his wings.

And stops, and _____

And _____

He makes his _____

To _____

And

His _____ up

C.3. Answer the following questions :

(a) What does the cock do after leaving his nest ?

(b) How does he reach the top of tree ?



- (c) Describe the posture in which the cock crows.
- (d) How can you relate your life with that of a cock ?

D. Let's increase word power

D.1. Match the words under Column 'A' with their meanings given under Column 'B' :

A	B
flaps	red flash crest of cocks.
wings	a place where birds live and lay their eggs.
struts	the end/last part of an animal.
nest	walks proudly.
tail	the part with which a bird flies.
comb	moves up and down or from side to side.

D.2. Fill in the blanks with the words given in the box :

bit by bit	top	lifts	leaves	neck
nests	voice	flies	stops	wings
board	tail			

1. My father _____ for office at 9 a.m.
2. Birds make their _____ in trees.
3. A bird _____ through its _____.

HE LEAVES THE NEST



4. This train _____ at Patna Junction. You can _____ the train from here.
5. A parrot eats mango _____.
6. The monkey reached the _____ of tree and jumped from there.
7. He wore a scarf round his _____.
8. A dog has a twisted _____.
9. The _____ of a crow is not sweet.
10. A porter _____ heavy luggage.

D.3. Complete the following sentences by inserting suitable verbs from the brackets :

Ex : He leaves the nest.

My mother _____ in an office. (works, cooks)

My father _____ in a college. (sings, teaches)

A tailor _____ clothes. (stitches, breaks)

He _____ his hair. (polishes, combs)

My brother _____ well. (sings, hates)

A dog _____ its tail in pleasure. (flaps, wags)

He _____ in a rented house. (lives, rests)

Madan Babu _____ poetry. (speaks, writes)

E. Let's Learn

Using 'bit by bit' and make one's way.

'bit by bit' means slowly or gradually

'Make one's way' means go.



Examples :

I ate an apple bit by bit.

He made his way to office.

E.1. Make sentences with 'bit by bit' and 'make one's way'.

F. Let's Do

Make a list of wild birds and pet birds :

Wild Birds	Pet Birds

15

COMPUTER

A. Warmer

1. Do you have a television at your home ? Which programmes do you generally watch ?
2. What other electronic devices do you have ?
3. Do you ever use a computer ? List the things that you do with it.

Look, I'm a computer.
I store information.
Ha! Haa ! haaa !



Just 'click' the mouse and see what you get from me.



Do you know how I got my name ?

I got my name from the Greek word "Compute".

"Compute" means 'to calculate'.

So, I perform 'calculations.'

But I'm different from a calculator.

You just click me and the answer is there.

100×100	$=$	10000
$10000 \div 10$	$=$	1000
25×25	$=$	625

I also solve your problems but you will have to feed some data.

When you command me I serve you as your best friend.

I'm present everywhere in your society. I'm present in schools, offices, banks, shops, hospitals, railway stations, airports etc. A few years later, you won't live without me.

You must also know about the important components that I have.

C.P.U : C.P.U. is central processing unit. It is my brain. It does all the processing and decision making.



Keyboard : It is a set of keys. You may use them to enter letters, numbers and other symbols.

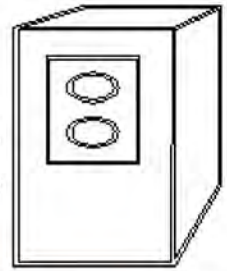




Mouse : If you want to give me instruction, you should use it.



U.P.S. : U.P.S. stands for uninterrupted power supply. It is a device which is connected between the main power supply and me.



How I work

With the following pictures you can learn how I work.



listen (Input)



Keyboard
(Data Input)



Think (Process)



C.P.U.
(Data Processing)



Speak (Output)



Monitor
(Result output)



Children, you know computer today is more used for chatting and mailing to others. You must also know how to send an e-mail to your



friends. This you will learn at the later stage.

Words to know

store	स्टो(र)	जमा करना
information	इनफ़ॉर्मेशन	सूचना
click	क्लिक	माउस को दबाना
mouse	माउस	कम्प्यूटर का एक भाग
uninterrupted	अनइन्टरप्टिड	बिना किसी रुकावट के
command	कमाण्ड	आदेश
chatting	चैटिंग	अनौपचारिक बातचीत
mailing	मेलिंग	डाक भेजना

B. Let's Think and Tell

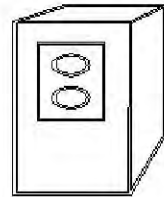
B.1. Say whether the following statements are true or false :

- (1) Computer can do calculations.
- (2) Computer stores information.
- (3) The word 'computer' is derived from the French word 'compute'.
- (4) Computer is just like a calculator.
- (5) A few years later you won't live without a computer.

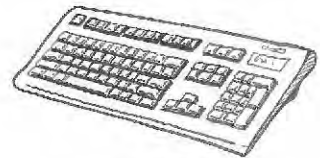
C. Let's Think and Write

C.1. Match the following descriptions with the pictures of the instruments/devices :

Brain of the computer



Controller of the computer



Uninterrupted Power Supplier



Component to enter letters, numbers etc.



C.2. Fill in the blanks with the words given in brackets :

- (a) C.P.U. is the _____ of computer (brain/heart)
- (b) Keyboard is a _____ of keys. (net/set)
- (c) Monitor is an _____ device. (output/input)
- (d) The _____ stores information. (computer/calculator)
- (e) The calculator performs _____ (evaluation/calculation)



C.3. Answer the following questions :

- (1) What is a computer ?
- (2) What is the use of computers in schools ?
- (3) Why is C.P.U. called the brain of computer ?

D. Let's increase word power

D.1. Match the words with their meanings :

compute	order
store	calculate
calculator	parts
components	a device that calculates

D.2. Correct the mis-spelt words :

compooter	hospitel	enformation
calculater	keybord	

E. Let's Learn

Look at the following sentences from the lesson :

- (a) 'You just click me' and the answer is there.
- (b) I also solve your problems but you will have to feed some data.

You see that in sentence (a) There are two simple sentences "You just click me" and "the answer is there" are joined with 'and'. Similarly in sentence (b) "I also solve your problems" but "you will have to feed some data" are combined with 'but'. The words which join two simple sentences are conjunctions.



E.1. Combine the following pairs of sentences with the conjunction given in brackets.

- (a) Ramu is my friend. Monu is my friend. (and)
- (b) He is poor. His friends are rich. (but)
- (c) Come here. You will be punished. (or)
- (d) Praseon is laughing. Madan is weeping. (but)
- (e) Ram went to a forest. Sita went to a forest. (and)

F. Let's Talk and Write

Work in pairs and write at least two sentences about each of the following :

Computer : _____

C.P.U. : _____

Monitor : : _____

Mouse : : _____

16

DIRT AND FLIES

A. Warmer

There are several edible things which tempt you. Some of them are nutritious but others are quite harmful. List the things that make an edible thing harmful.

Heera : I want those sweets, Papa.

Father : They aren't fresh.

Heera : Why, Papa ?

Father : You shouldn't eat any of those sweets. Flies are sitting on them. They make them dirty.





Heera : Do flies make sweets dirty ?

Father : Yes, they do so when they sit on them.

Heera : But where do flies come from ?

Father : They come from the dirt.

Heera : Do they also make our food dirty ?

Father : Yes, my son. They also make our food dirty by sitting on them. When we eat the dirty food, we fall ill.

Heera : So, how can we keep out flies ?

Father : We can keep out flies by keeping our town clean. Flies do not like a clean town.

Heera : So, we should keep our town (village) clean. should n't we ?

Father : Yes, my son. Where there is dirt there are flies. No dirt, no flies.

Words to Know

fresh	फ्रेश	ताज़ा
flies	फ्लाईज	मक्खियाँ
sweets	स्वीट्स	मिठाइयाँ
any	एनी	कोई
clean	क्लीन	साफ
town	टाउन	शहर
dirty	डःटि	गंदा



B. Let's Think and Tell

B.1. Answer the questions in one word only (orally) :

- (i) What does Heera like ?
- (ii) Do flies like dirt ?
- (iii) Where do flies sit on ?
- (iv) Who makes the food dirty ?

B.2. Answer the following questions in one sentence only.

- (i) What do children like very much ?
- (ii) Where do flies come from ?
- (iii) Why do we fall ill ?
- (iv) How can we keep out flies ?
- (v) Why should we keep our village or town clean ?

C. Let's Think and Write

C.1. Tick (✓) the right option to complete each sentence below :

1. Children should not eat those sweets on which

- (a) flies sit.
- (b) flies do not sit.

2. When flies sit on our food, they make our food

- (a) stale
- (b) tasty
- (c) dirty



3. When we eat the dirty food, ...

- (a) We fall ill.
- (b) We do not like it.

4. Where there is dirt,.....

- (a) people fall ill.
- (b) there are flies.

5. We can keep out flies.....

- (a) by killing them.
- (b) by keeping our town clean.

C.2. Match the following :

(i) When we eat the dirty food	(a) by sitting on them.
(ii) We can keep out flies	(b) they like sweets.
(iii) Where there is dirt	(c) we fall ill.
(iv) Flies make sweets dirty	(d) by keeping our town clean.
(v) Children eat sweets more because	(e) there are flies.

C.3. Now ask the children to fill in the blanks choosing the correct words from brackets.

- (i) Flies make sweets _____. (dirty/clean)
- (ii) Flies come from _____. (dirt/food)
- (iii) When we eat dirty things, we may fall _____. (ill/ well)



D. Let's increase word power

D.1 Arrange the jumbled letters to make meaningful words :

ytird isfle necal eesswt aawy

D.2. Work in pairs and prepare a list of the things which you like and do not like.

- (i) I like _____ but I don't like _____
- (ii) I like _____ but I don't like _____
- (iii) I like _____ but I don't like _____
- (iv) I like _____ but I don't like _____
- (v) I like _____ but I don't like _____

E. Let's Learn

Look at those sentences from the lesson :

- (a) Do they also make our food dirty ?
- (b) Yes, my son.

In these sentences, 'our' and 'my' convey the idea of 'belonging' or 'possession'. We have several such words which suggest 'possession' or 'belonging'. They include your, his, her, its, their, Ram's, Minu's.

E.1. Fill in the blanks with appropriate possessives.

1. I have a pen. I write with pen.

DIRT AND FLIES

2. We live in India. We must love country.
3. Don't take it. This is book.
4. He has a puppy. colour is brown.
5. She is a girl. name is Sweta.

F. Let's Listen and Write

F.1. For the teacher : The teacher will select a few words and sentences from the lesson and dictate them to the learners to ensure they listen to him/her properly and can spell words correctly.

G. Let's Play

Find out the names of food items in the following and circle them. One has been done for you :

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



READ AND ENJOY



1

THE MILKMAN'S COW

The milkman's cow was in a bad mood. It sat in the middle of the road and refused to move.

The milkman begged the cow to get-up. "The children are waiting for their milk to help them grow strong. Please get up," he pleaded. He pulled and tugged and prayed.

But the cow wasn't going anywhere that day.

Along came a policeman, his buttons and buckles gleaming bright. "Humph," he said, twirling his long moustache, "I'll show you how to do it right."

The policeman and the milkman pulled and tugged and prayed. But the cow wasn't going anywhere that day.



Along came a grocer with bags of potatoes and peas. He said, "I'll move this cow with the greatest of ease."

The grocer, the policeman and the milkman pulled and tugged and prayed.

But the cow wasn't going anywhere that day.

Along came a wrestler,



his muscles gleaming in the sun. He said, “I have the strength of ten horses, so this should be fun.”

The wrestler, the grocer, the policeman and the milkman pulled and tugged and prayed.

But the cow wasn't going anywhere that day.

Along came the ice-cream man, jingling his cart.

“Cool down, cool down, it can't be too hard.”

The ice-cream man, the wrestler, the grocer, the policeman and the milkman pulled and tugged.

But the cow wasn't going anywhere that day.

Along came a little boy. He began to grin. He said, “These grown-ups! Look at the mess they are in. It is not such a difficult problem. I learnt in the second class, that human beings eat rice and wheat, and cows eat grass.”

He held out a sheaf of tasty green. The cow began to chew. He slowly led her to the side, for he knew what to do.

The grocer clapped, the policeman twirled his stick in joy.

The wrestler grinned. The ice-cream man whooped at the cleverness of the boy.

The milkman happily clattered his pail. Being kind and loving is best, for force and strength can fail.

Vidya Pradhan

2

OPEN HOUSE

If I were a tree
I'd want to see
a bird with a song
on a branch of me.

I'd want a quick
little squirrel to run
up and down
and around, for fun.

I'd want the cub
of a bear to call,
and a porcupine, big,
and a tree toad, small.

I'd want a katy did
out of sight



on one of my leaves
to sing at night.
And down by my roots
I'd want a mouse
with six little mouselings
in her house.

- *Aileen Fisher*
