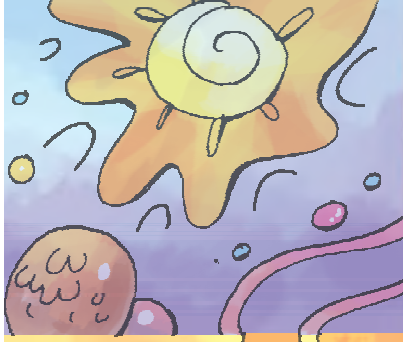
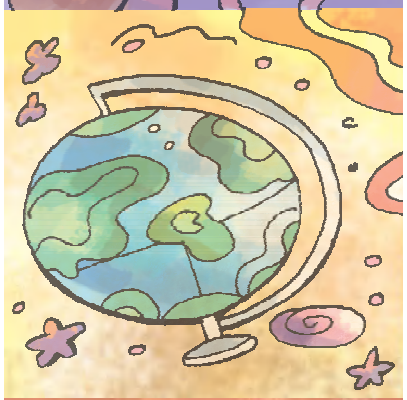
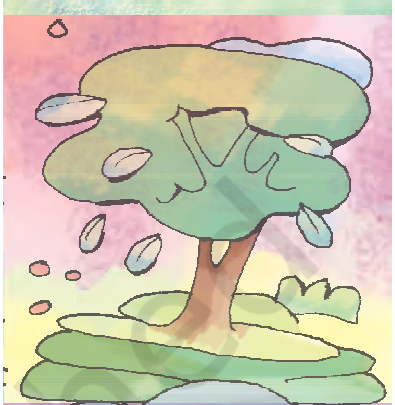
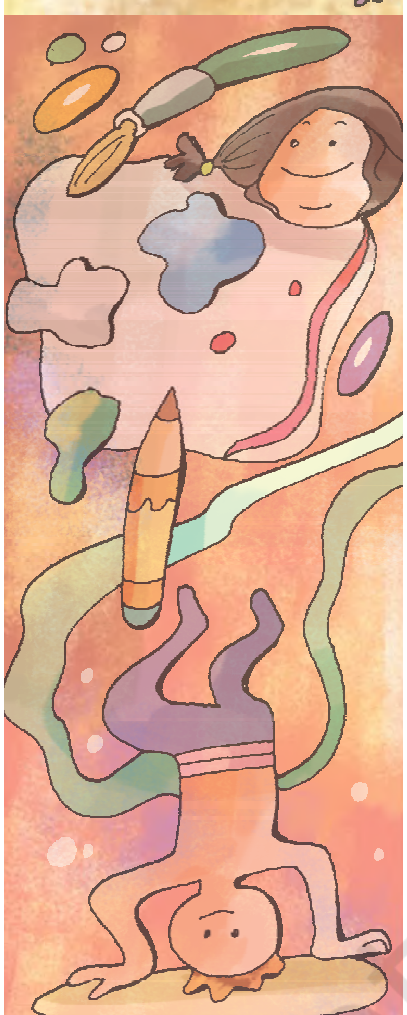


MARIGOLD

Book Five




0526

Textbook in English for Class V

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha

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Eapen (CIEFL, Hyderabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
30 November 2007

Director
National Council of Educational
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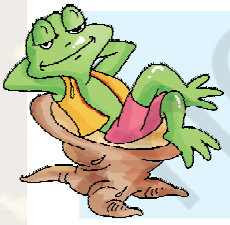
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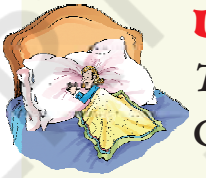
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Unit 1

Ice-cream Man

Read and Enjoy

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What is cold, sweet and creamy, and wonderful to eat? Everyone's favourite treat especially on a hot summer day is an ice cream! And everyone's favourite person might just be the Ice-cream Man!

When summer's in the city,
And brick's a blaze of heat,
The Ice-cream Man with his little cart
Goes trundling down the street.

Beneath his round umbrella,
Oh, what a joyful sight,
To see him fill the cones with mounds
Of cooling brown and white:

Vanilla, chocolate, strawberry,
Or chilly things to drink
From bottles full of frosty-fizz,
Green, orange, white, or pink.

His cart might be a flower bed,
Of roses and sweet peas,
The way the children cluster round
As thick as honeybees.

RACHEL FIELD



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New Words

blaze	: bright flame or fire
trundling	: moving on small broad wheels
mounds	: heap, pile
frosty-fizz	: chilled drink making a hissing, bubbling sound
cluster	: gather around, group of similar things



Reading is Fun

1. In which season is ice cream popular?
2. Who feels joyful on seeing the Ice-cream Man?
3. Name the different flavours of ice cream the Ice-cream Man has in his cart.
4. What are the two things that the Ice-cream Man is selling?
5. What is the ice-cream cart compared to in the poem?





Let's Write

Having an ice cream on a hot summer day is exciting and enjoyable.

1. Write about some of the exciting and enjoyable things that one can do in the winter season.

_____ _____

_____ _____

_____ _____

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2. List as many summer activities as you can.



_____

_____

_____

_____

_____

_____

_____

_____

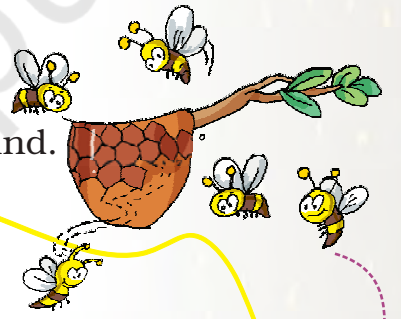
3. Now group these activities into indoor and outdoor activities.

_____ _____

_____ _____



Say Aloud



Circle the words where you get a zzzzz sound. One is done for you.

honeybees

price	prize	maze	face
rice	rise	blaze	fizz
lazy	lacy	busy	racy
raise	rays	race	ace
chase	this	these	frosty

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Let's Listen

1. Listen and tell the sounds that these words in the poem produce.

   - cart _____
   - drinks _____

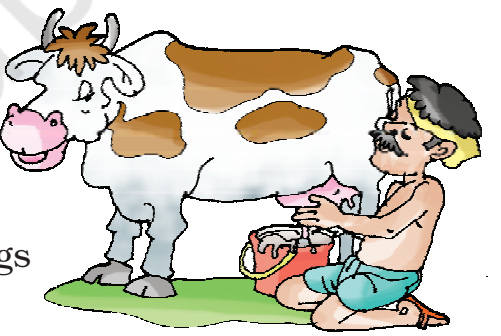
Can you make these sounds?

2. What are some of the different sounds you hear when the Ice-cream Man comes?

Find Out and Write a Report

Here is a report on Uncle Lal's farm.

Father took me to visit Uncle Lal's dairy farm. I saw all of Uncle Lal's cows. He has fifty cows. They eat grass in the big green farms. In the evening the farmers bring them to the barn to be milked. Uncle Lal sells his milk in the city.



When writing a report, remember to do these things

- Think of a good title. Write it correctly.
- Keep to your subject.
- Tell things in the right order.
- Make your paper look neat.

In groups of four, write a report on different brands of ice creams available in your area.

You may use the following clues.

- Start with a short introduction which contains the topic.
- Then list the ice cream brands available in your area.

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- Next, say which are the common flavours of ice cream in each of the brands.
- Under each brand, find out which flavours are being sold the most. Also find out their prices.
- Finally, write which do you think is the most popular ice cream.



_____

_____

_____

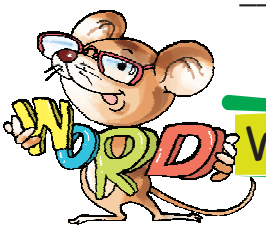
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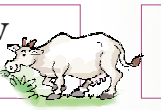


Word Building

1. Colour the boxes that have rhyming words.

city cart	heat street	blows goes	do go
hard yard	bowl doll	cow so	label table
sky my	play obey	race face	write night









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2. What do the following words describe in the poem?

joyful _____

little _____

round _____

What are the describing words used in the poem for the following?

_____ mounds

_____ flavour

_____ cluster



Fun Time

1. Colour the boxes with the colours of the flavours mentioned in each.

chocolate	vanilla	orange	black currant
strawberry	raspberry	butterscotch	pista

2. Draw and colour your dream ice cream.

Describe it using interesting describing words — the colours, the flavours, the size, how it looks, tastes, feels etc.



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3. Have you ever eaten *kulfi,* the ice cream from North India?

The following sentences describe how it is served but they are not in the correct order. Write the correct number before each sentence.



____ He scoops out the *kulfi* on a plate.



____ Then he pours some sweet syrup over it and serves it.



____ The *kulfiwala* takes the *kulfi* mould out of the pitcher.



____ He arranges some *falooda* around it.

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Wonderful Waste!

Waste can be quite useful !
Find out for yourself from this story...

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,

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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.

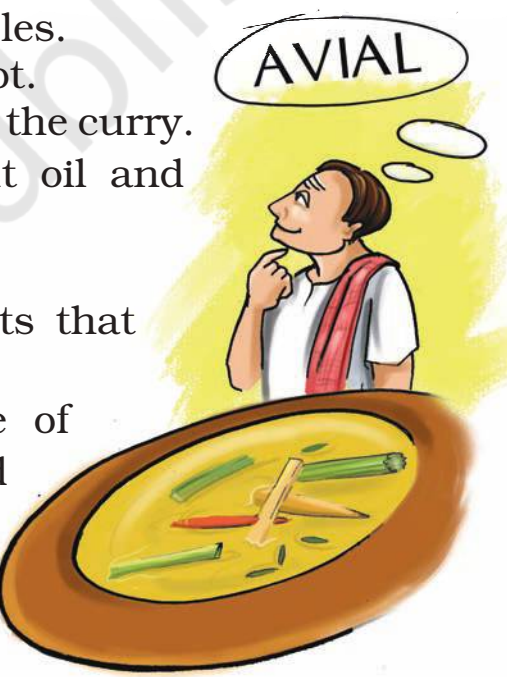
Now he whipped some curd and added it to the curry. He also poured a few spoonfuls of coconut oil and decorated the dish with curry leaves.

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!

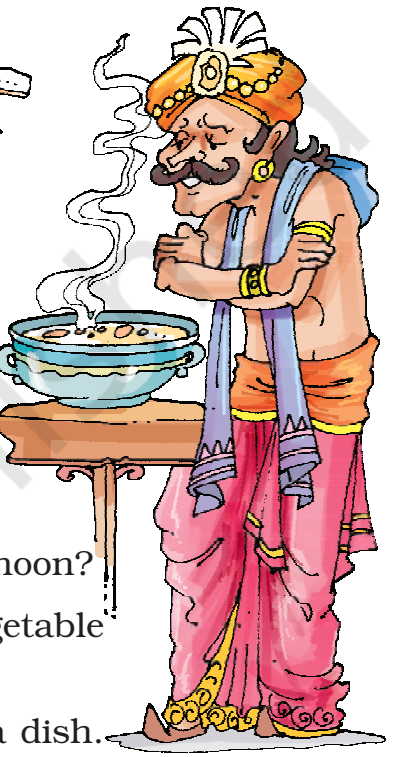




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New Phrases

in a fix	:	a situation hard to escape from
flash across the mind	:	suddenly think of
lo and behold	:	look! what a surprise
traditional feast	:	hearty meal for many guests served on a special occasion



Reading is Fun

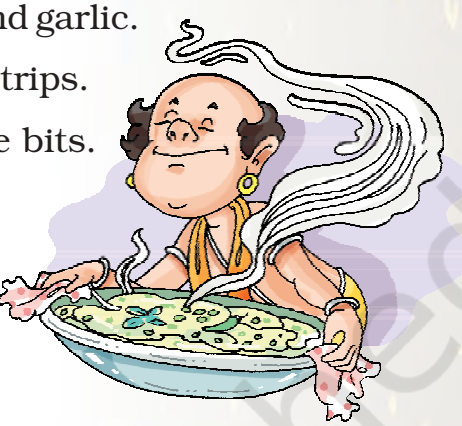
1. What were the preparations in the palace for?
2. Why did the Maharaja go into the kitchen in the afternoon?
3. What had the cook planned to do with the vegetable scraps?
4. Ingredients are the things that are used to make a dish. Circle the ingredients of *avial* in the box below.

chillies	groundnut	wood	vegetable scraps
coconut	roasted peanuts	curd	pot
garlic	broken bangles	basket	curry leaves

5. State whether the following are True or False.
   (i) The king had ordered a dinner in the palace. _____
   (ii) No one had heard of or tasted *avial* before. _____
   (iii) The cook had planned to make another dish using the vegetable scraps._____

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1. A recipe is a list of directions to prepare a dish. The following sentences are not in order for preparing *avial*. Number them in the correct order.



- [ ] Grind some coconut, green chillies and garlic.
- [ ] Cut the vegetable scraps into long strips.
- [1] Wash and clean the mix of vegetable bits.
- [ ] Decorate with curry leaves.
- [ ] Whip some curd and mix it in.
- [ ] Pour some coconut oil on top.
- [ ] Avial is ready.

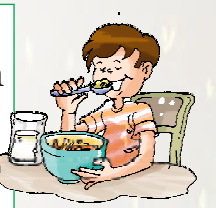
2. Given in the box are some things that children do after they reach home from school.

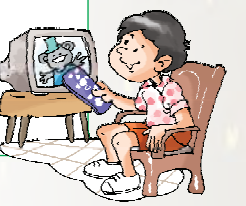
   Choose five things that you do when you reach home from school. Write them in order.





pack school bag	put away school bag	have lunch
read a story book	chat with mummy about school	
sleep for a while	wash up	
do the home work	watch TV	
go to play	change out of school uniform	





First, I_____.

Then, I_____.

Next, I_____.

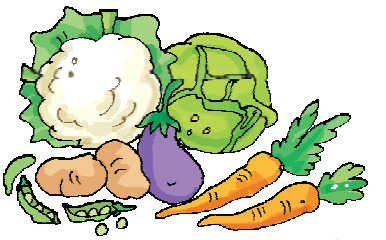
After that, I_____.

Finally, I_____.

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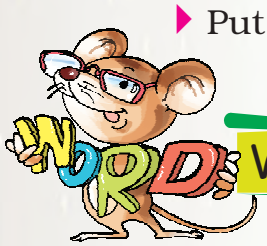


Let's Talk

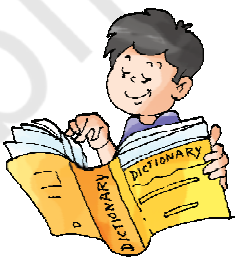


The Maharaja was a wise man and ordered the cook to use the vegetable scraps instead of throwing them away.

- Name some of the things which are thrown away at home or in school.
- Sit in groups of four and think of interesting ways in which they can be made useful.
- Put up your findings on the class board.



Word Building



Pair work

1. Some words have more than one meaning.
   For example, point —
   Meanings: noun a dot in print or writing, full stop, decimal, the number you score in a game
   verb to show or call attention to something

   Look up the following words in the dictionary. They may have more than one meaning. List these meanings.

   ground _____

   survey _____

   scrap _____

   sternly _____

   tempting _____

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2. Make new words by adding/dropping a few letters from the root word. Some are done for you.

	-ed	-ing	-er	-est
pound			×	×
try	tried		×	×
large	×	×		
new	×	×		
tasty	tasted	tasting	tastier	
wise	×	×		
stare			×	×
clean				

Do any of these words use all of four endings? _____ _____

Find Out

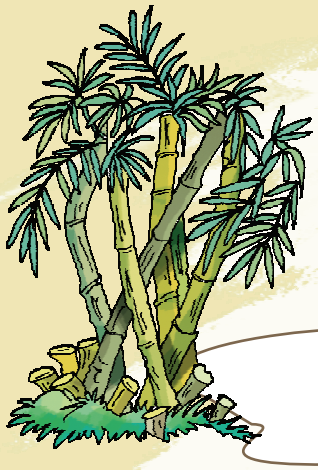


1. Name food that is made in your home
   (i) for a feast/ festival.
   (ii) when you are unwell.
   (iii) everyday.
   Share the information with your friends.
2. *Avial* is a dish made in Kerala.
   Do you have a similar dish in your state made from a mix of many vegetables?



- What is it called? _____
- Note down the ingredients used to make it.
- Write down the recipe.
- Present attractively and display on the class board. You can draw and stick pictures too.

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Bamboo Curry

Have you ever eaten a dish made of bamboo? Let's read this picture story and find out which part of bamboo can be cooked and eaten.



1. One day the mother-in-law of a Santhal bridegroom cooked a special dish for him when he visited her.



2. "This curry is delicious. What is it?" The mother-in-law pointed at the bamboo door.



3. Next morning, just as he was about to leave, he remembered that there was no bamboo in his village.

4. So he removed the bamboo door and carrying it with him left for his home.



5. On reaching his village, he told his wife, "Make curry with this bamboo door."

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6. She was shocked. “How can I make curry out of a bamboo door?”



7. “Come, I'll help you by chopping up the bamboo,” he said.

8. His wife boiled it and boiled it. Later when her husband tasted it he said, “It’s too hard to eat. You don’t know how to cook.”





9. His wife added more water and boiled it and boiled it.

“It’s still too hard. I can’t eat it.”

10. The in-laws came to visit the young couple that evening. They all laughed at his foolishness. The mother-in-law said, “ Didn’t you know the curry was made from bamboo shoot and not from a bamboo door?

(A Santhal folk tale)



Did you know this?

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Let's Write

1. Complete the sentences meaningfully.

   (i) The bridegroom left with the door of his in-laws' house because it was made of _____ and there was no bamboo in his _____.

   (ii) The bridegroom was unable to have bamboo curry in the end because _____



2. Word hunt

   Fill in the blanks with words from the story.

   (i) The bridegroom went to visit his _____ .

   (ii) The mother-in-law pointed _____ _____the bamboo door.

   (iii) He stayed the night _____ his in-laws.

   (iv) He carried the _____ _____back with him.

   (v) The curry was made _____ bamboo shoots.



Say Aloud

im-pa-tient (im-pay-shnt)

de-li-cious (di-li-shius)

bo-iled

cho-pped

bam-boo

be-gan

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UNIT I

Poem: *Ice-cream Man*
Story: *Wonderful Waste !*
Picture Story: *Bamboo Curry*

THEMES

Recycling waste
Folk tales
Multi-cultural approach to food
To avoid wastage of food

READING TIME

In every country of the world, there are stories which have been handed down from grandparents to grandchildren or which have been sung by mothers to their babies. These stories are called folk tales and tell us about the customs and culture of the place they are set in.

A Kerala folk tale and a Santhal folk tale have been retold in this unit. The teacher should encourage children to read folk tales from different parts of the country. The mother tongue can be given its due place by being used for discussion and understanding, along with teaching of English.

The Poem and Say Aloud activities should be done through imitation — the teacher first and then the children. Poems could be recited in groups. They may also be presented through dramatisation, actions etc. in the school assembly. The children can make big cutouts of ice creams and vegetables or dress up as particular vegetables or ice-cream and recite the poem. You could think of a suitable rhythm for the poem.

CONVERSATION TIME

The Let's Talk section can begin with a discussion started by the teacher, in this case on environment and recycling of waste. This can be done with the help of a practical example of children making paper bags from old newspaper. These bags could be given to the neighbourhood provision store to be used instead of plastic bags. Remember, paper bags are environment friendly. Old newspapers can also be used to make envelopes of different sizes and masks for school plays.



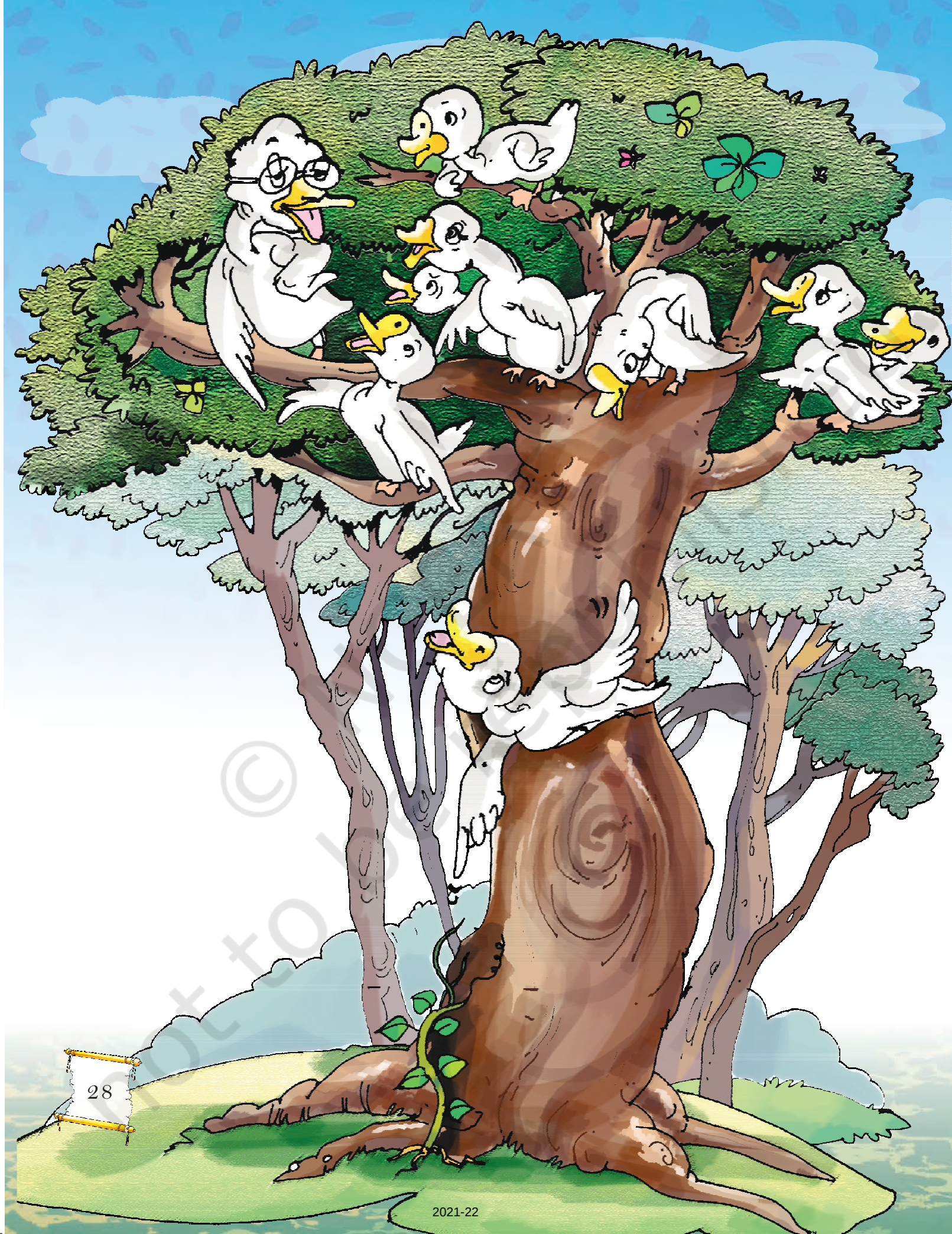
WRITING TIME

When we use several sentences to tell others about something that we have seen, read, heard or done, it is called a report. For Report Writing the teacher, along with the children, should first go through the report on Uncle Lal's farm. The children can then do the guided report on ice creams available in their area or on food, toyshops, soaps, some animal, care of pets etc.

PROJECT WORK

A creative activity should be followed by a presentation before the entire class. The poems, recipes, the findings of any task etc. could be done as group activities and presented or displayed in the classroom. This sharing is as important an experience as any individual activity.

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Flying Together

What are some of the things your parents and teachers tell you to do on time? ...Get up in the morning... do the homework.... pack your school bag...

What happened when you didn't do as they asked you to do?

Deep in a forest stood a very tall tree. Its leafy branches spread out like strong arms.

This tree was the home of a flock of wild geese. They felt safe there. One of the geese was a wise old bird.

He noticed a small creeper at the foot of the tree. He spoke to the other birds about it.

"Do you see that creeper?" he said to them. "Let us destroy it". "Why must we destroy it?" asked the geese in surprise. "It is so small. What harm can it do?" "My friends," replied the wise old bird, "that little creeper will soon grow. As it creeps up this tree, it will become thick and strong."

"What of that?" asked the geese. "What harm can a creeper do us?"

"Don't you see?" replied the wise bird, "with the help of that creeper, it will be possible for someone to climb this tree. A hunter can come up and kill us all."

Trees and plants are to be conserved. Discuss in class and find out which plants, creepers or trees may be harmful for the existence of others.

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"Well there's no hurry," they replied, "the creeper is very small. It would be a pity to destroy it now."

"Destroy the creeper while it is still young," the old bird advised. "Now it is tender and you can cut it easily. Later it will become hard and you will not be able to cut it."

"We'll see, we'll see," answered the birds. But they did not destroy the creeper. They forgot the wise old bird's advice. As the creeper grew, it began winding its way up the tree.

Stronger and stronger it became, until it was as strong as a thick rope.

One morning when the geese had gone out in search of food, a hunter came to the forest.

"So this is where the wild geese live," he said to himself. "When they come back in the evening, I shall catch them."

The hunter climbed up the tree with the help of the creeper. He got to the top and



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spread his net there. Then he climbed down and went away.

In the evening, the geese returned home. They did not notice the net. As they flew into the tree, they were trapped. They struggled hard to get out, but could not.

"Help! Help!" cried the geese. "We are caught in the hunter's net. Oh! What shall we do?"

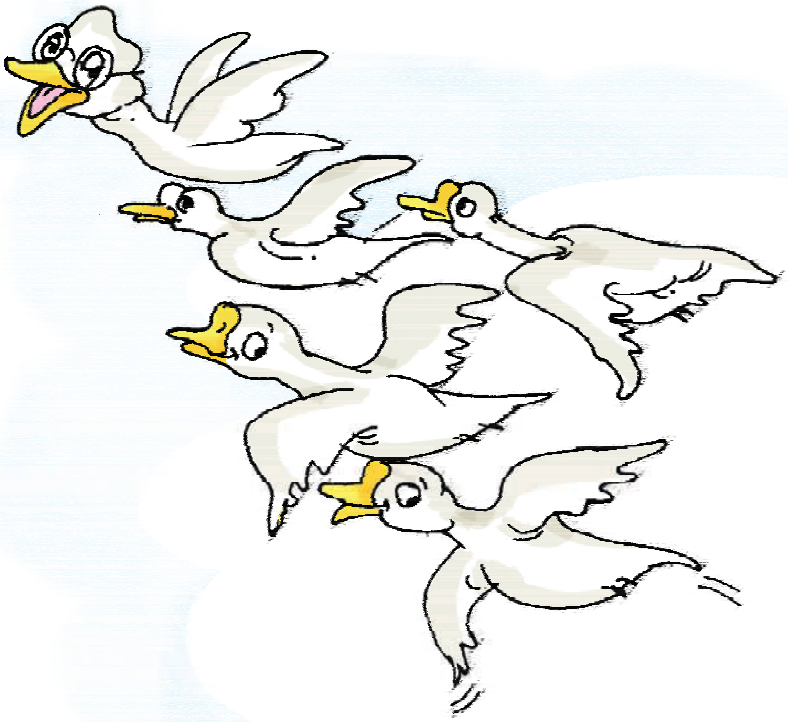


"Don't make a fuss now," said the wise old bird. "Long ago I told you to destroy the creeper, but you did not. Now see what has happened. Tomorrow morning the hunter will come back and kill us all."

"We were foolish," wept the birds. "We are very sorry we did not listen to you. Please tell us what to do?"

"Then listen carefully," replied the wise bird. "When the hunter comes you must all pretend to be dead. Just lie still. The hunter will not want dead birds. He will throw us to the ground. It will then be easy for him to climb down, collect the dead birds, and take

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them home. When the last of us has been thrown down, we must quickly get up and fly away."

In the morning the hunter came to the tree and climbed up. He looked at the geese in the net.

"They are all dead," he muttered to himself. He threw them out of the net one by one. The birds lay still until the last one had been thrown down. Then, all at once, they got up, flapped their wings, and flew away.

The hunter was taken by surprise. From the top of the tree he watched all the geese fly away.

SHIV KUMAR

(Adapted from *Stories from Panchatantra* – 'A wise old bird')



New Words

geese : plural for goose; large web-footed bird

creeper : plant that needs support to grow, usually along a wall or a tree

winding : go in circular, spiral course

muttered : spoken in a low tone

flapped : move wings up and down

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Let's Read

1. Where did the geese live?
2. Why did the old bird advise the other birds to destroy the creeper?
3. Why did the geese cry, "Help Help"?
4. What did the hunter do when he thought that the geese were dead?
5. Why did the geese pretend to be dead?
6. Describe one incident when you got into trouble because you did not do your work on time.

State whether the following statements are True or False.

1. The tree was the house of a flock of parrots.

   _____

2. The wise old bird wanted the creeper to be destroyed.

   _____

3. The hunter climbed the tree with the help of a ladder.

   _____

4. When caught in the net the foolish birds began to weep.

   _____

5. The wise old bird helped them to escape. _____



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Let's Listen

Listen to the following paragraph.

The Ant and the Dove



On his way home, an ant saw a sparkling fountain. He crawled on to its wall to take a closer look.

Suddenly he slipped and fell into the water. He gurgled and panicked and waved his legs in the air. "Help! I can't swim," he cried. Luckily, just at that moment, a friendly dove flew by. She saw that the tiny ant was drowning and quickly flew to a nearby tree.



She pulled off a leaf and let it glide down to the ant. "Here you are," she cooed, and flew away.

(Adapted from *Aesop's Fables*)

(i) Why do you think the dove helped the ant?

(ii) How do you think the ant felt on finding the leaf?

(iii) Have you ever been in trouble like the ant? Did anyone help you?

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Let's Talk



1. Work in pairs.

- Ask your friend questions about all the things he does.
- Use question words such as where, what, how, who, when, why. One is done for you.

Anu : I watch TV in the evening.

Amit : When do you watch TV?

Anu : I play games.

Amit : _____

Anu : I collect stamps.

Amit : _____

Anu : I play in the ground.

Amit : _____

Anu : On Sunday I go shopping.

Amit : _____

2. Answer these questions about yourself.

(i) What is your name?

(ii) What languages do you speak?

(iii) How old are you?

(iv) Which is your favourite food?

(v) Where did you go yesterday?

(vi) Which country do you belong to?

(vii) When do you go to sleep?

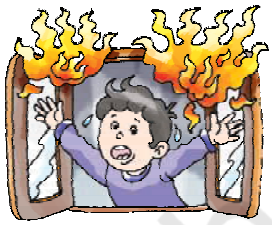
(viii) Why do you drink milk?

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3. In groups of five discuss what you would do if you were caught in the following situations.

- Your friend falls in the play field and is hurt...
- You are trapped in a fire...
- You are stuck in a traffic jam...



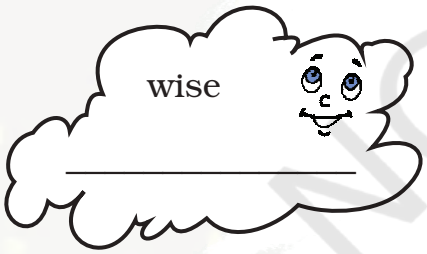


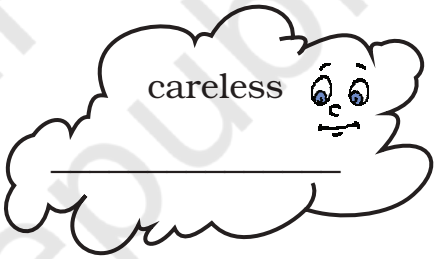


Let's Write

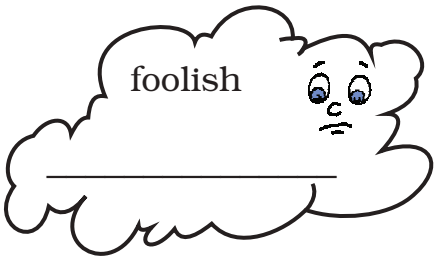
1. The words in the clouds describe something or someone in the story. Name them in the blanks provided.

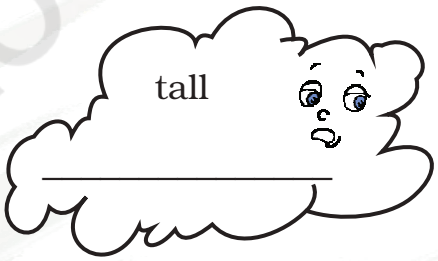
   Make sentences of your own with the words given in the clouds.





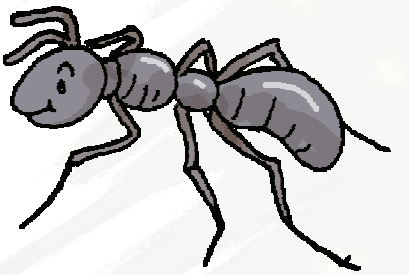






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2. Here are some answers about the given picture.



(i) The colour of the ant is black.

(ii) It lives on land.

(iii) It has two long antennae.

(iv) It crawls on the ground.

(v) It eats sugar.

Now frame questions for the above answers.

_____

_____

_____

_____

_____

3. Fill in the blanks with prepositions such as to, at, off, on, in, into, with. One has been done for you.

(i) This tree was the home _of_ a flock of wild geese.

(ii) He noticed the creeper ____ the foot of the tree.

(iii) "It would be a pity ____ destroy it now."

(iv) As they flew ____ the tree they were trapped.

(v) The boy ran ____ the dog.

(vi) The frogs jumped ____ the well.

(vii) The girl was thrilled ____ see her new bicycle.

(viii) The birds were caught ____ the net.

(ix) The children walked ____ the bridge.

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4. Complete the paragraph with suitable words from the box.

around	across	with	along	to
after	next to	into	from	

One day, as I was walking _____ the bank of the river, I saw my friend running _____the field. He was calling my name and waving _____ me. I stopped and waited. _____ sometime he reached where I was standing.
He said, "I went all _____ the town looking for you. I have some exciting news to share _____ you. Do you remember the old house _____ the neem tree? Guess who is moving _____ that house? Janak Das, the great magician. Now we can learn lots of magic tricks _____ him."



5. Fill in the blanks given below with question words. For example, where do you live?

(i) _____ do you play?
(ii) _____ do you get up?
(iii) _____ do you have for breakfast?
(iv) _____ do you go to school?
(v) _____ do you like best in the school – games, art or music?
(vi) _____ is your birthday?
(vii) _____ do you want for your birthday?



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6. Reference to context.

1

" Well there's no hurry, the creeper is very small, it would be a pity to destroy it now."

2

"So this is where the wild geese live."

Who said this? _____ _____

To whom was it said? _____ _____

When was it said? _____ _____

Draw pictures of the speakers of the above lines.

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Fun Time

1. Proverbs are short, wise sayings. For example — Look before you leap. This means that we should think carefully before we take any action. Here are some popular English proverbs. Read them aloud together and discuss what each could mean.



- Old is gold
- As you sow so shall you reap
- Unity is strength
- United we stand divided we fall
- A friend in need is a friend in deed

2. Look at this proverb: All's well that ends well.

   (i) Discuss what it means. Can you think of events/ happenings in life where this proverb can be used?

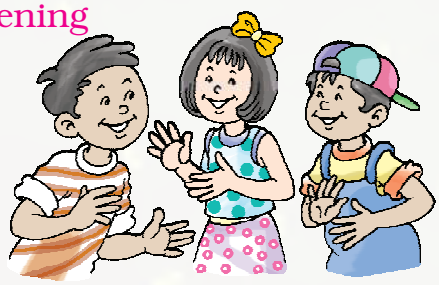
   (ii) Write down your story or the event. Then read the paragraph to your neighbour.

The clap word game

3. Let's play the clap word game.

   Where the word produces one sound, clap once, as in 'creep'. Clap twice if the word can be broken up into two syllables as in cree-per, and thrice as in to-mo-rrow.

creeper	struggled	tomorrow	geese
throw	foolish	possible	noticed
carefully	flapped	returned	evening
trapped	surprise		



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UNIT 2

Poem: *Teamwork*
Story: *Flying together*

THEMES

Collaboration
Teamwork
Doing work on time

READING TIME

Help children experience the joy which comes from listening to good poetry. Let the class express how they feel about music. They can dance, tap their fingers, laugh, or sing poems. Explain to the class that listening to poetry is like listening to music. Poetry helps children sing inside themselves.

The stories of *Panchatantra,* originally written in Sanskrit, are very old. *Panchatantra* depicts *nitishastra* (wise conduct of life) through the medium of stories. The stories are mainly of animals, which children love to read. To enhance their reading habits the children must be encouraged to read more *Panchatantra* tales on their own. They can listen to stories from their grand parents and be asked to read some stories aloud to their friends. For purposes of language learning, listening needs to be encouraged with the help of music which includes folk, classical or popular compositions.

CONVERSATION TIME

The questions in the Let's Talk exercise aim to develop the language and thinking skills of the child. Real life situations familiar to the child have been given so that he/she is able to identify with them. Every child should be given an opportunity to freely express himself/herself.

WRITING TIME

The child will make a list of activities he/she likes to do alone and in a group. They can share with the class which activities they enjoy more.



Working in pairs, the children will write five ways in which they think birds and animals are like human beings. E.g. Humans look after their young ones and so do animals and birds.

The picture writing exercise should be done after a discussion about the various people involved in building a house and also the different steps involved in building a house.

PROJECT WORK

Undertake a tree conservation drive to look after the plants in the school by watering them and weeding the area around them.

The students can also take up a campaign for keeping the school compound clean by collecting litter and throwing it into dustbins.

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Teamwork

0526CH02

Do you like to work and play with others?





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Let's sing and dance

Teamwork, teamwork,
Together we can make our dream work.
Then we'll share the joy of what we've done,
Teamwork, everyone!

It's fun to shoot the basketball through the hoop,
But if nobody passes then nobody shoots.
And the relay race just can't go on,
If nobody wants to pass the baton.

We're the parts that make up the whole,
And we've got our eyes on a common goal.
Sometimes it can be a big plus,
When a you or a me becomes an us!

JAN NIGRO



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New Words

teamwork	:	combined effort of a group
hoop	:	*(here)* wooden or iron ring trundled along by child
passes	:	move onward
relay race	:	race between teams of which each person does part of the distance
baton	:	short tube or stick carried in relay race

Let's Read

Complete the following sentences.

1. If nobody passes the ball in a basketball game, then you can't_____.
2. In a relay race, if no one passes the baton, then _____.

Think and Write



1. Name the team members needed for the following.

   (i) To play cricket we need

   batsmen, bowlers, fielders, coaches

   (ii) To make a film we need

   _____

   (iii) To run a good school we need

   _____

   (iv) To run a restaurant we need

   _____

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2. Complete the sets of rhyming words. One has been done for you.

Words from the poem	team	plus	done	hoop	shoot	goal	joy
Your own words	beam						

3. Read the poem.

For Want of a Nail

For want of a nail  the shoe  was lost,

For want of a shoe  the horse  was lost,

For want of a horse  the rider  was lost,

For want of a rider  the battle  was lost,

For want of a battle  the kingdom  was lost,

And all for the want of a horseshoe nail! 

[traditional rhyme]

Now form questions for the answers given in the speech bubbles.

Q. .....
A. The shoe was lost because of the nail.

Q. .....
A. The kingdom was lost because the battle could not be fought.

Q. .....
A. The battle was lost because there was no rider.



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Now make three more questions and answers from the poem, *Team work*.

Q. _____
_____

A. _____
_____

Q. _____
_____

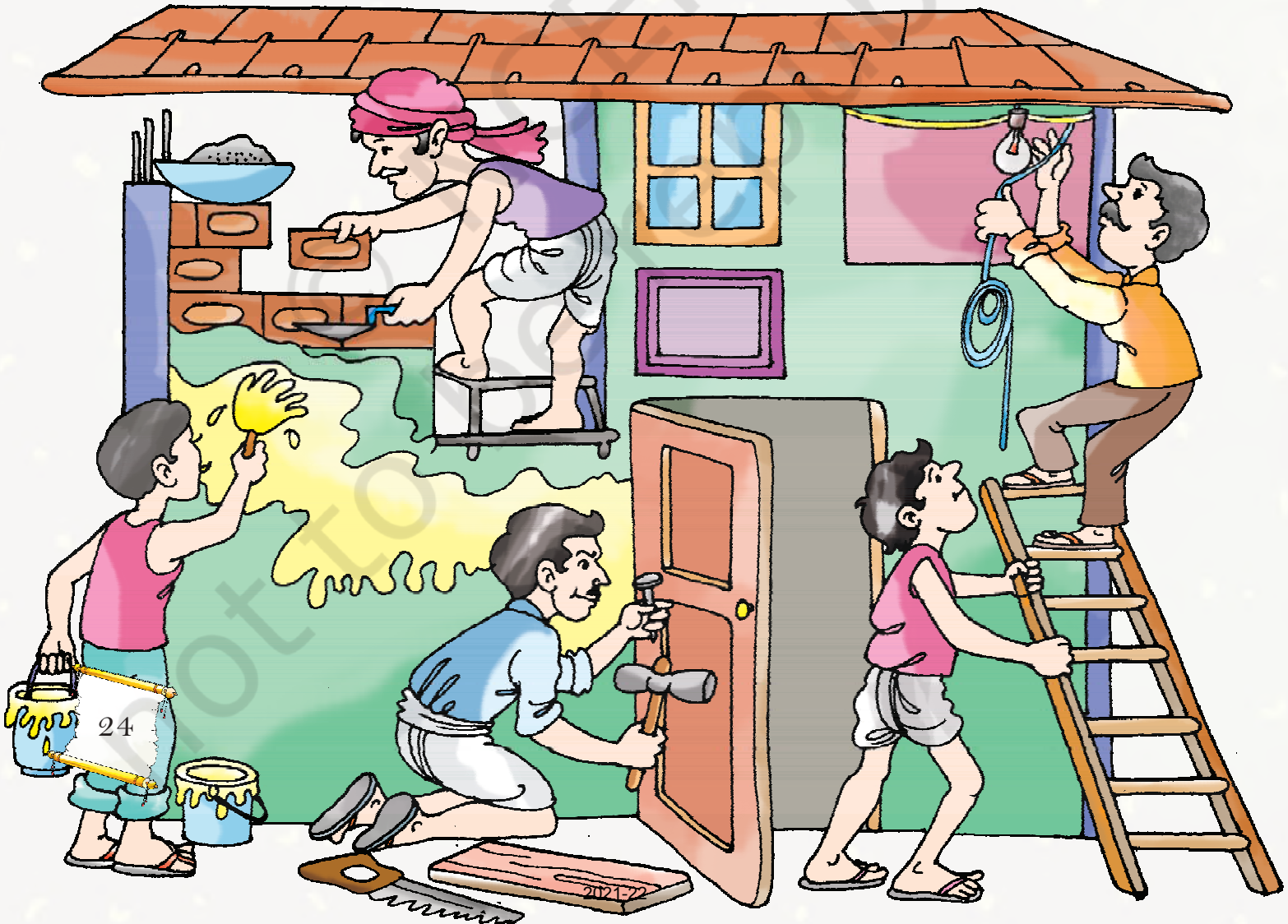
A. _____
_____

Q. _____
_____

A. _____
_____

Picture Composition

Look at the picture and answer the questions in one sentence, using the word clues given in the box.



2021-22

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plumber painter mason
electrician labourer carpenter gardener

1. Who is laying the bricks?

_____

2. Who is holding the ladder?

_____

3. Who is the man on the ladder?

_____

4. Who is making the door?

_____

5. Who is painting the walls?

_____

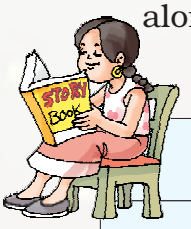
Now make up a story about the picture. Give names to the people. Write the story showing the importance of teamwork.



Let's Talk



1. In groups of five, discuss what you enjoy doing alone and what you like doing in a group.



Now prepare a list as shown below.

Things I like doing alone	Things I like doing in a group

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2. In your family, what activities are done individually and as a group?

   My mother decides _____.

   My father decides _____.

   I decide _____.

   We decide _____.



3. In a group, mime an activity (picnic, fair/mela, cricket match etc.) which you enjoy. The rest of the class should guess the activity and say whether it is done in a group/alone.



Let's Write

1. In the puzzle find the words given in the column. Notice that these words are formed by joining two words. One is done for you.

   Find some more such words.

sometime	a	c	h	g	m	k	e	v	e	r	y	o	n	e	m	f	s
everyone	b	c	d	e	g	l	n	m	p	r	s	u	v	x	n	l	s
basketball	a	b	t	e	a	m	w	o	r	k	f	g	i	l	o	w	u
nobody	s	m	b	c	e	g	l	m	p	r	s	u	v	x	b	t	n
teamwork	k	b	s	o	m	e	t	i	m	e	u	g	v	n	o	r	d
baton	e	m	b	c	m	w	m	p	r	q	x	z	w	r	d	q	a
	t	q	w	b	a	b	s	t	a	n	d	b	y	c	y	p	y
	b	a	c	a	d	e	f	g	h	i	j	k	l	m	p	s	r
	a	m	b	t	e	t	m	e	c	a	n	p	o	t	x	b	t
	l	f	g	o	h	c	n	p	t	y	s	u	w	d	a	x	f
	l	z	w	n	x	y	v	h	a	n	d	s	o	m	e	u	s

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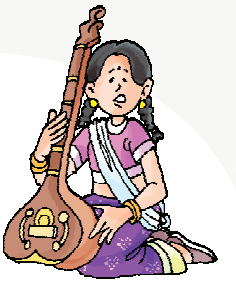
2. Let's write a poem.



I have a kite but need a friend to fly it with,

I know a song but need someone to hear it,

I have a ball but need someone to catch it,





I _____

I _____

I _____

I _____



Fun Time

Make groups of ten and present one of the following activities in class.

skit song dance painting a chart for class

make paper bags from old newspaper



Say Aloud

- We sometimes use short forms for some words. For example, we use I'm for I am and I've for I have. These shortened words are called contractions.
- The mark (') is an apostrophe which shows where the letters are left out. Now read together.

we will — we'll	cannot — can't	we have — we've
you have — you've	there is — there's	what have — what've
we are — we're	they are — they're	

1. Write the contractions for the following phrases.

has not _____ have not _____

do not _____ are not _____

2. Write the full forms for the following.

weren't _____ she'll _____

wasn't _____ who's _____

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Unit 3

My Shadow

0526CH03

Do you know whenever there is light someone follows you? Have you ever wondered who it is?

Read and Enjoy

I have a little shadow that goes
in and out with me.
And what can be the use of him is
more than I can see.
He is very, very like me from the
heels up to the head;
And I see him jump before me,
When I jump into my bed.



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The funniest thing about him is the way
he likes to grow
Not at all like proper children, which is
always very slow;
For he sometimes shoots up taller like an
India-rubber ball,
And he sometimes gets so little that
There's none of him at all.

One morning, very early, before the
sun I was up,
I rose and found the shining dew
on every buttercup;
But my lazy little shadow, like an
arrant sleepyhead.
Had stayed at home behind me and was
Fast asleep in bed.

ROBERT LOUIS STEVENSON



New Words

India-rubber ball	:	a ball that can bounce very high
buttercup	:	a yellow flower
arrant	:	bad
arrant sleepyhead	:	completely inattantive

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Let's Read



1. Who do you think your shadow looks like?
2. Why do you think your shadow jumps into bed before you can?
3. What time of the day do you think it is when your shadow is the tallest? Why?
   - Morning
   - Afternoon
   - Night
4. Read the lines from the poem and answer the following.

   He is very very like me.

   From the heels up to the head!

   (i) Who does he refer to?

   (ii) Who does me refer to?

   (iii) Why are he and me alike?

Let's Talk



Work in pairs and discuss the following.

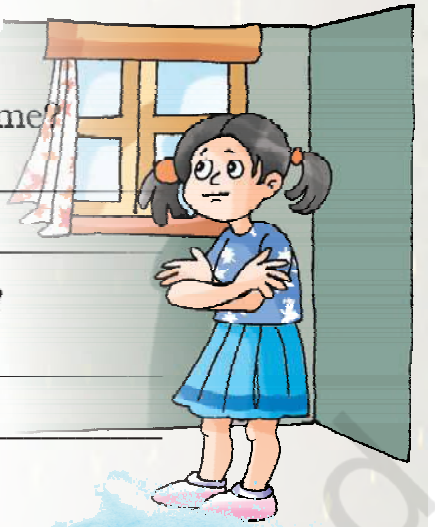
What would you do if

- a dog chases you?

_____

_____

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- you have forgotten your homework copy at home?

_____

_____

- you are alone in a room and the lights go out?

_____

_____



Fun Time



- Shine a torch behind your hand and see its shadow on the wall.
- Move the torch a little away from your hand and see the shadow on the wall.

Do you find a difference in the size of the hand on the wall?

Working Together

fore
middle
ring
small
thumb

1. Work in groups of five.
   - Make a large hand on a plain sheet.
   - Mark the names of fingers, thumb and palm on the hand. Use the hints given in the box.
2. Do the actions as given below, and observe which part, or fingers, of your hand is being used.

point at a door	bounce a ball	scratch your chin
twist your ear	comb your hair	draw with a pencil
touch a flower		

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Let's Write

1. Fill in the blanks using one of the words given in brackets.

   (i) Where is the child _____ parents have come to school? (who/whose/which)

   (ii) I saw many houses _____ were quite spacious. (which/whose/who).

   (iii) Mathematics, _____ is my favourite subject, is so interesting. (who/which/that)

   (iv) The poem _____ you read out, is so lovely. (whose/which/that)

   (v) I know the street _____ he lives on. (whose/ that/which)

   (vi) I like reading books _____ have pictures in it. (that/who/which)

   (vii) The old lady _____ I met in your house is my neighbour. (whom / that/which)

2. Complete this description by answering the questions below.



What do you think is the name of the dog?

Why is she called that?

What colour is she?

Do you think she is friendly?

What does she like to eat?

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Write a few lines on Mithoo and his little dog named Shadow.

_____

_____

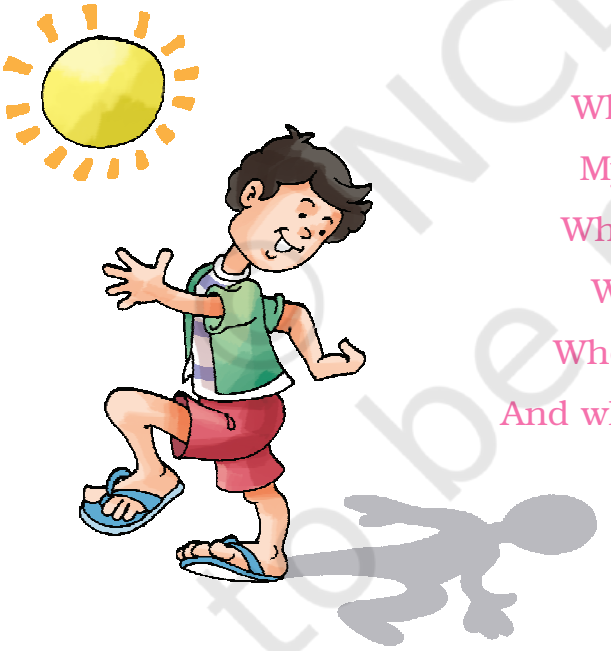
_____

_____

_____



shoe	shadow	fish	bush
ship	sheep	dish	wash
shell	shade	wish	brush



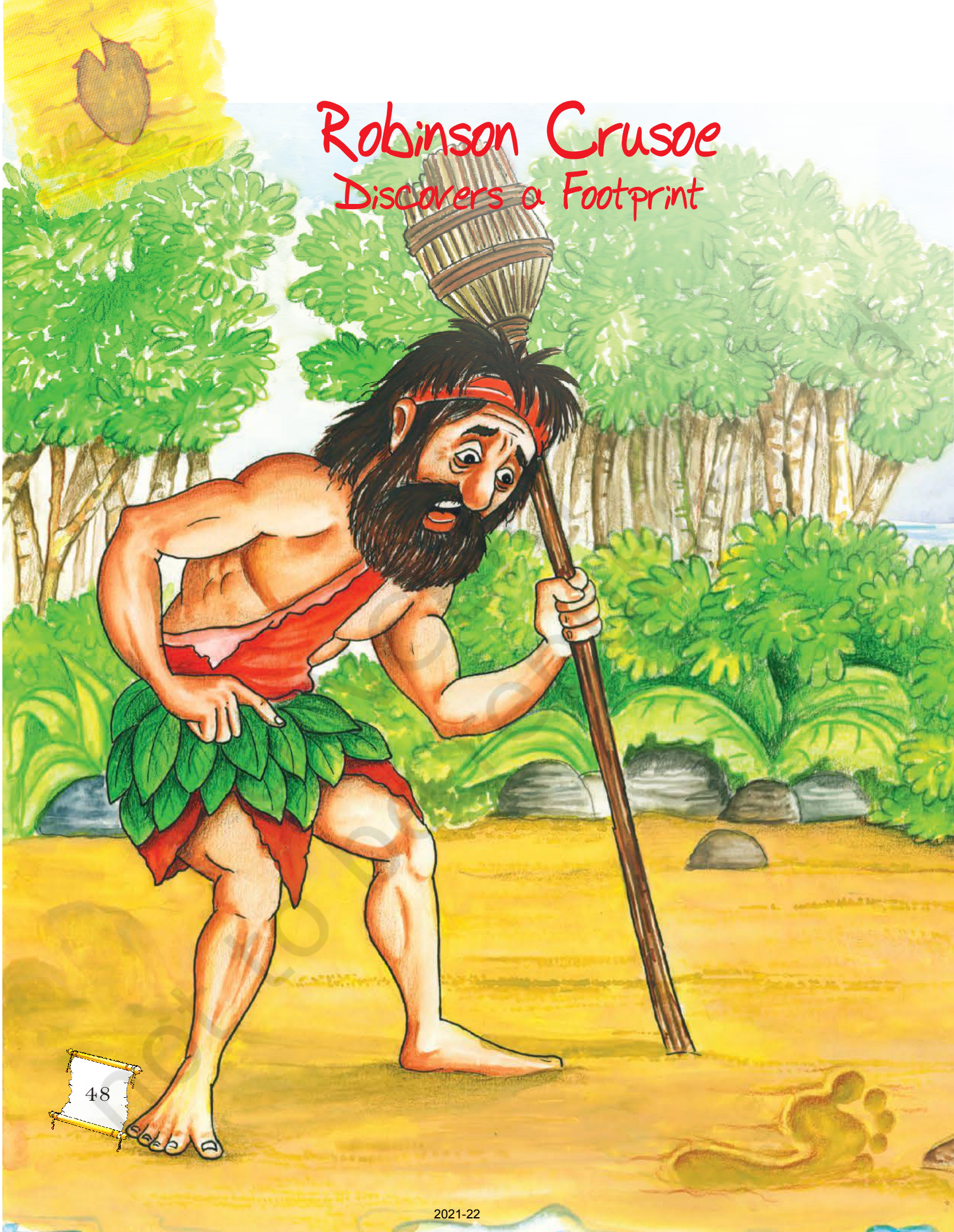
When the sun shines, I can see
My shadow right in front of me
When I walk, my shadow walks!
When I hop, my shadow hops!
When I jump, my shadow jumps
And when I stop, my shadow stops!

LOUISE BINDER SCOTT

Act out the poem as you read it slowly.

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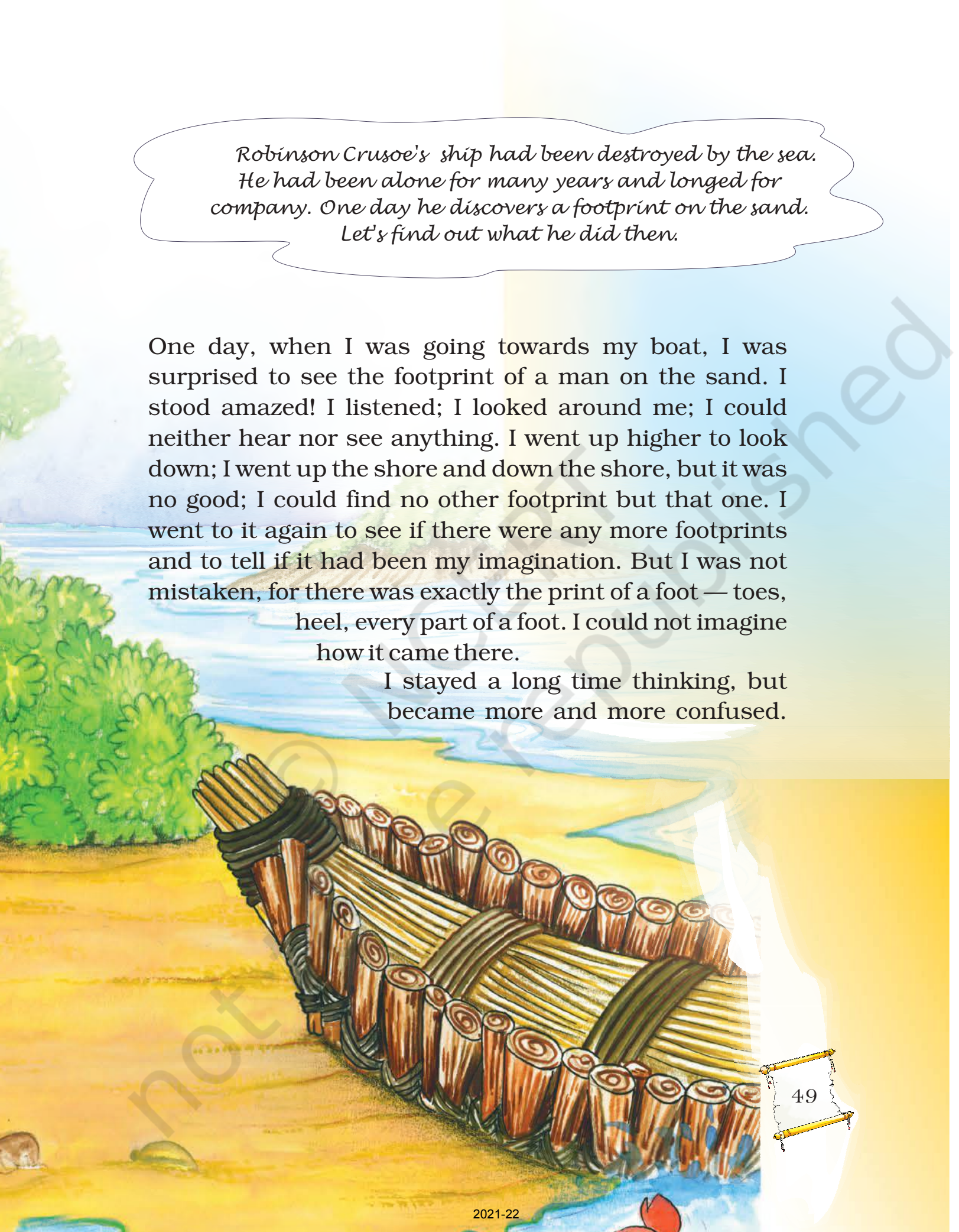
Robinson Crusoe
Discovers a Footprint



Robinson Crusoe's ship had been destroyed by the sea. He had been alone for many years and longed for company. One day he discovers a footprint on the sand. Let's find out what he did then.

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot — toes, heel, every part of a foot. I could not imagine how it came there.

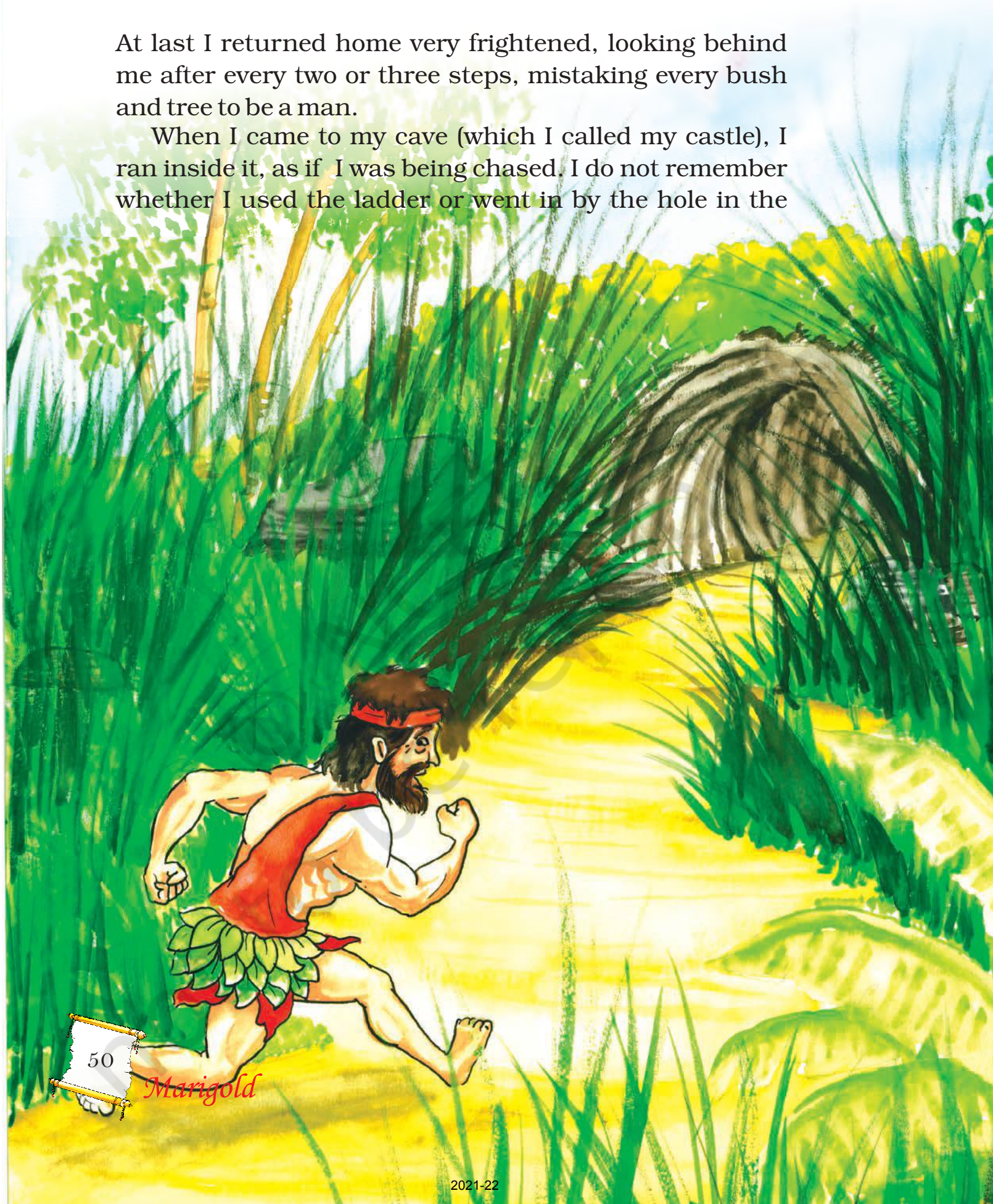
I stayed a long time thinking, but became more and more confused.



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At last I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man.

When I came to my cave (which I called my castle), I ran inside it, as if I was being chased. I do not remember whether I used the ladder or went in by the hole in the



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rock, which I called the door. I ran for cover, faster than any animal could run.

I did not sleep that night. The more I thought about what I had seen, the more afraid I became. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what if he had seen my boat! If he had seen the boat he would have realised that someone lived on the island and would soon return with others to kill and eat me.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently, because I was still very frightened.

However, as I went about for two or three days and saw nothing I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

As I came closer to the footprint, I realised that it could not be my footprint because I had not come to this part of the beach since a long time. Secondly, as I placed my foot alongside that footprint, it seemed larger than my own.

My fear returned! I went home again, believing that there was someone there.

The island was inhabited!

(Adapted from Daniel Defoe's *Robinson Crusoe)*

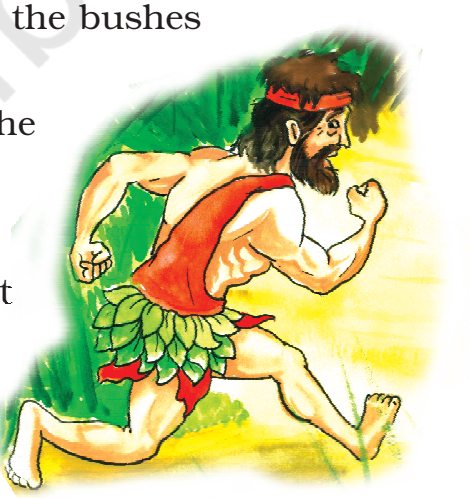
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New Words

savages : wild people in primitive state
mainland : large continuous extent of land
wandered : go from place to place without a definite route
bolder : more confident
inhabited : occupied, dwelled in

Let's Read

1. What made Robinson Crusoe think that the print on the ground was a footprint?
2. Why was Robinson afraid when he looked at the bushes and trees?
3. Why did Robinson pray when he saw the footprint?



4. Choose the correct answer.

   (i) Robinson ran back to his home, as fast he could because he

   (a) was racing.

   (b) was afraid.

   (c) was in a hurry to go home.

   (ii) He could not sleep because

   (a) there was an animal outside his cave.

   (b) he thought savages had come from the mainland.

   (c) his bed was uncomfortable.

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(iii) Why was Robinson Crusoe sure that it was not his footprint?

(a) It didn't look like a human footprint.

(b) It looked smaller than his.

(c) He had not come to this part of the beach in a long time.

(iv) Where was Robinson Crusoe?

(a) On a boat.

(b) In a town.

(c) Alone on an island.

(d) On an aeroplane.





Let's Talk

- How would you feel if you saw unknown footprints outside your front door?
- If you were alone at home and suddenly someone knocked at your door, what would you do?





Let's Write

1. The words in the sentences are jumbled. Write them in order. One is done for you.

(i) alone was not Robinson an island on

Robinson was not alone on an island.

(ii) was island the inhabited

_____

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(iii) footprint to someone this belonged

_____

(iv) I around me looked

_____

(v) I went the towards footprint large

_____

(vi) was afraid I now

_____



2. Fill in the blanks with the correct word.

and but because so

(i) I was frightened _____ curious.

(ii) I decided to go to the beach _____ I went along the water's edge.

(iii) I ran as fast as I could _____ I was frightened.

(iv) I was very tired _____ confused.

3. Write a story on strange footprints.

- Where did you see the footprints?
- What sort of a day was it?
- Did you see them at night?
- What happened when you followed the footprints?
- What did you see?
- What happened then?

_____

_____

_____

_____

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4. Use the joining words given below and join the sentences in Column **A** and **B**.

or and so but because

A	**B**
(i) I can sing well.	I forgot to post it.
(ii) She wore a raincoat.	It was raining.
(iii) We may go to Shimla.	He was late to school.
(iv) He wanted a book for his birthday.	We may go to Darjeeling.
(v) He missed the school bus.	He wanted a football for his birthday.
(vi) I wrote the letter.	I can't dance at all.

eg: I wrote the letter but I forgot to post it.

_____

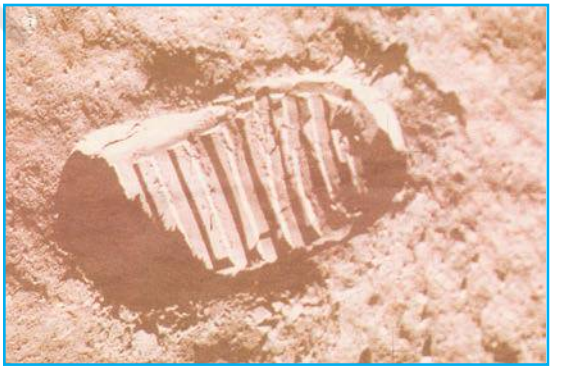
_____

_____

_____



1. Look at the footprint shown here.



Hint: This is the footprint of the first man on the moon. His name was

_____

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2. Let's create a pyramid!

Use the following clues.

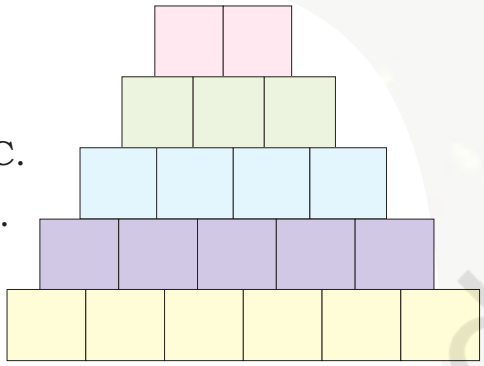
(i) A two letter word beginning with B.

(ii) A three letter word beginning with C.

(iii) A four letter word beginning with D.

(iv) A five letter word beginning with E.

(v) A six letter word beginning with F.



Let's Work in Pairs

Have a conversation with your partner based on the picture below. You can start as -

Hunter 1 : "Look at the footprints in the mud!"

Hunter 2 : _____



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UNIT 3

Poem: *My Shadow*
Story: *Robinson Crusoe Discovers a Footprint*

THEMES

Investigating the unknown
Suspense and sense of curiosity
Overcoming fears by scientific analysis

READING TIME

A classroom library reading programme would provide for reading tastes, interests and abilities of all children. The teacher should ask the children to read the original story, *Robinson Crusoe* by Daniel Defoe. They could also read other books on adventure, stories of family life, humour, mystery, animals stories and stories of people, and talk about what they have read. The exceptional qualities one finds in adventurers can be discussed in class.

CONVERSATION TIME

Take the children outdoors to see the shadows of trees and the school building. Help them understand the absence of shadows on a cloudy day. The teacher should explain the shortening and lengthening of shadows through the day.

Since this unit is about our fears, the children could be asked to express some of their fears, also their unreasonable fears. They can discuss how best to deal with these fears.

WRITING TIME

The two creative writing exercises have leading questions to guide the children. These exercises will stimulate their imagination.



PROJECT WORK

Find out how ships and planes are guided towards land? The children should consult the encyclopedia and share their answers with the class. To cultivate a taste for reading, one period a week can be devoted to using the library. Books appropriate to the age group can be chosen for individual reading. Children can be asked to write about the book they have read during the language class or share a story with their classmates.

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Unit 4

Crying

0526CH04

Read and enjoy

Crying only a little bit
is no use. You must cry
until your pillow is soaked!
Then you can jump in the shower
and splash-splash-splash!



Then you can throw open
your window
and, "Ha, ha! ha ha!"
And if people say, "Hey,
what's going on up there?"
"Ha ha!" sing back, "Happiness
was hiding in the last tear!
I wept it! Ha ha!"

GALWAY KINNELL

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New Words

soaked : completely wet
shower : bath in which water is sprayed from above
wept : shed tears, cried



Let's Read

1. According to the poet, should you cry a little or should you cry a lot?
2. What can you do after crying a lot?
3. (i) Read the first two lines of the poem. Is the mood

   happy? sad? angry? jealous? upset?

   (ii) In the last few lines the mood of the poet has changed. What is it now?

   very happy angry cheerful sad jealous



4. Are these sentences right or wrong?
   (i) The poet says you must not cry much. ( )
   (ii) The poet says that you should cry till your pillow is soaked. ( )
   (iii) The poet says that after crying you should open the window and laugh so that people will see that you are happy. ( )
   (iv) The poet says that you should open the window and show people that you are crying. ( )

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Let's Talk

1. Where do you cry? What are the things that make you cry?
2. Can you cry when you are happy?
3. Which are the things that make you happy? In what ways do you show your happiness?



Say Aloud

dash	bash	splash	cash	trash
steer	tear	clear	deer	dear
shower	power	tower	flower	mower
poked	croaked	soaked	stroked	joked
wept	kept	crept	leapt	slept

Word Building

The word happiness ends in -ness and comes from the word happy. Write three words that end in the same way. Which words do they come from?

_____ ness; _____

_____ ness; _____

_____ ness; _____

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Let's Write

1. Fill in the blanks with the exact feeling word.

   (i) The tourists were _____ to see the beautiful Taj Mahal. (amazed, shocked, worried)

   (ii) The lights went out suddenly. I was alone and _____. (worried, shocked, frightened)

   (iii) He has been ill for a long time and his parents were _____. (unhappy, worried, angry)

   (iv) The shopkeeper was _____when he saw his safe wide open with all his money missing. (unhappy, shocked, angry)



Creative Writing



Narrate an incident when you have experienced happiness, excitement, surprise. You can use the following clues.

With whom...
When did it happen...
Why...
Where...

_____

_____

_____

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Food for Thought

When you have something serious to think about then you have food for thought.

Here's some FOOD FOR YOUR THOUGHT!

Tomatoes are red, beans are green
A brinjal has a crown, just like a queen.
Potatoes are brown, onions are pink
Carrots have juice, which I can drink.
Vegetables make me healthy and wise
So eat some daily with *roti* and rice.





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My Elder Brother

This short play is about two brothers who are affectionate and respectful to each other. The story also shows that learning from our day to day experiences is as important as what we learn from books in the school. This play is based on the famous story in Hindi-Bade Bhai Saheb written by Munshi Premchand.



SCENE 1 *A hostel room. Two brothers, aged 9 and 14 years sitting at a study table. The elder brother, Bhaiya, is reading a book and the younger one, Munna, is drawing pictures of birds and animals.*

BHAIYA What are you doing, Munna?

MUNNA I am drawing.

BHAIYA When will you study? Where were you in the morning?

MUNNA *(turning pale)* I was playing. Bhaiya, how can you sit with a book for hours together?

BHAIYA That's because I want my foundation in education to be very strong. If the base is strong then the building will stand firmly. Sometimes it takes me two years to do one year's work.

MUNNA Bhaiya, you are five years older than I am and three classes ahead of me. I wonder why you keep writing the same word twenty times, one sentence more than twenty times and copy poems several times in beautiful letters?

BHAIYA You know, studying English is no child's play, one has to work very hard in order to learn the subject. To speak or write English properly, tremendous effort is required. But the moment you get a chance, you run to the field, play marbles and fly paper kites, or sit idling away with friends for fun! Can't you sit down and study?

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MUNNA Oh Bhaiya, there is a big *mela* in the village today. Should we go?

BHAIYA Have you ever seen me going to a fair or going to watch a cricket or hockey match? I don't go near them. I prefer to study a book. I don't mind repeating a class for more than two years. But you might stay in the same class all your life. Do you expect to pass if you waste your time playing all the time? You are simply wasting father's hard earned money.

(Munna starts crying on being scolded and sobbing sounds wah, wah, bah, bah, hu, hu, are heard)

MUNNA Bhaiya, I feel like running away and going back home.

BHAIYA Now, now! Stop crying. Put on a nice smile. Look I will make a timetable for you to follow. Get up at dawn.

Time	Schedule
6 AM	Wash your hands
	Have your breakfast and sit down to study
6-8 AM	English
8-9 AM	Maths
9-9.30 AM	History
3.30 PM	Then off to school
5-6 PM	Grammar
	Half an hour for strolling
6.30 - 7 PM	English composition
	Then dinner
8-9 PM	Translation
9-10 PM	Hindi
10-11 PM	Other subjects and then to bed



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MUNNA But when is the time to play?

BHAIYA Play? What is the need, Munna?

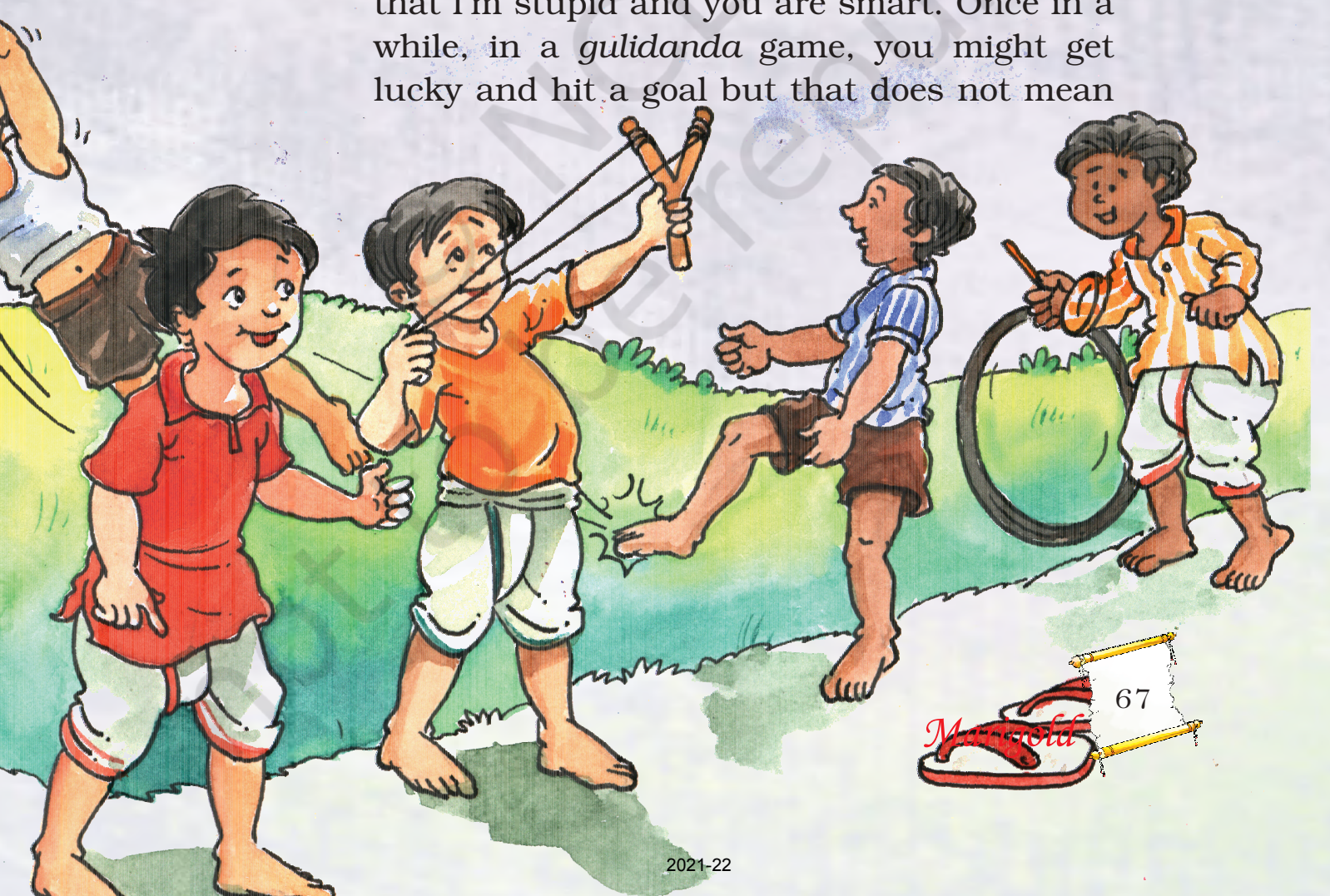
MUNNA Oh! I love the green fields, the gentle breeze, I want to jump up like a football, I like the touch and go and *hu tu tu* sounds of the *kabaddi,* and the hurry and flurry of volleyball pulls me like a magnet. As soon as I am on the field, I forget everything.

SCENE 2 *The final exams are over and the results are out.*

BHAIYA Alas! I have failed once again.

MUNNA Oh! But Bhaiya, I have passed and topped my class. Now there is only two years difference between us.

BHAIYA But my dear brother, don't be so proud. You have passed only one class and you think that I'm stupid and you are smart. Once in a while, in a *gulidanda* game, you might get lucky and hit a goal but that does not mean



you have mastered the game. You have to work hard to be successful in life. When you have to study a subject like Algebra or Geometry in higher classes then you will understand the importance of hard work.

In Geometry, if one writes 'acb' instead of 'abc' the answer is marked wrong. The examiners will not spare you. They want you to learn word by word from the textbooks.

MUNNA Oh Bhaisaheb! This is scary. I don't think I want to go to the 9th class now, but I will still complete my day's homework so that I get no punishment in class.

BHAIYA Just today, we were asked to write a short essay on the topic of *Punctuality* in four pages! And imagine, can something be written on four pages and still be short? It's all so mixed up!

MUNNA *(thinking aloud)* Thank God, it was time for school or else, the scolding would have gone on and on.

SCENE 3 *The results were out once again and it so happened that Munna passed and Bhaiya failed again. Bhaiya was really upset. Munna was also sad seeing his brother so unhappy. Bhaiya now becomes gentler with Munna. Munna became naughtier because of this and studied even less than before.*

MUNNA *(talking aloud)* Ah! I am lucky. I can pass easily. I need not study so hard. Now I can play games with my friends and fly kites. But I should still be careful that Bhaiya does not see me flying kites.

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(One day a kite is flying slowly downwards, Munna starts running in order to grab it. Suddenly, he comes face to face with Bhaiya.)

BHAIYA *(catching hold of Munna's hand)* Aren't you ashamed to be playing kites all day long? Don't you realise that now you are in the eighth class and are not studying in a lower class? If you think that I am just one class ahead of you and I can't say anything, you are wrong. I am five years older than you are, and will always be. Understanding doesn't come only from reading books. Look at Ma and Baba. Ma has never gone to school and Baba has only passed fifth class.

MUNNA Really Bhaiya! Is that true?



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BHAIYA Yes! There are a thousand things that they know more than you or me. And even if we have studied the wisdom of the whole world, Ma and Baba will always have the right to explain to us and correct us.
Now, what would you do if I were to fall sick today?

MUNNA I don't know, Bhaiya! I would tell Baba and he would rush to the hostel.

BHAIYA Aha! I had expected this answer. Now Baba would not get upset. He would first try to find out what was wrong and then he would call a doctor. Baba would know exactly what to do. They have more experience than us.

MUNNA *(with tears in his eyes)* Bhaiya I am sorry, what you say is true.

(Bhaiya hugs Munna lovingly)

BHAIYA I also like to play and fly kites. But if I also play then how can I watch out for you? You are my responsibility.

MUNNA I love you, Bhaiya!



New Words

foundation	:	solid base
schedule	:	*(here)* timetable
essay	:	composition on any subject
idling	:	without any purpose, lazy
mastered	:	gained expertise, skilled

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Reading is Fun





1. What are the things that Munna liked to do?
2. What did Bhaiya do all day?
3. Why was Munna not happy with the timetable that Bhaiya made for him?
4. How do you think Munna felt when his brother was so strict with him? Why was Bhaiya so strict with him?
5. Whose character do you like more — Munna's or Bhaiya's? Why?



Let's Talk

1. Do you have a timetable at school?

   How many periods are there for the following subjects and activities in one week?

   English ___, Hindi ___, Maths ___, Science ___, Social Studies ____, Games ___, Art ___, Craft ____, Music ____, Dance _____, Any other activity? ____

2. Now make a timetable for yourself including your study time and your play time.

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Creative Writing

The format of a letter is given to you.

Letters to friends and close family are written in the same way as you speak to them.



Krishna Boys' Hostel — writer's address
Model Public School
Kolkata

10th July, 2000 — date

My dear Ma, — greeting

This is my first letter after the summer vacations. We started our classes the day after we reached the hostel. I have settled in well. — introduction

We have a new teacher for clay modelling and pottery. She tells us how to make fruits and vegetables with clay. We then paint them. They look so real. — body

We have an inter-house poetry recitation coming up in August. I am really excited about it. It is a long poem but we learn it together with our teacher.

It is nice to be back in school with my friends and teachers. I remember you and Baba a lot. Give my love to grandmother and grand father. — ending

Do write back soon.

Your loving son
Pratap — closing

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1. After reading the letter, answer the following questions.

   (i) Who has written the letter? _____

   (ii) To whom has the letter been written? _____

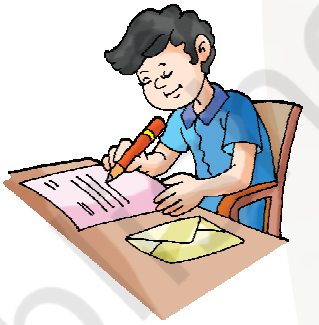
   (iii) Where is the writer of the letter? _____

   (iv) What is the name of his hostel? _____

   (v) On which date was this letter written? _____

2. Now, write a letter to your friend or relative in another city telling him/her about activities/events in your school.

   Follow the same pattern as the above letter.



_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Comprehension

Read the following passage and answer the questions that follow.

Oliver was a nine-year-old boy. He lived with other homeless boys in an orphanage. He was pale and thin as were the other boys living there. This was because they had to work hard but were never given enough to eat. The owner of the orphanage, Mr Bumble, was a cruel man and he ill-treated the boys.

The boys were always hungry It was true that they were given three meals a day but each meal consisted only of a bowl of watery soup. They were almost starving. So it was decided by them to ask the master for more soup. But who would bell the cat? Finally the task fell to Oliver.

When all the boys had assembled in the cold stone hall for their evening meal, the soup was served. It soon disappeared. The boys whispered to one another and one boy pushed Oliver a little. Oliver, making a brave effort, stood up, walked up to the master with his bowl and spoon in his hand, and said tremblingly, "Please sir, I want some more."

1. Why did Oliver live in the orphanage?
2. Who was Mr Bumble?
3. What meals were the boys given?
4. What did Oliver say to Mr Bumble?
5. The boys were given three meals a day. Then why were they always hungry?

   (i) Because the soup they were given was never enough.

   (ii) Because they worked very hard all day long.

   (iii) Because the older boys drank up their soup.

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6. Find the words from the passage that mean the same as

   (i) very hungry (para 2) .....

   (ii) to vanish (para 3) .....

7. 'All the boys assembled in the cold stone hall.' Here the word assembled means

   (i) moved away (ii) collected (iii) worked together

8. From the word 'assembled' remove the last two letters. Add one letter to make a word which means a time at the school when the whole school gathers.

   assembl**l** ____

9. Give a suitable title to the passage.



Let's Write

1. To learn means to understand or to gain knowledge.

   To teach means to show how or to explain.

   Complete the following sentences using the correct form of teach or learn.

learn	learns	learned	has learned
teach	teaches	taught	has taught

   (i) Will you _____ me chess?

   (ii) Mr Sharma _____ Class VIII.

   (iii) The students have _____ about 'road safety'.

   (iv) My sister has _____ me how to ride a horse.

   (v) I have _____ some of the customs of India.

   (vi) I _____ how to cycle when I was just four years old.

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2. Choose the correct word and complete the paragraph.

All the class V students of our school _____ (were/ was) gathering in front of the Principal's office. They _____ (were/was) going for the inter-school race. The bus _____ (arrive/ arrived) and they _____ (leave/ left) for the stadium. The runners were _____ (taking/ taken) to the starting point. The runners _____ (take/ took) their positions. Sir _____ (blow/ blew) the whistle. One student of our school _____ (run/ran) fast and _____ (come/ came) first. Everyone _____ (do/ did) their best and our school _____ (won/ wins) the trophy. Everyone _____ (feel/ felt/ fell) joyous.

3. Read the following sentences.

- Bhaiya has been studying in the same class for two years. (for a period of time)
- Munna was flying kites since morning. (from a time in the past till the present)

Fill in the blanks using for or since.

(i) I have lived in this house _____ I was a baby.

(ii) This big jar has been in our family _____ many years.

(iii) The old banyan tree in the village has been there _____the last 200 years.

(iv) Nobody has seen him _____ yesterday.



Project Work



Choose a story that you like.

In groups of four, write down dialogues for the story and make it into a short play. You may then present it in the class.

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UNIT 4

Poem:*Crying*
Story: *My Elder Brother*

THEMES

Respecting elders and their experience
Looking at the lighter side of life

READING TIME

Teachers should encourage children to read classics in English as well as in any other languages they know, to enhance their reading habit.

It is also important for children to understand that all poems need not rhyme. There are also poems that are in blank verse though there is a basic rhythm to such poems.

This Unit presents a story of Premchand translated into English, setting forth translation as a means of understanding other cultures.

CONVERSATION TIME

The teacher should view children's talk as a valuable resource. Conversing in small groups can nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate.

Children can be asked to enact different emotions like joy, anger, excitement, sadness etc.

Children can discuss their interactions with parents and other elders and share the reasons why sometimes they dislike being told what to do /not do.

WRITING TIME



The writing exercises, creative writing and the letter writing should be done after a general discussion in class so that every child is clear about what has to be written. E.g. the meanings of the feeling words should be clear to the children. The use of the dictionary should be advised and encouraged throughout.

PROJECT WORK

Through the medium of creative dramatics children can become whatever they wish to be. Teachers can plan for experiences in dramatic expression and interpretation.

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The Lazy Frog

On a school day, you are busy studying, playing and chatting with friends. When you have a holiday from school what do you do? Would you behave a little like the frog in the following poem?

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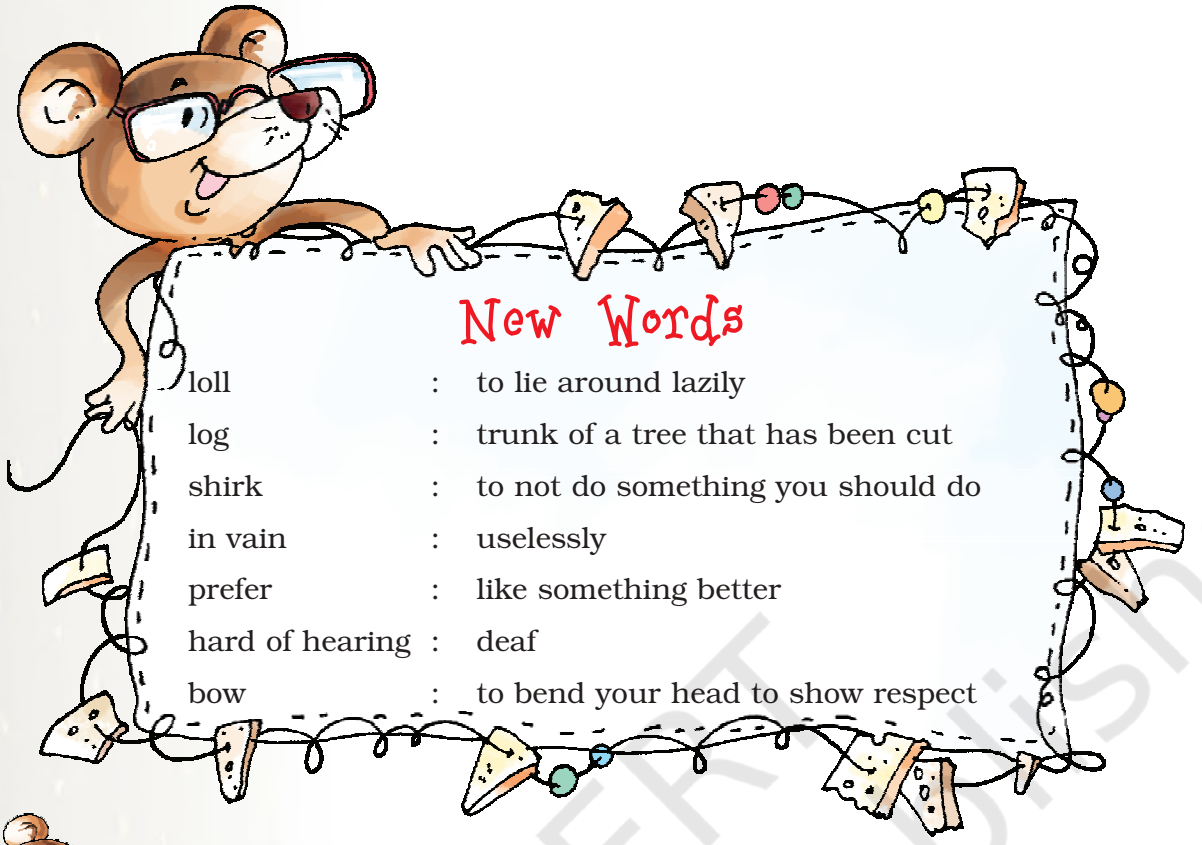
Fred is a very lazy frog
Who lolls all day upon a log.
He always manages to shirk
Doing a single stroke of work.
His poor old mother calls in vain
"Come in and help!" he does not bother
To move two inches, much preferring
To be extremely hard-of-hearing.
He lies there in a silent heap,
And stays conveniently asleep.

If a lady frog hops past
You'd think he would get up at last
To bow, and help her on her way?
But no, I am ashamed to say
That when a lady frog comes by
He does not open up one eye!

ANONYMOUS



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New Words

loll	:	to lie around lazily
log	:	trunk of a tree that has been cut
shirk	:	to not do something you should do
in vain	:	uselessly
prefer	:	like something better
hard of hearing	:	deaf
bow	:	to bend your head to show respect



Let's Read

1. What did the frog do all day?
2. Besides lazy, what other word can you think of to describe the frog?

   (Hint: how he behaved with his mother...,when a lady frog walked by...)
3. Complete the sentences with reference to the poem.

   (i) When the frog's mother called him, he pretended to_____

   (ii) When a lady frog hops by, he does not even _____
4. Did you like the frog's behaviour?

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Let's Write

Refer to the poem and understand.

The frog loved to laze and lie around all day.

He did not like to do any work at all.

Now make true sentences about yourself!

Write about the people you like, a game you play, a hobby, a habit you have. You may use the following clues.



I love.....





I like.....

I don't mind.....





I don't like.....

I hate.....



Try and find out the same from your family members also.

Say Aloud

Add one more matching word to each pair. One has been done for you.

log	frog	dog
shirk	work	_____
vain	deign	_____
preferring	hearing	_____
heap	keep	_____
past	last	_____
way	say	_____

What kind of words are they? _____

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Rip Van Winkle



This story is about Rip Van Winkle, a good-natured but lazy man, who goes away into the hills and falls asleep. When he awakens twenty years later, Rip finds that quite a few things have changed!

Many years ago, at the foothills of the Kaatskill (Kat-skill) mountains, was a little village. In the village lived a simple, good-natured fellow named Rip Van Winkle. He was a kind neighbour, ready to help anyone. Everyone in the village liked him. The children of the village shouted with joy whenever they saw him because he played with them, he taught them to fly kites and shoot marbles, and told them long stories.

The only problem with Rip was that he was very lazy. He did no work on his own farm and just idled away his time. His fences were falling to pieces. His cow was going astray. Weeds grew on his farm. Rip's constant companion was his dog, named Wolf. To avoid work, he would walk away into the forest with his dog.

One day, Rip just walked on and on and reached the highest part of the mountains. It was late in the afternoon when he reached there. Tired after his long climb, he lay down and began daydreaming. It was soon evening and he realised it would be night by the time he reached his village.



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Suddenly, he heard a voice calling out, "Rip Van Winkle, Rip Van Winkle!" He looked around and saw a short, old man, with thick hair and a grizzled beard walking towards him with a barrel. He made signs to help him carry the barrel. Rip hurried to help the stranger who caught his hand tightly. Together they reached a place where there were some more odd looking men, playing ninepins. They were all dressed the same way and all of them had beards of various shapes and colours. Even though they were playing a game, their faces



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were serious and there was silence! The only sound was the noise of the balls, which echoed in the mountains like thunder.

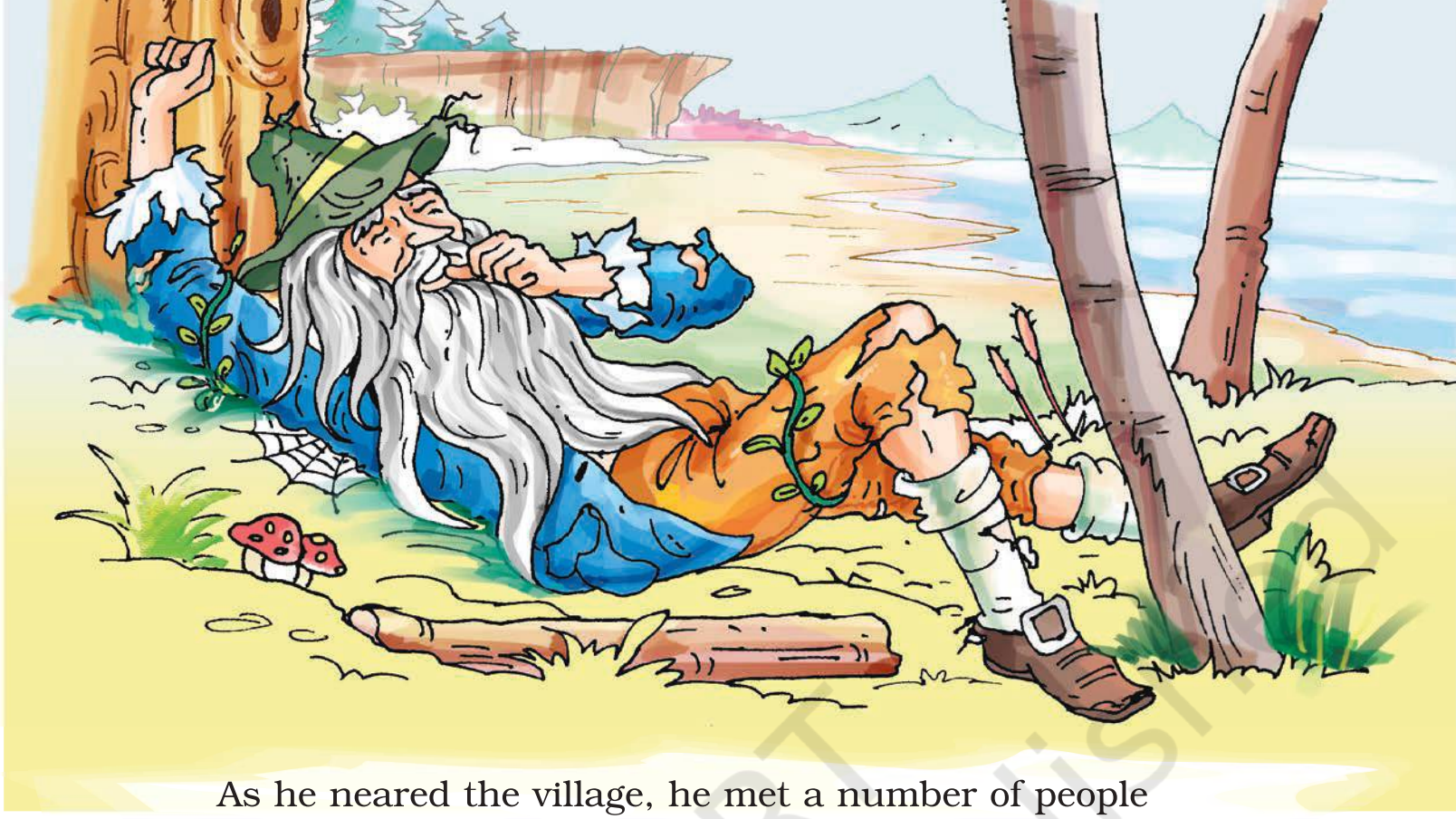
As Rip and his companion reached them, they stopped playing and stared at Rip with a fixed gaze. Rip was really frightened. His companion emptied the contents of the barrel into glasses and made Rip drink it. Rip obeyed as he was trembling with fear. Since he was thirsty he drank a few more glasses and slowly fell into a deep sleep.

On waking up, he found that he was at the place where he had first met the old man. He rubbed his eyes — it was a bright sunny morning. "Surely, I have not slept here all night," thought Rip.

He looked around for Wolf, but he was nowhere. Rip whistled for him. "Wolf! Wolf!" he then shouted. No dog was to be seen. "Where has this dog gone?" he muttered to himself. He began to descend the mountain to go back to his village.



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As he neared the village, he met a number of people but he didn't know any of them. The villagers also stared at him equally surprised. “Who is this man?” said one.

“I've never seen him before,” said another, “look at his long white beard and his wrinkled face.”

On hearing this, Rip stroked his chin and, to his astonishment, he found his beard had grown a foot long, and it was all white!

An old woman walked up to him and looked at his face for a moment. Then she exclaimed — “It is Rip Van Winkle! Welcome home again, old neighbour! Where have you been these twenty long years?

(Adapted from *The legend of Rip Van Winkle* by Washington Irving)



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Fun with New Words

1. Circle the correct meaning of the given words. You may need to use the dictionary.

idled away	wasted	rested	admired
constant	coffee	construct	steady
companion	dog	stranger	partner
realise	to understand	to set free	real
descend	to not send	to be decent	to move down
barrel	a wooden container	a musical instrument	a bag
contents	to be happy	the ingredients	the index of a book



2. Match the words in the box with their meanings. You may take the help of a dictionary.

grizzled	astonished	foothills
stroked	familiar	

near the lower part of a mountain _____

with grey hair _____

to rub gently _____

to be very surprised _____

known to you _____



Let's Read

1. Say whether the following sentences are True or False.

(i) Rip was kind to children. _____

(ii) Rip was a hardworking man. _____

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(iii) The short old man on the mountain was his constant companion. _____

(iv) Rip helped the old man on the mountains because he wanted to have a drink from the barrel. _____

(v) Rip was away for twenty years because he was asleep on the mountains. _____

(vi) The drink from the barrel made him fall asleep for twenty years._____

(vii) Nobody recognised Rip when he came back because he had reached the wrong village. _____

2. Complete the following sentences.

(i) Rip's village was situated _____.

(ii) The children of the village loved him because _____.

(iii) _____ was his constant companion.

(iv) The villagers stared at him because_____ _____.

(v) The old woman who recognised Rip was_____ _____.



Let's Write

Work in groups of four.

1. What were the strange things about the men on the mountains?

(i) _____

(ii) _____

(iii) _____

(iv) _____

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2. What kind of a man was Rip Van Winkle?

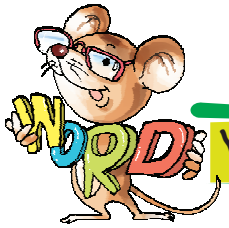
(i) He was a kind neighbour.

(ii) _____

(iii) _____

(iv) _____





Vocabulary Building

1. Pick out the names of the games mentioned in the story.

_____

_____

_____

_____

_____

_____

flying kites
chess
ninepins
shooting marbles
mountain-climbing
shooting
skipping
hopping







2. Sometimes we join two words to make a describing word. For example, Rip was a good-natured man, everybody liked him.

Here are some more describing words. Use them to complete the given paragraph.

long-sleeved	high-heeled	well-dressed
open-mouthed	sweet-looking	odd-looking
part-time		

Mrs Das has a _____ job in a clothes shop. Yesterday, an _____ woman walked

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into the shop. She was wearing _____ shoes. A _____ dog was with her. "I want a _____ shirt for my dog, please," she said. "For your dog?" asked Mrs Das, _____ in surprise. "Yes," replied the woman. "I want him to be _____ for my next party."

3. Silent letters

What is common in the following groups of words?

(i) knee, knife, knot, know _____

(ii) neighbour, daughter, fight, straight _____

(iii) honest, honour, hour, heir _____

Try and make more silent letter words.

gnat : _____, _____

tongue : _____, _____

chalk : _____, _____

whistle : _____, _____

4. Read the two paragraphs given below.



My mother is always awake before anyone else in the family. I usually wake up after 6 o' clock. I loll around lazily for a few minutes. Then I get up and get dressed for school.

At bedtime, I read a story book. When I feel tired I lie down and go to sleep very quickly. I fall asleep in no time at all!

(i) Now find the opposites of the following words from the paragraphs and complete the table.

awake	asleep
wake up	_____
get up	_____
lazily	_____

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(ii) Fill in the blanks using the words in the previous questions.

(a) _____ and _____ quickly! You will be late for school.

(b) Shh! The baby is _____. Don't make a sound, or she will _____.

(c) Are you still _____? You should be _____ now or you will not be able to_____ in the morning for school.



Let's Talk

1. Lots of things must have happened in the village when Rip was away. Imagine you are the neighbour who greets Rip after 20 years. One student should act as Rip. Tell Rip about all that had happened in the village after he left.

   (Talk about what happened to his family, to his friends, to the other villagers, to the children he played with, the changes in the village... etc. Your teacher will guide you.)

   You may start this way: Guess what happened on the day you left. When you didn't come home in the evening, your wife...

2. Read the speech bubbles. Who walks to school most often? Put them in order.

Anu
I don't usually walk to school. I often go by cycle.

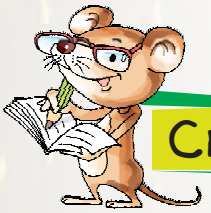
John
I never walk to school. I live very far away.

Arjun
I always walk to school. I live right opposite the school.

Mini
I sometimes walk to school, at times I take the bus also.

Nazim
I usually walk to school. It's a nice way to start the day.

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Creative Writing



1. Write about yourself using the following expressions (do you play in the park, go to bed late, fuss over food, study hard, etc.?)

   always frequently usually

   often sometimes rarely

   For example: I always do my work neatly.

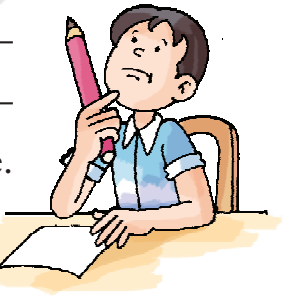
   (i) _____

   (ii) _____

   (iii) _____

   (iv) _____

   (v) _____



2. Use the following clues to complete the following exercise.

   play stop buy learn see meet learn be eat go travel start read visit

   (i) Write three new things you have done in the last three years.

   (a) I have started _____

   (b) _____

   (c) _____

   (ii) Write three things you have not done in the last three years.

   (a) I have not played _____

   (b) _____

   (c) _____

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UNIT 5

Poem: *The Lazy Frog*
Story: *Rip Van Winkle*

THEMES

Value of time
Social behaviour
Discouraging laziness
Encouraging hard work

READING TIME

The meanings of the difficult words have to be explained alongside. The children should also learn to use the dictionary on their own. Silent reading by the students should be done before attempting the Let's Read exercises. This will help them to develop the reading skills of skimming and scanning.

CONVERSATION TIME

Each child should get a chance to be Rip's neighbour. Let them speak sentences that are in the lesson. The children should also be encouraged to imagine what all had happened in the twenty years that Rip was away. However, the teacher should see that they don't commit factual errors that contradict the main storyline.
E.g. all those playing the part of the village children can have English names.

WRITING TIME

Many of the questions are open-ended and could have a variety of responses. This should be encouraged. Some of the exercises in the unit are reflective and allow the child to think about and understand his likes and dislikes.

PROJECT WORK

The meaning of the proverb 'Time and tide wait for no man' can make an important contribution to the character-building of the children.



The importance of being on time must also be stressed upon and the children should be asked to cite examples and situations from their own lives.

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"In the class discussion Jane, you hardly said a word.
We all aired our opinions but from you we barely heard.
You sat and stared in silence surrounded by the chatter,
Now tell me Jane,
and please be plain,
is there anything the matter?"

Jane looked up and then she spoke,
Her voice was clear and low:
"There are many people in this world
Who are rather quiet you know!"

GERVASE PHINN



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New Words

discussion : talking together in a group on a single topic
aired : make public
barely : only just
stare : look fixedly with eyes wide open
plain : *(here)* clear

Let's Read



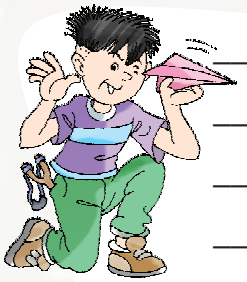
1. What activity was going on in the class?
2. Who was the quiet one in the class?
3. Why was she quiet?
   (i) she was afraid to air her opinions.
   (ii) she hated the noise.
   (iii) she didn't like the activity.
   (iv) she was quiet by nature.
4. How do you interact in class during discussions? Do you participate or remain quiet?

Think and Write

Choose two friends in your class who are very different from each other. Use the clues in the box to describe their nature. You may also add your own words to describe them.

naughty	lively	sharing	careless	studious
quiet	friendly	helpful	regular	cheerful

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Let's Talk

1. What is a Discussion?

To discuss means to talk together or decide something. When you do this, you are taking part in a discussion.

Read the sentences below. They tell us what happens in a discussion.

- In a discussion each person gives his ideas one by one.
- Some tell why something should be done. Others may tell how.
- Participants ask questions and answer them.
- Many ideas are given. Everyone helps to decide which ideas are the best.

Note the points you might discuss before planning a visit to the park.

(i) Choose a day and time.
(ii) What things to bring to play?
(iii) Assign duties.
(iv) Things to eat.

Look at the picture in the poem. Imagine and write what the discussion in the class is about.

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2. Fill in the grid given below by assigning qualities to each person. Some clues are given here to help you.



Clues

- Sangeeta lends her pencil to her partner.
- Nirav is also called a chatterbox.
- Pranav recently saved a cat from drowning in the lake.
- Megha is just the opposite of Nirav.
- Mithila always teases everyone.
- Ritu is always seen with a book in hand.

	brave	naughty	quiet	talkative	generous	studious
Nirav						
Pranav						
Megha						
Mithila						
Ritu						
Sangeeta						

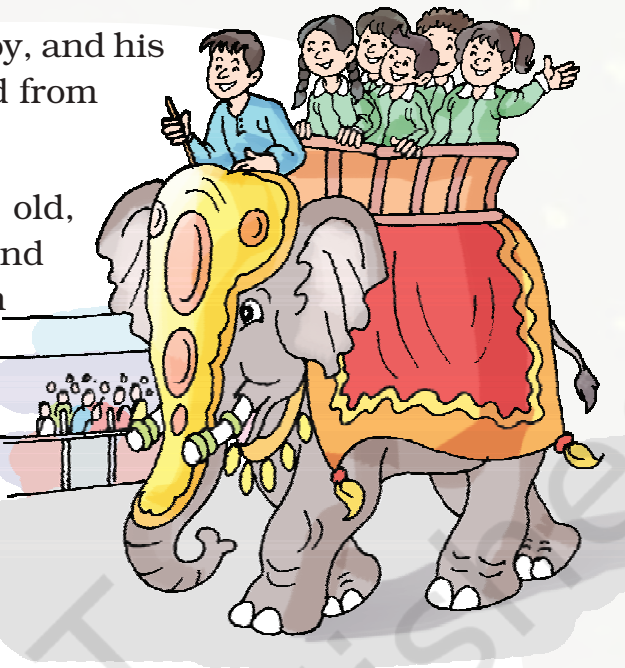


Let's Read and Do

- Children who show exceptional bravery are honoured with the bravery award to recognise their presence of mind.
- In 1957, the Indian Council of Child Welfare started these National Bravery Awards.
- Brave children are awarded cash prizes, free school education and a certificate from the Prime Minister of India. They ride on an elephant in the Republic Day parade.

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- Harsh Srivastava, a 12 year old boy, and his 15 year old sister rescued a child from the attack of a raging bull.
- Yumnan Jayadeo Singh, 11 years old, jumped into the flooded river, and saved a three year-old from drowning. The act of bravery was recognised because he saved the life of an infant.



Find one story of bravery about a child. You can search for the story by talking to older people or watching a TV programme or from a film.

- Write down the story. Also mention its source.
- Narrate the story to the class.
- Which story did you like the best? Write down your reasons.

Write a Notice

A notice tells who, when, where, and what.

The girls and boys of Class V wrote notices for the bulletin board.

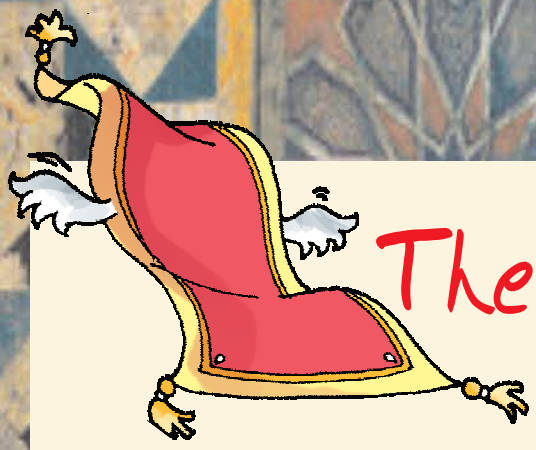
1. Read Sheela's notice. Discuss the questions that follow.

> *Notice*
>
> *The Drama Committee will meet in the classroom on Monday, at two o'clock. We'll plan a play for our Annual Day.*
>
> *Will each one of you please bring a play?*
>
> *SHEELA*

- Who was to meet?
- When were they to meet?
- Where were they to meet?
- What were they to do?

2. Write a notice about a library committee or a football match.

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The Talkative Barber



Long long ago a Sultan, whose name was Shahriar, ruled over a large kingdom. His queen was a good storyteller. Each night she would tell a story to the king. She narrated ancient Persian and Arabic folk stories. This is one of the stories, from the Arabian Nights.

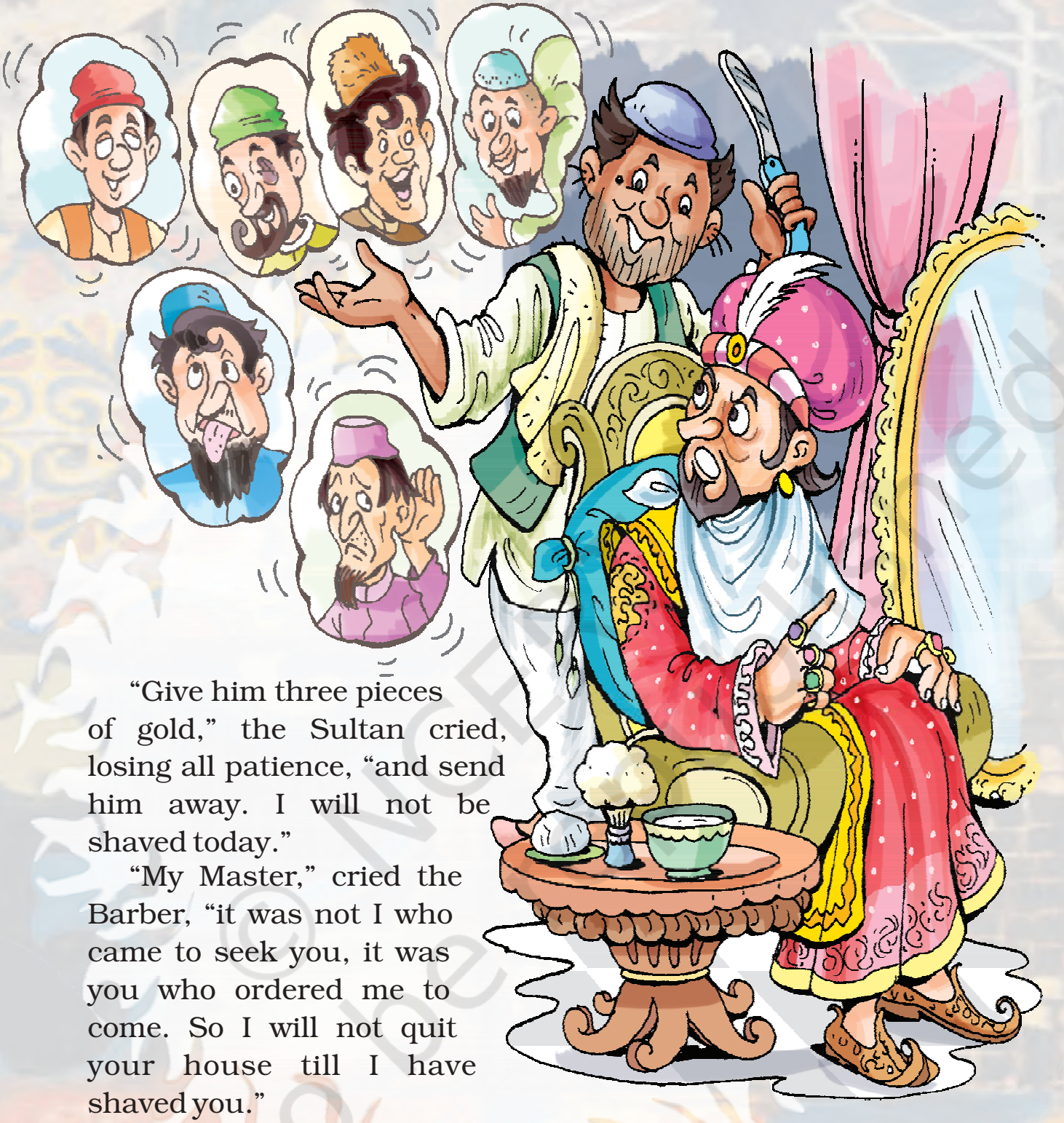
Read this story about a man who cannot stop talking.

In the city of Cashgar, lived a barber who was a great talker. Once the Sultan called the barber to shave his head. The barber started talking non-stop instead of shaving him. The Sultan got angry.

"When are you going to stop talking and begin to do your work?"

The Barber replied, "You do me an injury by calling me a chatterer. For, everyone says I am very quiet. I have six brothers whom you might call chatterers. Their names are Bacbone (buk-bon), Bakbarea (buk-buria), Bakbac (buk-buk), Alcouz (ul-kooz), Alnaschee (ul-nashi) and Schacabac(sha-ka-bak). One is humpbacked, one is toothless, one is half blind, one is quite blind, one is deaf and the other has a defect in his speech and they are all great talkers, but I am the youngest of my family, and I am very quiet and sparing with words."

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"Give him three pieces of gold," the Sultan cried, losing all patience, "and send him away. I will not be shaved today."

"My Master," cried the Barber, "it was not I who came to seek you, it was you who ordered me to come. So I will not quit your house till I have shaved you."

He then began narrating another story, which lasted half an hour.

"Stop making your fine speeches and let me go quickly. I have an affair of the greatest importance. I have to go out at noon," said the Sultan.

2021-22

When he saw that the Sultan was really angry with him, the Barber said, "O Master, do not be angry, I will begin to shave you." Saying this, he washed the Sultan's head and began to shave. But he had not touched him even four times with the razor, when he stopped and said, "My Master, you are acting hastily in this matter."

"Go on shaving me, speak no more", ordered the Sultan.

"Be patient," said the barber, "perhaps you have not considered well what you were going to do. I wish you would tell me what this matter of great importance is all about and then I will give you my opinion on it."

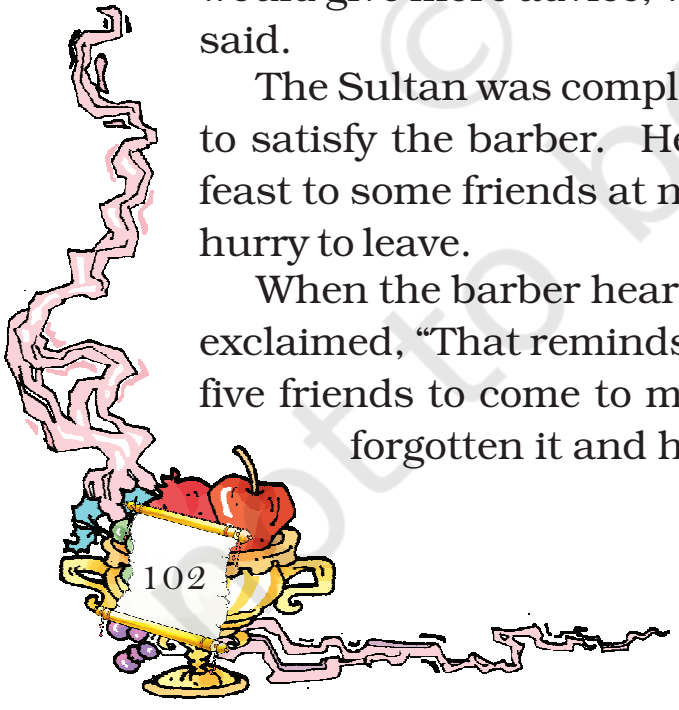
"Finish shaving at once," the Sultan exclaimed. But, instead of doing this, the Barber left the Sultan half-shaved to go and see what time it was." My patience is exhausted," the Sultan cried.

"Be calm, my Master and you shall be shaved in a moment," said the Barber and saying this, he continued shaving the Sultan. But while he was doing this, he could not help talking.

"If you could inform me what this important affair is, I would give more advice, which you might find useful," he said.

The Sultan was completely fed up by now and decided to satisfy the barber. He told him that he was giving a feast to some friends at noon which was why he was in a hurry to leave.

When the barber heard the Sultan mention a feast he exclaimed, "That reminds me. Yesterday, I invited four or five friends to come to my house today. But I had quite forgotten it and have not made any preparations



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for them." The Sultan who was at the mercy of the Barber, was ready to do anything to be rid of him.

"Be quick and finish your work," the Sultan replied, "and you shall have all the food that has been prepared for me today."

"Please show me the food so that I may judge if it is enough for my five friends."

"I have enough food for you!" the Sultan exclaimed. But he ordered that all the food prepared for his feast be brought in.

The Barber looked over the food and said "This is very good but I shall want some fruit for the dessert also." The Sultan, in desperation, since his head was half shaved, ordered that the fruits should also be brought in.

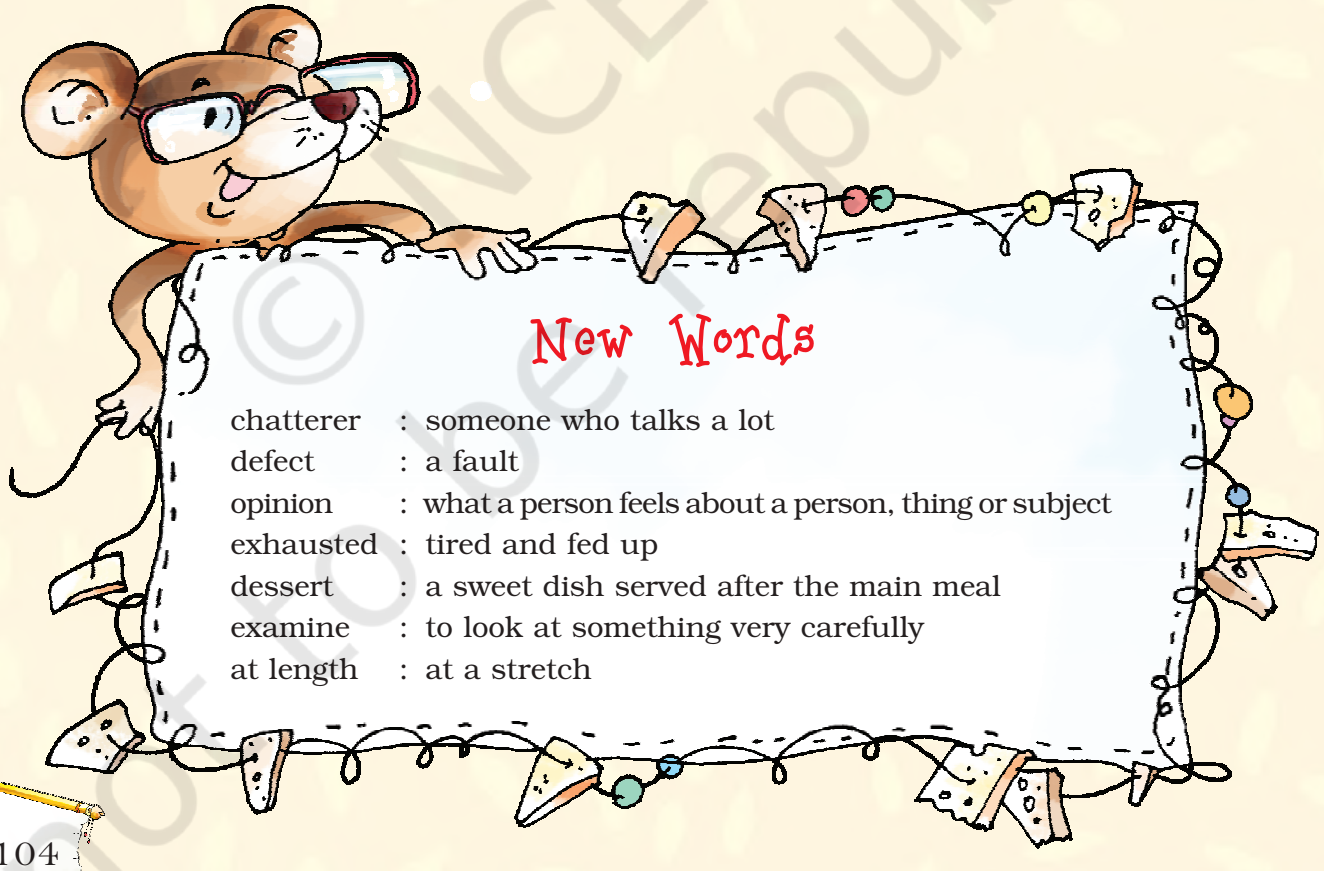


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The Barber left off shaving the Sultan to examine each dish separately. This took up half an hour.

The Sultan stamped his feet impatiently but the Barber did not hurry. At length, however, he again took up the razor but after a few minutes of work, stopped suddenly and cried, " I never knew that you were so generous."

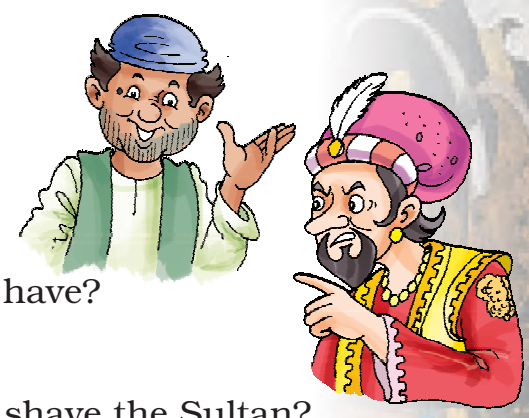


New Words

chatterer : someone who talks a lot
defect : a fault
opinion : what a person feels about a person, thing or subject
exhausted : tired and fed up
dessert : a sweet dish served after the main meal
examine : to look at something very carefully
at length : at a stretch

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Let's Read



1. How many brothers did the Barber have?
2. Why was the Sultan in a hurry?
3. Why did the Barber take so long to shave the Sultan?
4. Write True or False.
   (i) The Barber was shaving the Sultan's beard. _____
   (ii) The Sultan gave him three gold coins. _____
   (iii) The Barber refused to leave the Sultan's palace. _____
   (iv) There were seven brothers altogether in the Sultan's family. _____
5. Why did the Barber want a lot of food?

Let's Listen

A Lion

A lion emerged from his lair
For a short summer cut to his hair,
But the barber he wept,
While his customers slept
As they waited their turn in the chair.

JOSEPH G. FRANCIS



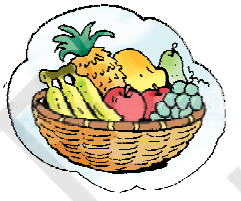
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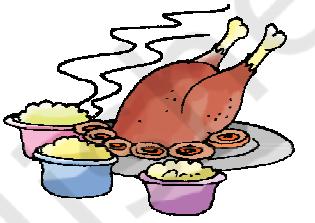
Let's Talk

1. Did the Sultan enjoy the Barber's talk? Why do you say so?
2. Which part of the story did you find the funniest?
3. What are the things the Sultan gave to the Barber?
4. Do you think the Sultan was really very generous? Why do you say so?



Word Building





1. Study the words in the first column and see the changes in them in the second column. The words in Column II are the opposites of the words in Column I.

I	II
important	unimportant
patient	impatient
pleasure	displeasure

Now write the opposites of the following using un-, im-, dis-.

(i) believe _____
(ii) shaved _____
(iii) perfect _____
(iv) satisfy _____
(v) polite _____
(vi) respect _____
(vii) pure _____
(viii) expected _____
(ix) obedient _____

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2. Fill in the blanks by adding un-, im- or dis- to the words given in the box.

tidy patient kind like

able appear possible

(i) The teacher got upset with Rani because her work was _____.

(ii) The dog was_____ to climb the tree to chase the cat.

(iii) I _____hot milk, I like it cold.

(iv) It is _____ to cross the road during peak traffic hours.

(v) The magician waved his magic wand and made the rabbit _____.

(vi) The passengers became_____when the train was late again.

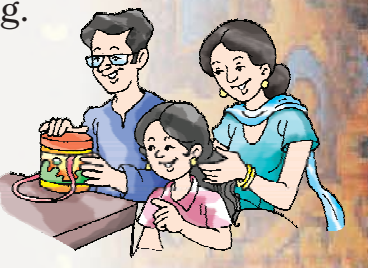
(vii) It is very_____to make fun of another person's weaknesses.

3. Notice the highlighted words in the sentence given below.

You ordered me to come, so I will not quit your house till I have shaved you.

While he was shaving me, he could not stop talking.

Now use the joining words given in the box to fill in the blanks.



if or till where unless so while

(i) Please wait with me _____ the bus arrives.

(ii) Do you like football _____ cricket?

(iii) My father packed my lunch _____ my mother combed my hair.

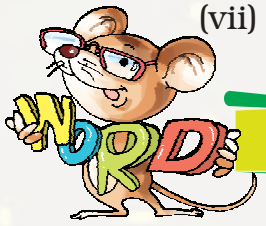
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(iv) We will reach on time _____ we go by the car.

(v) Your speech cannot be heard by the audience _____ you use a powerful mike.

(vi) It was a beautiful day _____ they decided to go for a picnic.

(vii) We went to the zoo _____ we saw many animals.



Word Fun



1. Look at the words in the bubbles.

   Write what you do when you are at a

   (i) feast? _____

   (ii) race? _____

   (iii) cricket match? _____

   (iv) cinema? _____

   (v) fair? _____

   (vi) party? _____



Let's Write



How does your father/uncle shave his face every day?

He lathers his face with shaving cream, then he uses his razor. He runs it over his face, in even strokes. After this, he washes his face and wipes it to get rid of the lather.

Now describe two of the following processes.

(i) How to send a letter/e-mail.

(ii) How to make a salad.

(iii) How to prepare a garden bed to grow flowers.

(iv) How to paint a mural or a wall picture.



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UNIT 6

***Poem**: Class Discussion*
***Story**: The Talkative Barber*

THEMES

Humour
Awareness about different kinds of personalities — talkers, quiet people and brave people

READING TIME

The use of a dictionary while doing all the vocabulary exercises should be encouraged to help students gain confidence when they come across new, challenging words. The teacher can ask the children to read stories from *The Arabian Nights* and other witty and humorous stories, e.g. Tenali Raman, Akbar-Birbal etc.

CONVERSATION TIME

Ask the children to talk about wit and humour and understand their importance in life. The teacher should explain that we must also learn to laugh at ourselves.

Some people talk too much and do not realise what they are saying while others do not say a word. In both cases, the problem may be shyness. The teacher can help children gain self-confidence by carrying out group activities like singing, dancing, acting, sports, or a hobby like craft, painting etc. When the child discovers he is good at something, it shall boost his self- confidence. Remember, every child has something to say and has some insight to contribute to a class discussion. The teacher needs to recognise this and help the children gain confidence, and teach them to be courteous and civil.

WRITING TIME

Before starting on the writing exercise, the teacher could do a guided writing piece, step-by-step, on the blackboard.

PROJECT WORK



What does being brave mean?
Telling the truth, not being tempted to do naughty things, not hiding things from parents, being generous, all require children to be brave. Saving someone's life, catching thieves etc. are brave deeds. Both, being brave and doing brave deeds are creditable. It is not easy to be brave and children should be encouraged to be brave and courageous.

The teacher can then discuss the Republic day parade, and the significance of little children like them being given Bravery Awards.

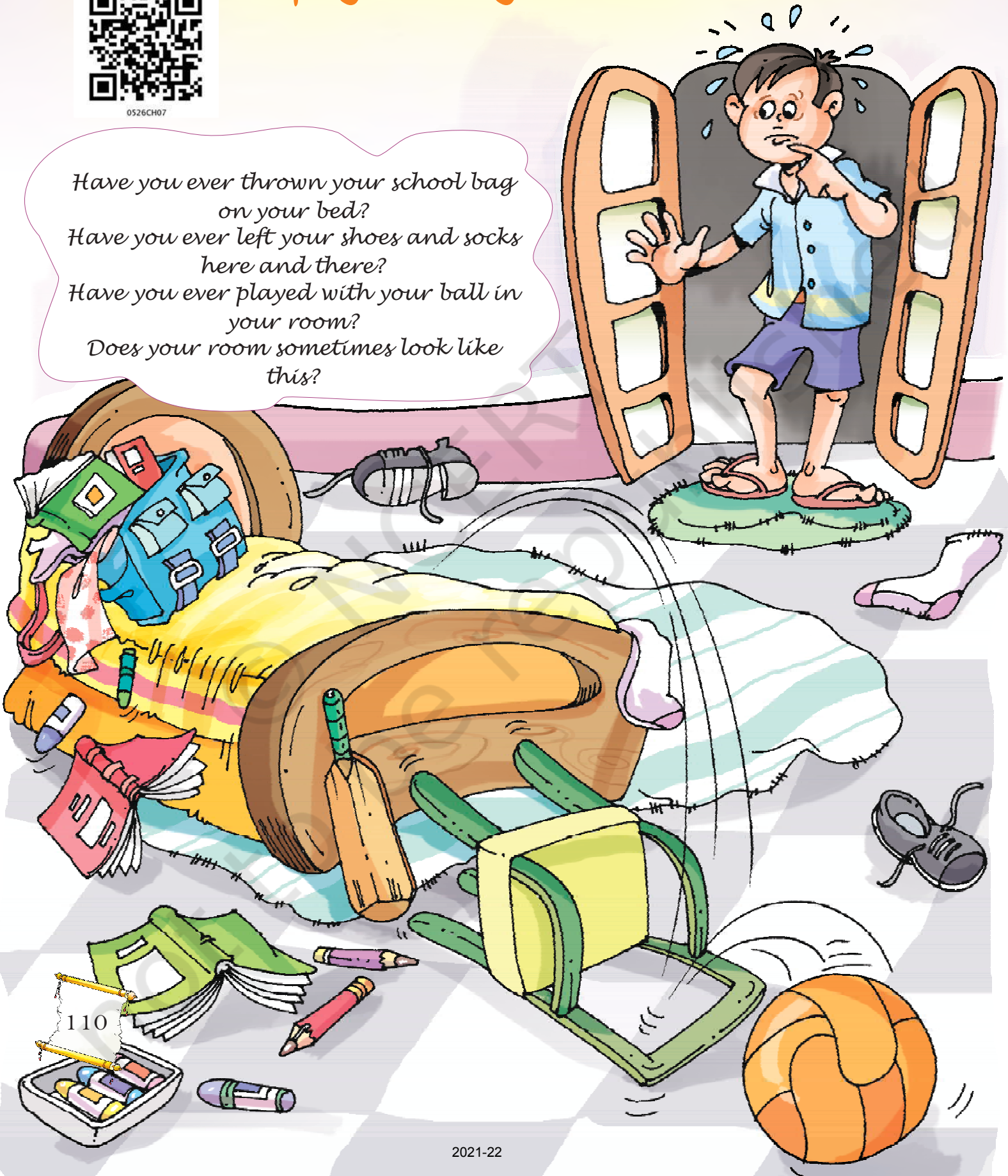
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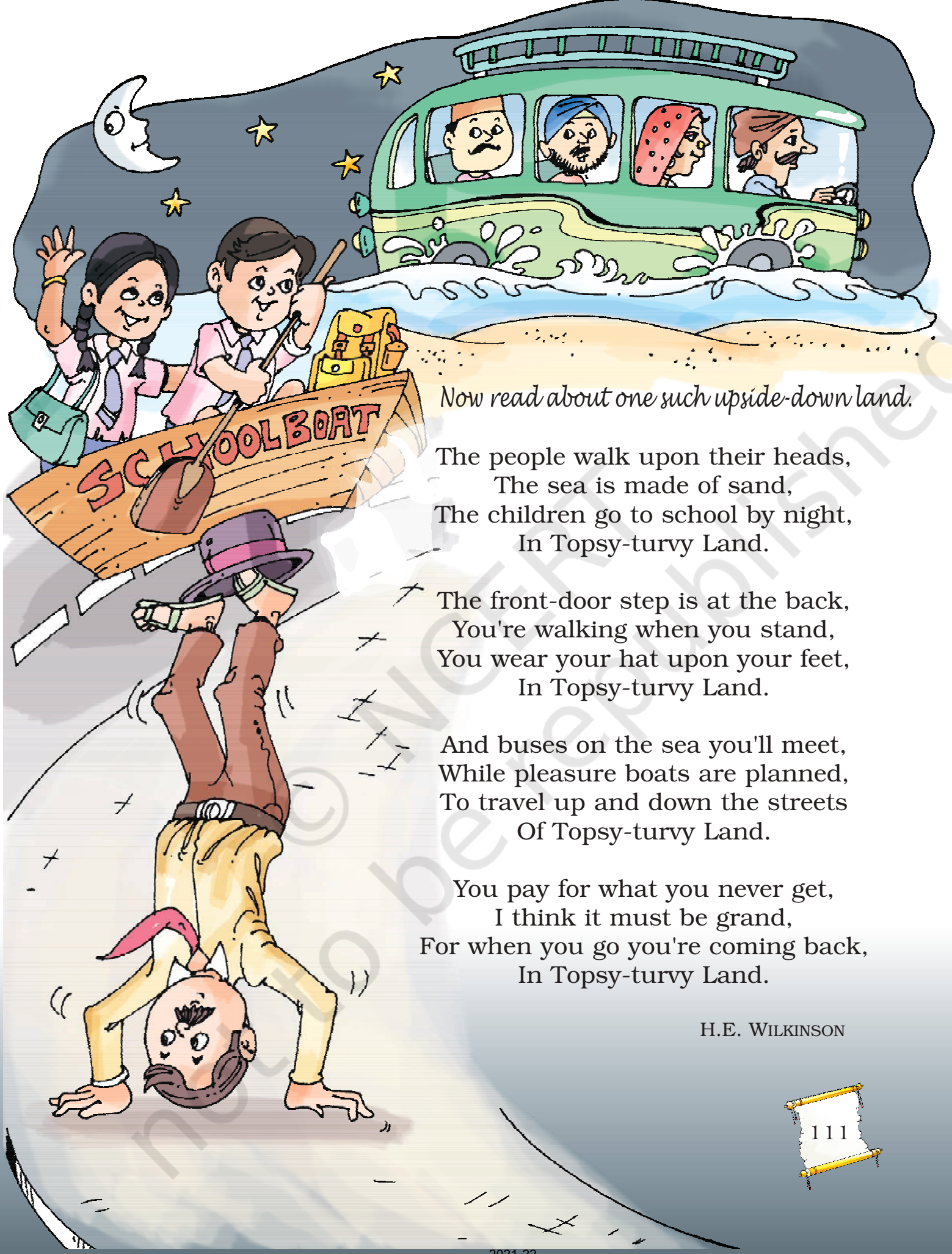
Unit 7

Topsy-turvy Land

0526CH07

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

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New Words

topsy-turvy : upside down

pleasure : feeling of enjoyment

grand : big, *(here)* great fun



Reading is Fun

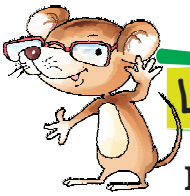
1. When do children go to school in Topsy-turvy Land?
2. In the poem, if buses travel on the sea, then where do the boats travel? How should it rightly be?
3. The Topsy Turvy land is very different from our land. Let's draw a comparison by filling in sentences wherever needed.





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) _____

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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.

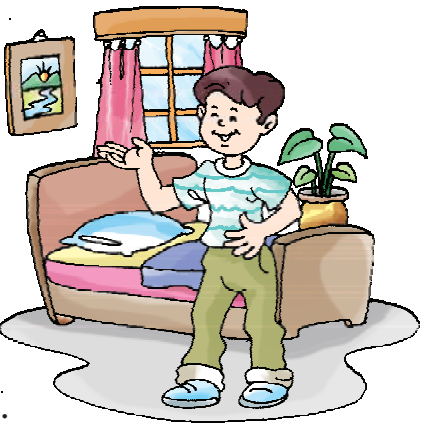
   (v) kind of What child a you are?

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

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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.

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- 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



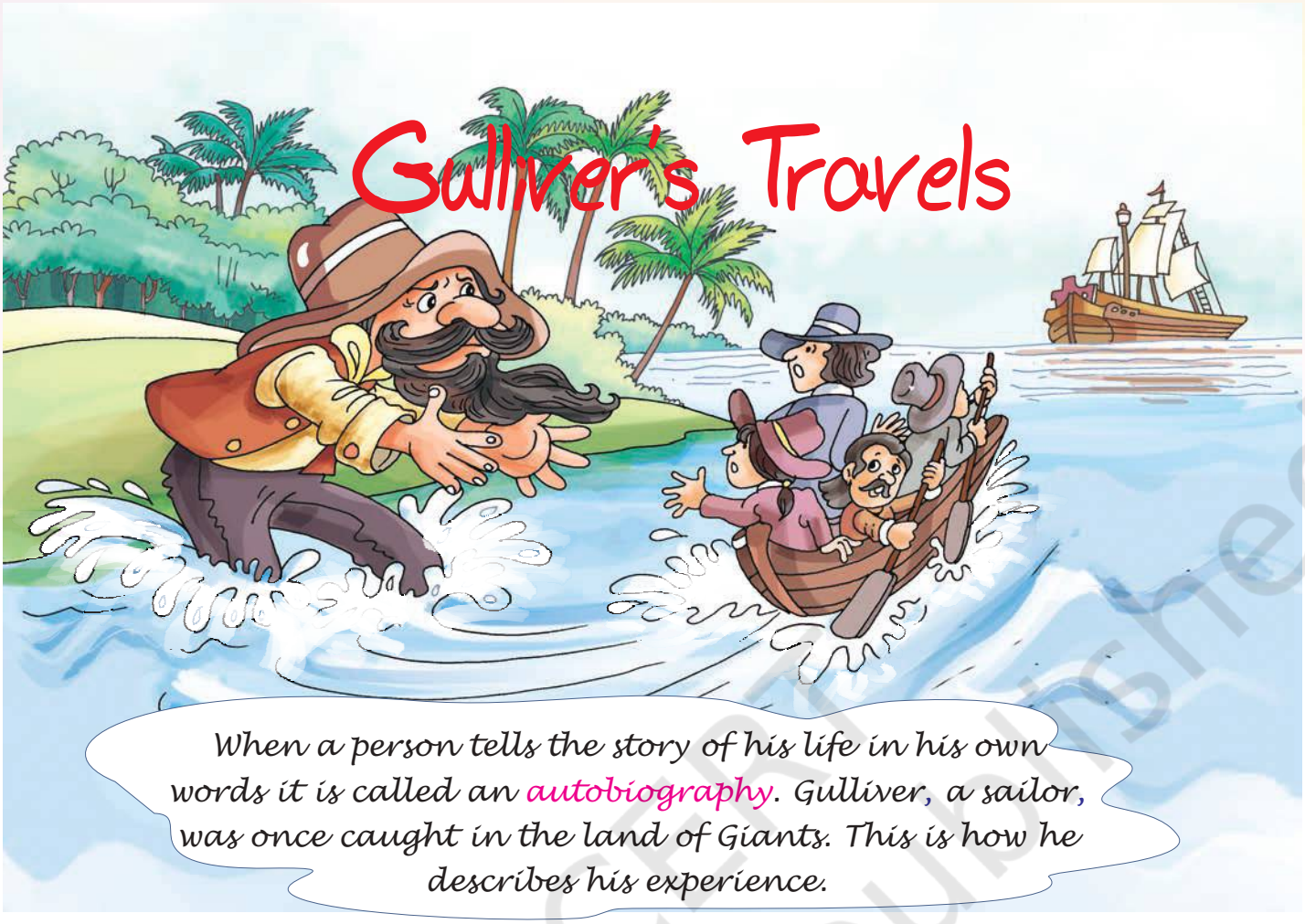
Who Did the Lion Eat?





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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.

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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

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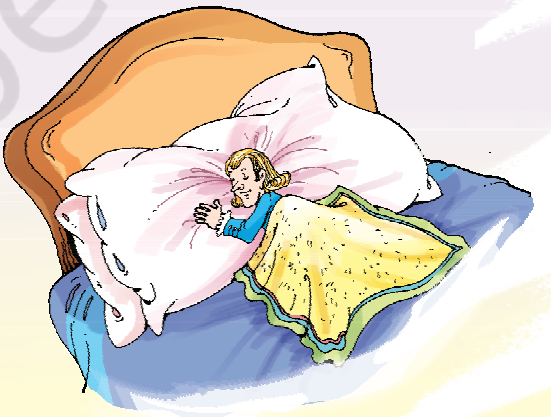
slowly backward and forward, pulled off my hat and made a low bow towards the farmers. I tried to speak to them loudly in several languages. Each time I did so the farmer who picked me up held his ear very close to me but in vain. The farmer took me to his house and placed me at some distance on the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





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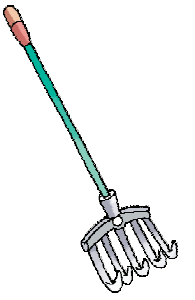
New Words

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.



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(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.

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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

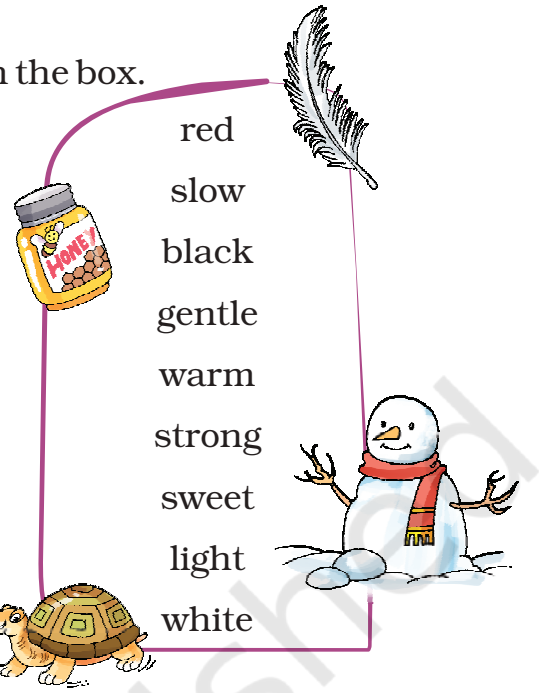
as _____ as an ox

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 _____

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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.





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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) *_____

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(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.

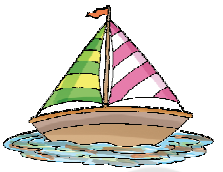
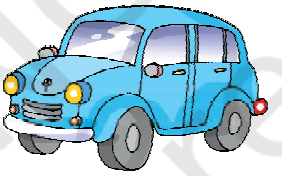
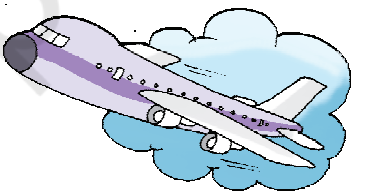
   (iv) _____ the teacher walked into the room.

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





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- 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.

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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 — _____

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(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.

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UNIT 7

***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.

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Nobody's Friend

0526CH08



Do you like making friends?

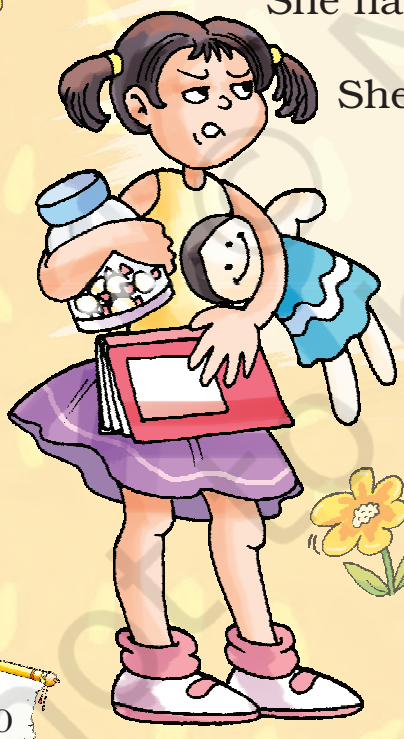
Do you like to share your things with others?

Do you think there is any child who has no friends?

Read on...

Read and Enjoy

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!





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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 and my games I will lend,
Here's half my apple and half my cake
— I'm your friend!

ENID BLYTON

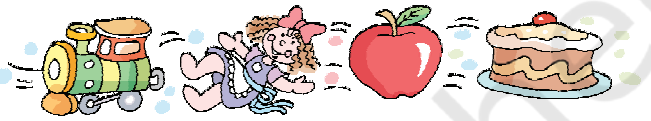


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Reading is Fun

1. What are the things the girl does not want to share?
2. Did the boy share his toffee and tricycle with others?
3. Why are the two children nobody's friends?
4. What does the child in the last stanza want to share?

Let's Talk



1. Do you like to share your favourite food or toys with others? Why?
2. Who is your best friend? Can you describe him/her?
3. Suppose you and your friends were very thirsty and there was only one glass of water. What would you do?
4. If you had a bat, could you play cricket by yourself?



Word Building

1. Can you find more words ending with -less

   friendless, homeless, _____

   _____ _____

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2. Can you write the opposite of

(i) lend b _____ w

(ii) nobody s _____ y



What are no Words

1. Several words mean no. The word never is one. It means at no time or not ever.

Here are some other no words read them

nobody	no	no where
no one	none	nothing

2. Read the given sentences and underline the no word in each.

(i) Nobody is at home.

(ii) Ram has no book.

(iii) Can no one help him?

(iv) Was Gopal nowhere around?

(v) None of the two boys came.

(vi) There is nothing to do.

(vii) I have no coat.

(viii) Radha is never late.

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Say Aloud

nobody	everybody	somebody
cycle	bicycle	tricycle
share	care	stare
hair	pair	stair

Now write words that rhyme with

train _____ _____ _____

friend _____ _____ _____



Let's Write

Here is a short story.

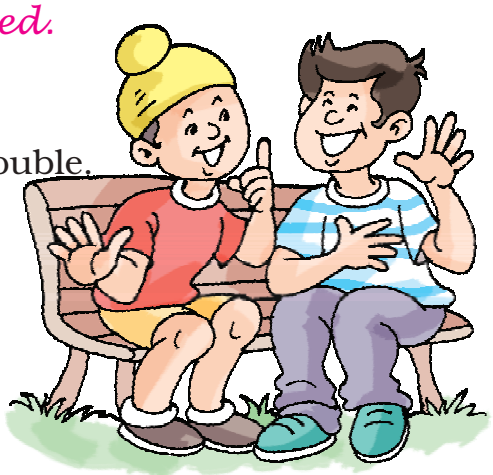
Once a lion lay fast asleep in the Ranathambore forest of Rajasthan. Some mice were playing hide and seek near him. One mouse got trapped under the lion's paw. The lion woke up, laughed loudly and let the mouse go!

After some days the mouse heard the lion's roar. He saw that the lion lay in great pain as he was tied with many ropes. The mouse used his sharp teeth and cut the rope.

"You are a true friend," said the lion.

From *Aesop's Fables*

A friend in need is a friend indeed.



What does this mean?

(i) We must be there for friends in trouble.

(ii) Only a good friend will be with us when we are in trouble.

In a short paragraph write how you can be a good friend.

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The Little Bully

Do you know of any child who teases others or pushes them around? What would you call such a child? Read this story and see how Hari, a little boy troubles other children.

Once upon a time, not so very long ago, there was a small boy called Hari. Although he wasn't very big, he was strong, and he loved to tease all the boys and girls who went to school with him. What he loved to do most was to pinch. He could make a big bruise appear in half a second. Another trick he played was pricking people with a pin.

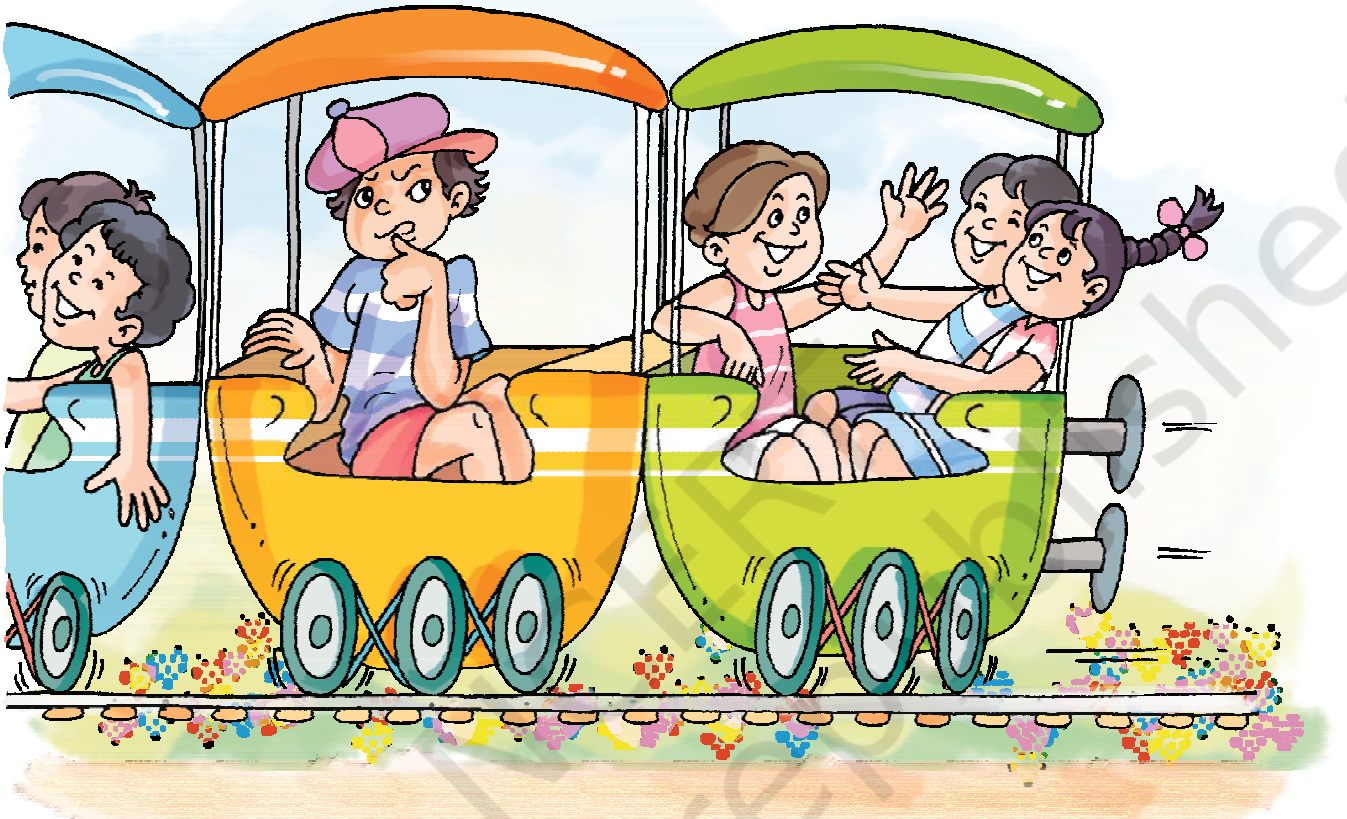


So you can guess how all the children hated him. They tried pinching him back, but that was no good because he could always pinch harder. They didn't like telling their teacher, because that was telling tales.

It so happened that the class went for a picnic to the seaside for a whole day. All the children were most excited.

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On that day, the sun shone bright, and all the children were wild with excitement. They crowded into the train and sat down — but nobody wanted to sit next to Hari because he always pinched.



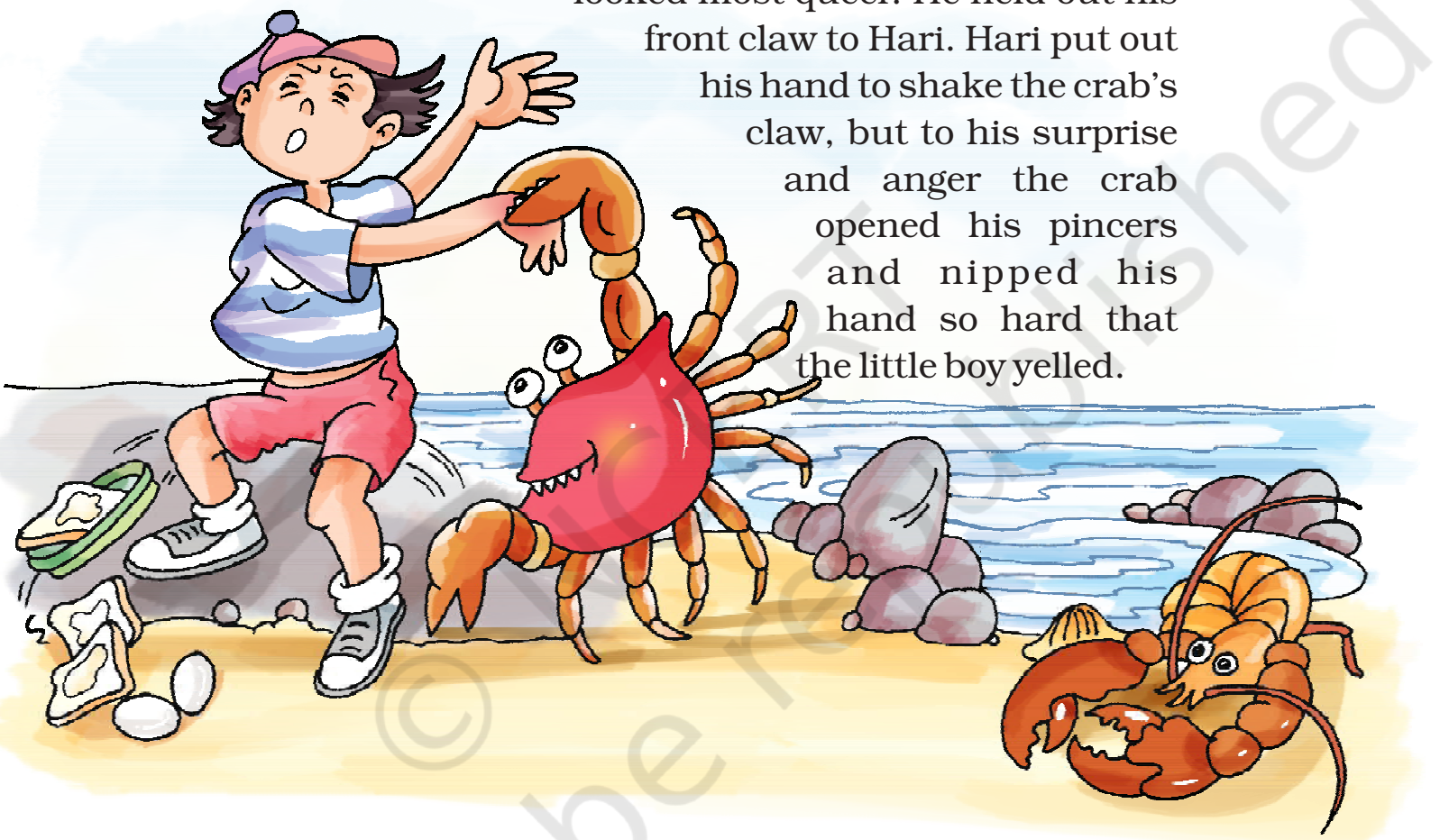
When they arrived at the seaside, out jumped all the children with a shout of joy. Down to the sands they raced, hand in hand — but nobody took Hari's hand. Nobody went near him.

Hari was angry. He went to a sandy corner near a rocky pool and sat down by himself. He took out his lunch and looked at it. It was a good lunch. There were two hard-boiled eggs, six jam sandwiches, three pieces of bread and butter, a ginger cake, and a bar of chocolate. He would eat it all by himself. He wouldn't offer anything to anyone!

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Just as he was beginning on the eggs, he heard a hoarse voice near him. "Good morning! I am so pleased to meet a boy like you." Hari turned around and stared in fright. Whatever do you think he saw?

Hari saw a monster crab walking sideways out of the pool. His eyes were on the ends of short stalks and he looked most queer. He held out his front claw to Hari. Hari put out his hand to shake the crab's claw, but to his surprise and anger the crab opened his pincers and nipped his hand so hard that the little boy yelled.



"Ah, here is my good cousin," said the crab pleasantly, and, to Hari's horror, he saw a large sandy lobster crawling heavily out of the pool. Before the little boy could stop him the lobster took his hand in his great pincer-like claws and pinched it so hard that Hari yelled in pain.

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Then he stared at the pool in surprise, for, out came sandy-coloured shrimps and prawns, more crabs, and another large lobster and they pricked Hari till he was soon black and blue with their pinching.

"Don't you like it?" said all the creatures in surprise. "Why, we were told you would love to see us because you were a champion pincher and pricker yourself. Come, come join in the fun!"

Hari leapt to his feet, crying loudly. His lunch rolled into the pool, and when the crabs and lobsters saw it they ran to it and began to feast eagerly. Hari saw that they had forgotten him for a time, and he turned and ran for his life, tears streaming down his cheeks.

"They only did to me what I keep doing to the other children," he thought. "But how it hurt! And how I hated those crabs and lobsters! I suppose the other children hate me too. Well, I jolly well shan't pinch or prick any more."

ENID BLYTON
(Adapted)



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New Words

bruise	:	injury by blow to body
horrid	:	terrible
hoarse	:	rough and deep sounding
pincer	:	gripping tool
stalk	:	main stem
nipped	:	pinched

Reading is Fun

Now that you have read and understood the lesson, can you answer these questions? You can put a (✓) on the right answer.



1. Why did all the children hate Hari?
   - (i) Because he would not talk to anyone.
   - (ii) Because he always pinched them.
   - (iii) Because he loved stealing their food.
2. "Nobody took Hari's hand. Nobody went near him. Nobody played with him." This shows that Hari had
   - (i) many friends.
   - (ii) few friends.
   - (iii) no friends.
3. Which of the following actions would make a friendly person? Write them down.
   - Respecting other people.
   - Eating a small child's tiffin.

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- Calling people rude names.
- Pushing a smaller boy and making him cry.
- Being helpful to everyone.
- Helping your classmates in school.
- Mocking at friends and hurting their feelings.
- Protecting a weaker person.





Actions which would make a friendly person

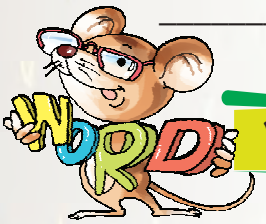
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_____



Vocabulary

1. Find out words which are opposites or are closest to being the opposites of the words given below. Then write down the opposites in the grid.

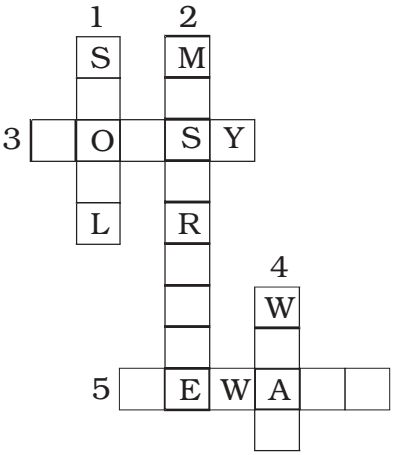


Down

1. smile
2. happy
4. strong

Across

3. quiet
5. punish



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2. Hari was pinched till he was black and blue. 'Black and blue' means

(i) Hari fell down in pain.

(ii) there were bruises on his body.

(iii) Hari painted himself in colours.

(iv) Hari had a black and blue shirt.

3. 'I shan't pinch anyone anymore'. Shan't means.

(i) shall

(ii) should

(iii) shall not

(iv) will not

4. Give the full forms of

won't _____

weren't _____

wouldn't _____

couldn't _____

5. A girl was sitting quietly beside him. Hari leapt to his feet, crying loudly.

The words quietly and loudly tell us how an action is being done.

Find five more words ending in -ly which denote how something is done.

(i) _____ ly

(ii) _____ ly

(iii) _____ ly

(iv) _____ ly

(v) _____ ly

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Add -ly to the following words.

clear	merry	weary	double
dreary	bright	bad	fond

Now can you make sentences with these words?

_____

_____

_____

_____

_____

_____

_____

_____



Fun with Sounds

1. Let's practice with P and F.

pleased	pricked	pinched	punished
fat	fruit	fell	forgotten
palm	pair	proud	parade
farm	fare	frown	fish

2. Complete the blanks with rhyming words of the following and practice aloud.

bruise	c_____	creatures	fe_____
carriage	m_____	teachers	pr_____
prawn	d_____	vowed	c_____

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Let's Practise some Writing

1. How did the seaside creatures, the crab, the lobster etc. teach Hari a lesson? Write in a few lines.

_____

_____

_____

_____

_____



2. Read these sentences carefully.

I ate an apple.

A boy is standing under the tree.

The sun rises in the east.

A and an do not point out any definite or particular person or thing whereas, the is used when we speak of some particular person or thing. A, an and the are called articles.

Remember an is used before words beginning with a vowel a,e,i,o,u.

Now fill in the blanks with appropriate articles.

(i) Hari was _____ unpopular boy.

(ii) The boys and girls went to _____ seaside for a picnic.

(iii) He saw _____big crab coming towards him.

(iv) I found_____empty bottle, floating in the water.

(v) _____sea creatures ate his food.

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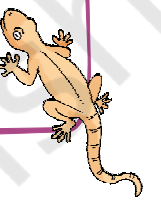
3. A crab has a hard shell whereas a frog does not have one. There are many animals that protect themselves from their enemies with their outer cover/shells/quills.

In the box given below are the names of some animals. Encircle the ones that can protect themselves with their hard cover.

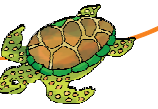




crocodile	snail	lizard	snake
turtle	tortoise	gorilla	frog
hedgehog	porcupine		

Now paste/draw the picture of any one animal. Write five lines about it.



_____

_____

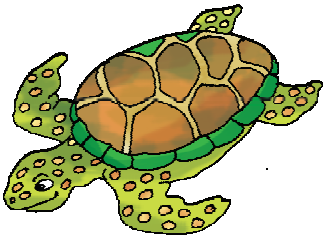
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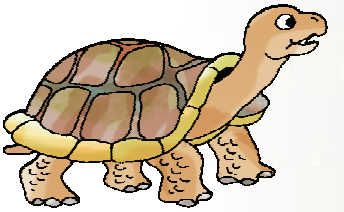
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_____

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4. Can you tell the difference between a turtle and a tortoise? Write a few lines.





_____

_____

_____

_____

_____

5. Describe what is happening in the picture. Use is/are and ____ing to make your sentences. Clues are given in the box.

swing	sit	climb
lick	slid	kick



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For example Krishna is swinging.

(i) Mary _____ up the slide.

(ii) Hari _____ and boxing her.

(iii) Little Bitoo _____ a lollipop.

(iv) Rita _____ down the slide.

Imagine what the children will do in the playground tomorrow. You can take some hints from the words given in the box. e.g. John will play kabbadi tomorrow.

Play	football	jump
race	badminton	run



Let's be creative and Talk

Work in groups of four. See the picture of a shipwreck at the bottom of the ocean.

Suppose you went deep-sea diving. What would you find? Think of all the words that come to your mind, then build a a paragraph. Share your story with other groups.



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UNIT 8

***Poem**: Nobody's Friend*
***Story**: The Little Bully*

THEMES

Problems of growing up
The evils of bullying
Friendship
Familiarity with the animal world

READING TIME

Reading of other stories by children's writers like Enid Blyton should be encouraged. *Aesop's Fables* are also interesting for children, and should be suggested for their reading.

CONVERSATION TIME

Discuss with the children the importance of rules in social situations and why these should be made and followed. Make them also aware of their fundamental rights and how they are inseparable from their fundamental duties. Let them list some of the rules they don't like to follow and to reason out why they also are important.

WRITING TIME

A paragraph is a group of sentences developing one topic. Choose a topic, make a plan, gather material and then construct the paragraph. Skills of paragraph writing on a proverb and collecting and presenting information on animals can be stressed upon. These can be put up on the display board.



PROJECT WORK

Let the children discuss about people they know and the things they like to collect. They can then talk about their own collections, how they started and what they like or would like to collect.

They could find out from the Internet or an encyclopedia about some famous people who are well known for their personal collections. This information should also be displayed for everyone to see.

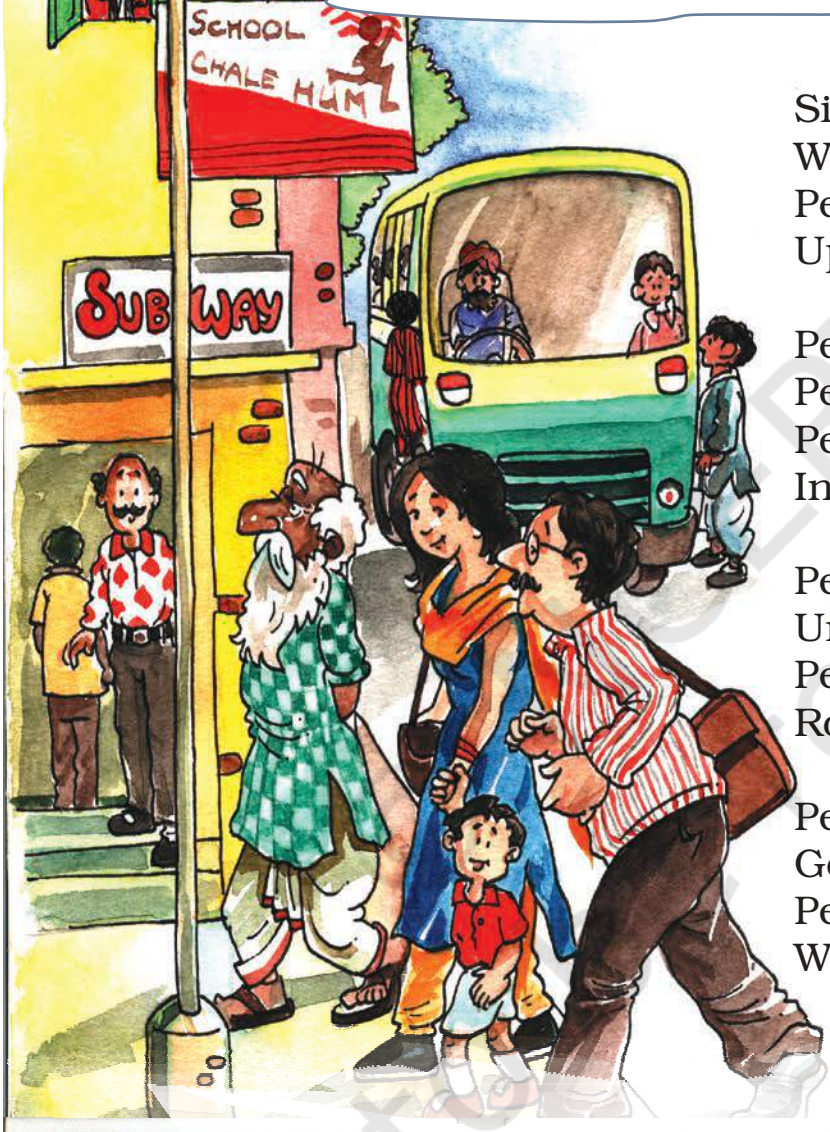
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Unit 9

Sing a Song of People

0526CH09

Eveybody seems to be in such a hurry these days! I wonder why?



Sing a song of people
Walking fast or slow;
People in the city,
Up and down they go.

People on the side walk,
People on the bus;
People passing, passing,
In back and front of us.

People on the subway
Underneath the ground;
People riding taxis
Round and round and round.

People with their hats on,
Going in the doors;
People with umbrellas
When it rains and pours.



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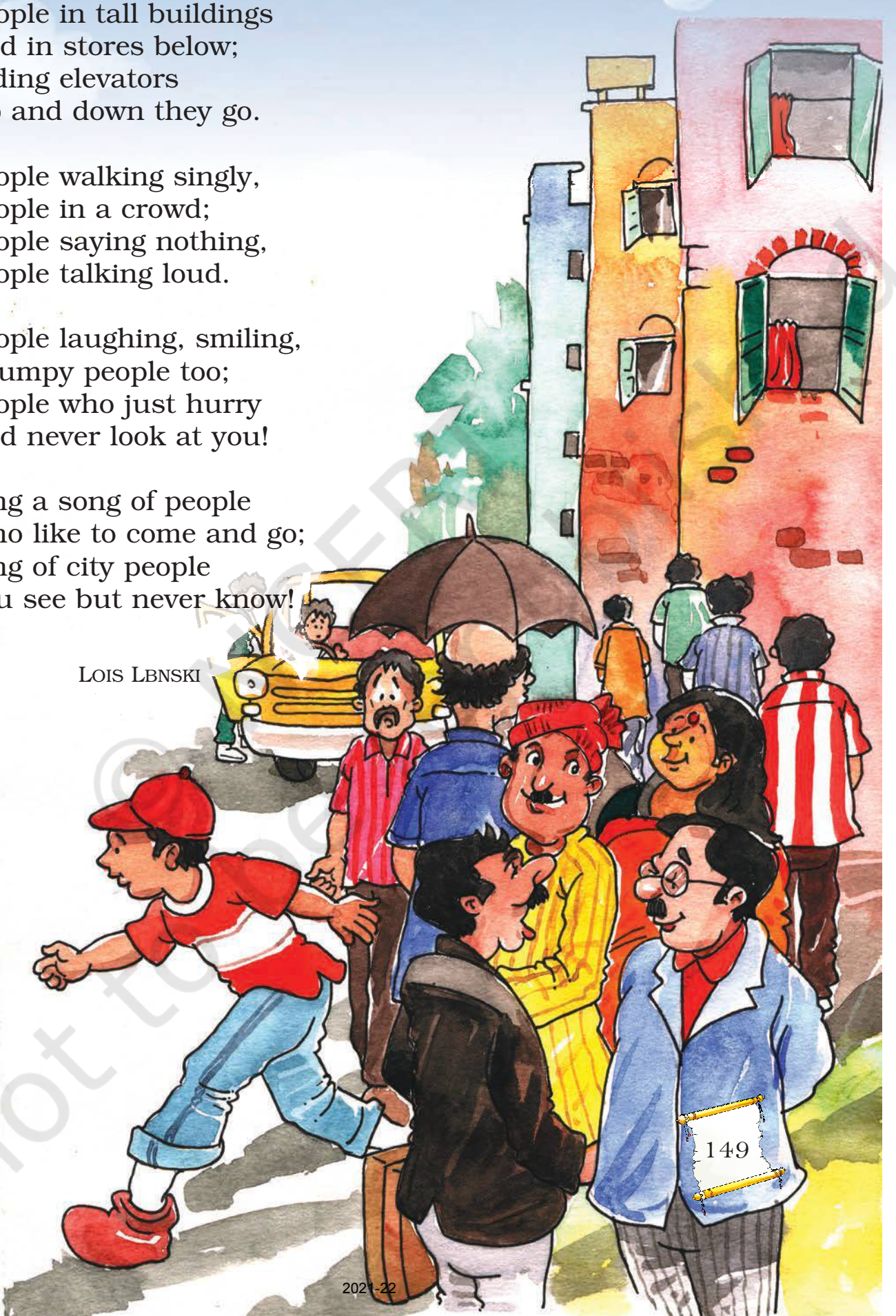
People in tall buildings
And in stores below;
Riding elevators
Up and down they go.

People walking singly,
People in a crowd;
People saying nothing,
People talking loud.

People laughing, smiling,
Grumpy people too;
People who just hurry
And never look at you!

Sing a song of people
Who like to come and go;
Sing of city people
You see but never know!

LOIS LENSKI



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New Words

subway	:	underground passage for people to cross
underneath	:	below
elevators	:	lift
grumpy	:	ill-tempered



Reading is Fun

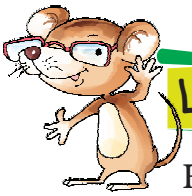
1. Which modes of transport do the people use to move around in the city?
2. What are the things that the people carry with them, while moving around?
3. Where all do you find these very busy people?
4. Where have you seen crowds of people?
5. Why do you think all these people are in a hurry?

Language Use

Let's write the opposites of the following words.

slow	_____	up	_____
back	_____	tall	_____
below	_____	crowd	_____
loud	_____	go	_____

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Let's Listen

Read and listen to these two poems with your partner and find out what are the things that the village child and the city child like.

The Village Child

My home is a house
Near a wood
I'd live in a street
If I could!
I do wish someone
Lived near.
There's no one to play with
At all.
The trees are so high
And so tall:
And I should be lonely
For hours,
Were it not for the birds
And the flowers.

The City Child

I live in a city
In a street;
It is crowded with traffic
And feet;
There are buses and motors
And trams.
I wish there were meadows
And lambs.
The houses all wait
In a row
There is smoke everywhere
That I go.
I don't like the noises
I hear
I wish there were woods
Very near.



Let's Talk

The people who live in cities often wish they could live in quiet towns. Do you like the place you live in?

Tell your partner two things you like and don't like about the place you live in.

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Let's Write

1. Did you observe that in the poem, the last words in every second and fourth line rhyme with each other?

   Can you write a four line poem?

2. Find out how many people are there in our country.

   Do we have enough land for all people on this earth?

   Is there enough food and water for all people?

3. Find out the following from ten families living in your neighbourhood.

Count the number of	F1*	F2	F3	F4	F5	F6	F7	F8	F9	F10	Total
children below 5 years of age											
children from 5-14 years											
grown up children from 15-20											
elders from 21-50 years											
old people who are above 50 years											
total number of people in the family											

*F = Family

   (i) How many members are educated in each family?

   (ii) From amongst the ten families, how many are educated?

   Now talk to your partner and then write a report about your neighbourhood.

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Let's Interview

1. Interview your teacher and get her responses for the following questions.



   (i) Why did you become a teacher?

   (ii) How do you come to school everyday?

   (iii) Do you have any pets?

   (iv) What kinds of books do you like to read?

   (v) What are your hobbies?

2. Now write a paragraph about your teacher with the information you have gathered.

My Teacher

My teacher says she became a teacher because

_____

_____

_____

_____

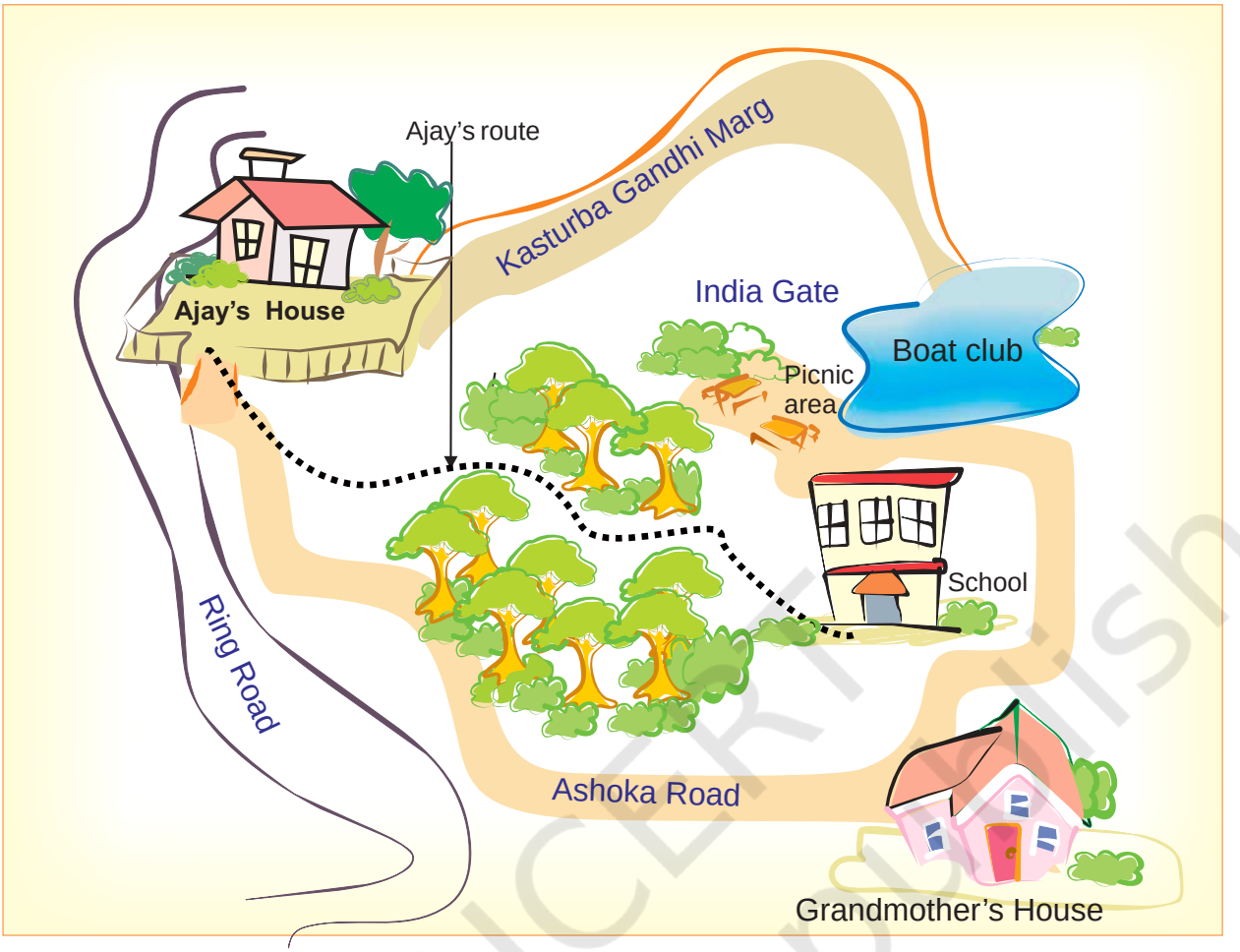
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_____

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Use the above map to answer the questions.

1. What does the dotted line on the map show?
2. What road would Ajay take to get to the boat club?
3. What building is next to the picnic area?
4. What road passes by Ajay's house?
5. What other way could Ajay use to get from his house to his grandmother's house?

Now write :

Use verbs like: go, turn, cross

Use prepositions like: across, between, in front of, beside, near, behind and write how you get home from school.

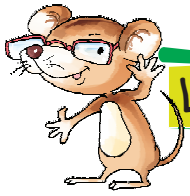
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Let's Listen

Do you like to float paper boats?
Listen to the poem given below.

Day by Day I Float My Paper Boats

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

(i) Discuss with your partner how you would send a similar message to someone.
(ii) Also find out how people sent messages in olden days and how they send them nowadays.

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Let's Write

1. See the picture Travel Time below. Answer the questions that follow.



(i) Where did you go for an excursion/holiday?
(ii) With whom did you go?
iii) What did you take with you?
(iv) What was the first thing you saw when you reached your destination?
(v) What did you like best about the place?
(vi) How long did you stay there?
(vii) What did you miss about home?

2. Make sentences using any two new words which you have learnt in the lesson.

(i) _____

(ii) _____

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3. Which do you think would be more fun — travelling by aeroplane or sailing on a ship? Write why you think so.

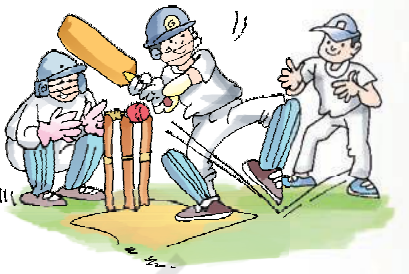
_____

_____

_____

4. Look at the following words. They are group names.

troop of soldiers
swarm of bees
team of players
litter of puppies
fleet of ships
library of books



Fill in the blanks choosing group words from the box.



clump
cluster
choir
bunch
flock
band

(i) The travellers rested under the _____ of trees.

(ii) The _____ sang beautifully.

(iii) The _____ of flowers was lying on the table.

(iv) The girl looked up at the _____ of stars.

(v) The _____ of robbers escaped.

(vi) The hunter shot at the _____ of birds



5. Some words describe actions. Many of them end in -ly.

The girl danced beautifully.

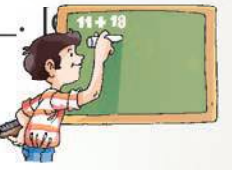
Fill in the blanks by changing the word in the brackets suitably.

(i) The girl slept _____. [sound]

(ii) The children finished their work _____. [

(iii) The old man shouted _____. [loud]

(iv) The boys played _____. [quiet]



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(v) Do your work _____. [neat]

(vi) I can do the sum _____. [easy]



Fun Time

1. Which country would you like to visit when you grow up? Make a project by drawing or pasting.

   (i) a map of that country, its national flag

   (ii) stamps of the country, its currency

   (iii) some famous monuments or landmarks

2. Do you know that there are seven wonders in the world? Can you tell the name of the one which is in India? Find out and write the names of all the seven wonders and the countries they are located in.

Wonders of the world	Countries
(i) The Taj Mahal	_____
(ii) The Great Wall of China	_____
(iii) _____	_____
(iv) _____	_____
(v) _____	_____
(vi) _____	_____
(vii) _____	_____

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Fun with Sounds

When an e is added to some words, the words change along with their sounds and meanings.

cap	mat	pin	not
cape	mate	pine	note
kit	sit	fin	hat
kite	site	fine	hate
cut	bit	quit	din



A Little Bit of Nonsense

There was an old Man with a beard
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!

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UNIT 9

***Poem**: Sing a Song of People*

THEMES

Travel
Regard for others
Adventure
Imagination
Familiarity with reading maps

READING TIME

The children could be asked to read books based on travel in India and abroad. They can be encouraged to read stories like *Treasure Island*, *Sinbad the Sailor* and share interesting facts about them in class.

CONVERSATION TIME

Why do people travel — to see a new place, for business etc. — the teacher should conduct a brainstorming session of ideas.

The teacher could discuss the various means of transport, both ancient and modern, and how travel is getting more and more luxurious nowadays.



What are the important things to keep in mind while travelling, what are the risks and hazards involved, how to read maps, signs, landmarks etc., are some of the topics that should be discussed.

WRITING TIME

Students could frame some questions of their own to interview the teacher by using the given questions as a guideline.

The paragraph on the children's favourite means of transport could also include their personal experience of travelling by it.

PROJECT WORK

The children could find out in detail about any one of the Seven Wonders of the World. The picture and the related paragraph could be displayed in the class.

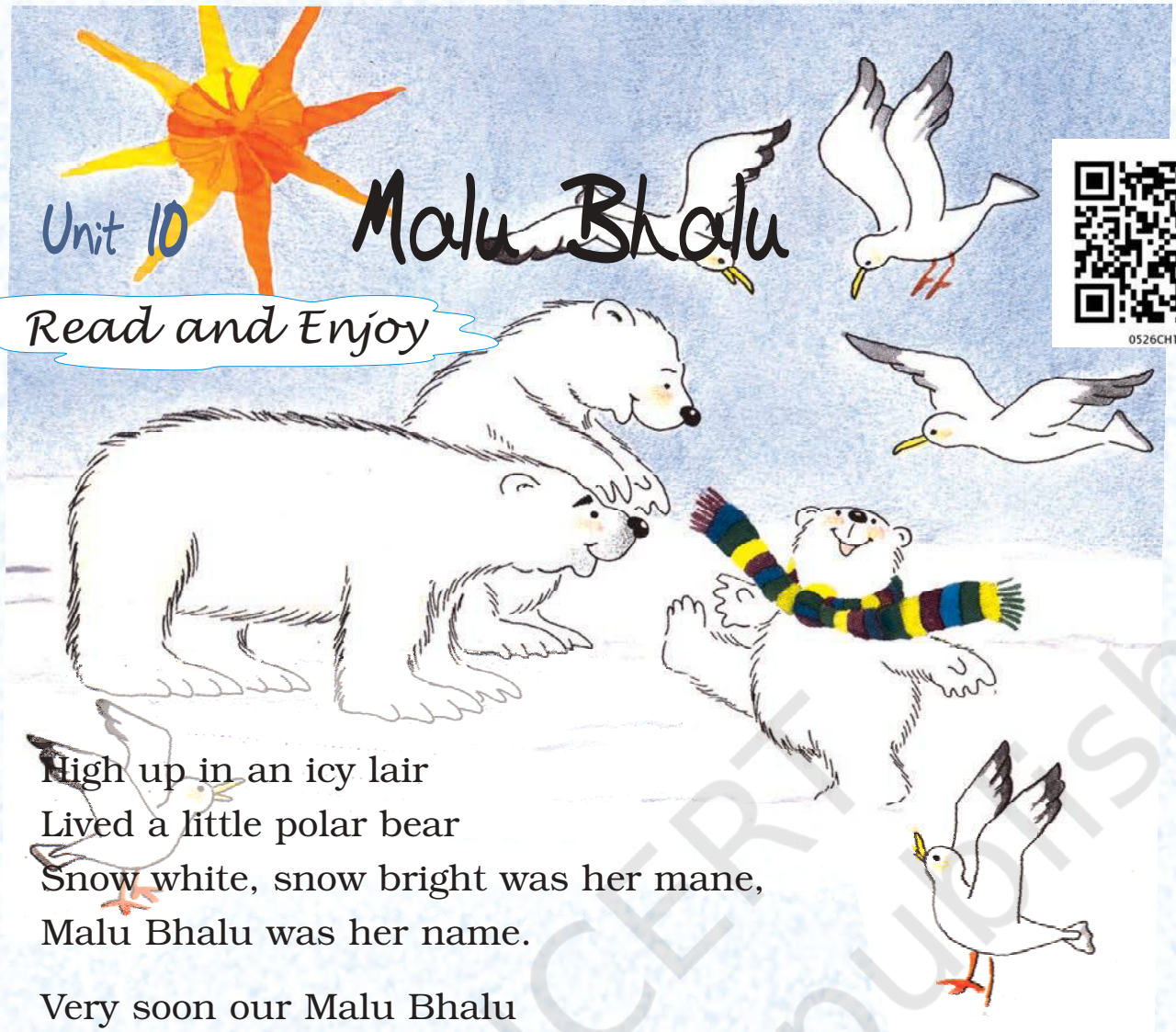
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Unit 10

Malu Bhalu

Read and Enjoy

0526CH10



High up in an icy lair
Lived a little polar bear
Snow white, snow bright was her mane,
Malu Bhalu was her name.

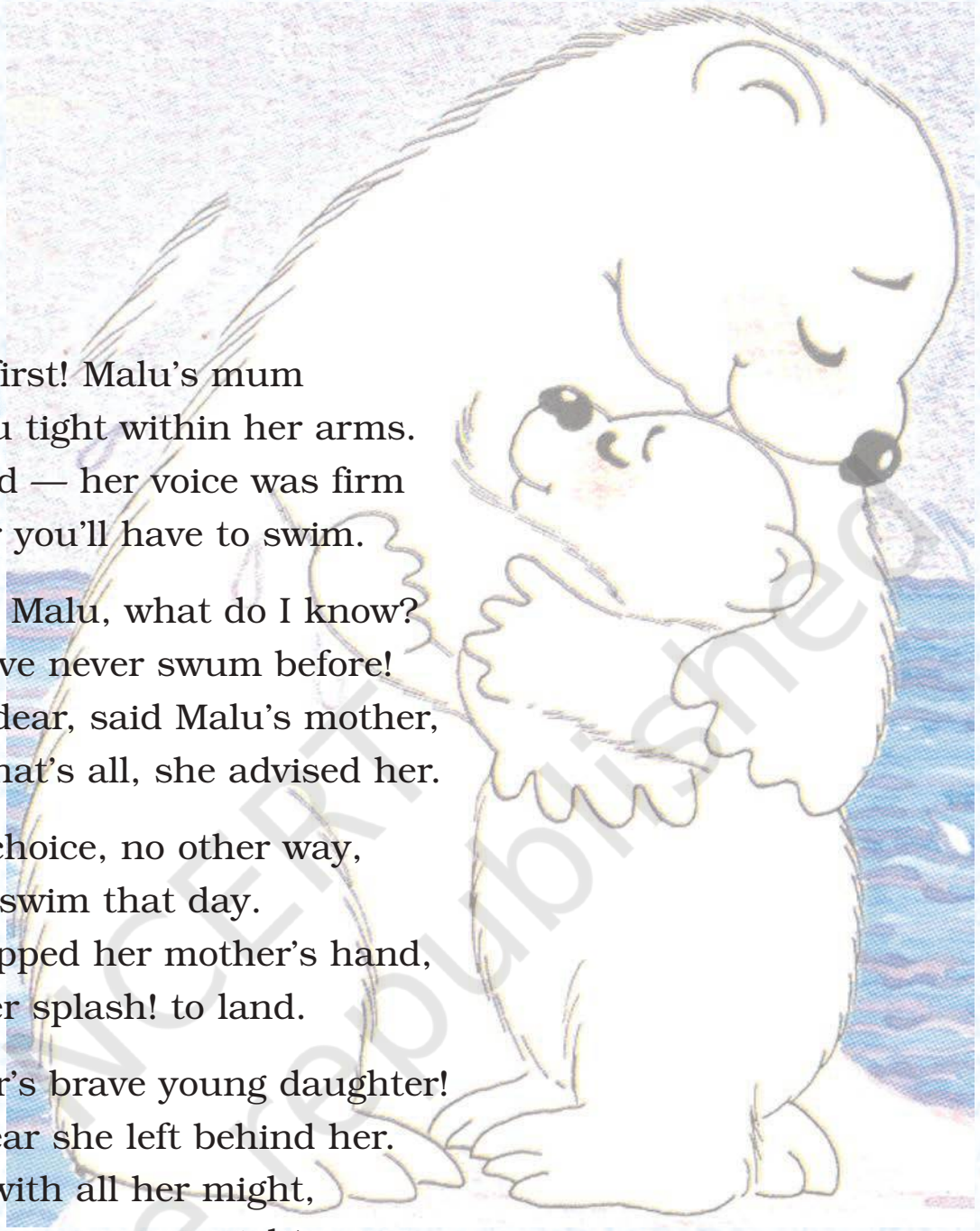
Very soon our Malu Bhalu
Learnt the things her parents knew.
Fish to catch, big and small...
Malu was a clever girl.

Malu said to her mother one day:
Ma, I'm going far out to play.
I want to see the things that lie

There beyond the big blue sky.
A little patience, child, said Mum,
In the summer when next it comes.
Summer?... Patience?... What a test!
Malu simply could not rest.



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First things first! Malu's mum
Clasped Malu tight within her arms.
Then she said — her voice was firm
Now my dear you'll have to swim.

But Ma! said Malu, what do I know?
How will I? I've never swum before!
Don't worry dear, said Malu's mother,
Do as I do, that's all, she advised her.

She had no choice, no other way,
Malu had to swim that day.
Tight she gripped her mother's hand,
Into the water splash! to land.

Brave mother's brave young daughter!
Doubt and fear she left behind her.
Malu swam with all her might,
It didn't matter wrong or right.

But swimming came so naturally,
Her mother knew this and all could see.
Fearless was Malu, this she knew,
Not just brave, but special too.

Translated from Hindi by SANDHYA RAO
Excerpts from *Malu Bhalu* by Kamla Bhasin

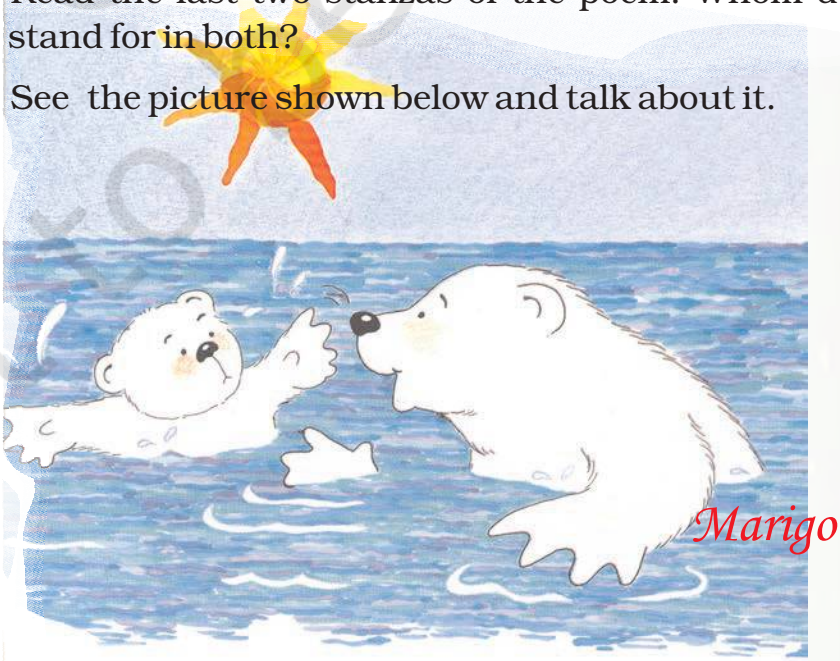
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New Words

lair : wild animal's lying-place
mane : long hair on the neck of some animals
clasped : *(here)* encircle, hold closely
might : great strength

Reading is Fun

1. Where did the polar bear live with her family?
2. What did Malu learn to do from her parents?
3. Where did Malu want to travel?
4. What was it that Malu's parents wanted her to learn?
5. Was Malu scared to swim? Did she learn it easily?
6. Read the last two stanzas of the poem. Whom does 'she' stand for in both?
7. See the picture shown below and talk about it.



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Use a chart

Malu Bhalu	True or False	Character Sketch
	Malu's hair was white. ☐ Malu knew how to swim. ☐ Malu was playing with the penguins. ☐ Malu was good at catching fish. ☐ Malu was a brave *bhalu*. ☐ Malu did not love her mother. ☐ Malu's mother was firm. ☐	brave, strong, hardworking, eager to learn more, smart, caring, impatient, female, affectionate, bold, playful, white, adventurous, clever, young, fearless 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Now write a detailed character sketch of Malu Bhalu.

_____

_____

_____

_____

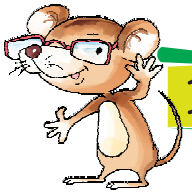
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Let's Talk

Read the following passage carefully.

One day Meena plucks a mango and brings it home. Her grandmother gives the larger piece to Raju because he is a boy. Meena protests. After all, she brought the mango and she is the elder of the two. She insists she has a greater right over her share. Her father comes to her help and divides the mango equally.

Now answer the questions.

(i) Who brought the mango home?

(ii) Why did Meena's grandmother give a larger piece to Raju?

(iii) Who do you think should have got the larger piece?

1. Using the following clues write about yourself in the space below — name, place you live in, physical features, habits, likes and dislikes etc.

_____

_____

_____

_____

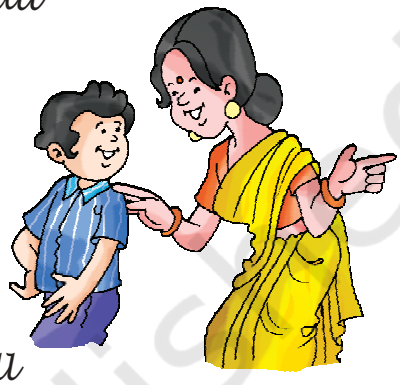
2. What are the things your mother asks you to do?

Things you like to do	Things you do not like to do
_____	_____
_____	_____
_____	_____
_____	_____

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Let's Write

3. Malu lived with Malu's parents in the North Pole. Malu had great fun with Malu's seagull friends.



One day, Malu's father told Malu that the hunters had come to trap Malu and Malu's family. Malu knew how to hide very well. Malu shut Malu's eyes and curled up like a ball of snow.

The hunters searched for Malu and Malu's family everywhere but in vain.

We can avoid repeating the names by using certain other words in their place. Study the table below.

	Singular	Plural
person speaking	I, me	we, us
person spoken to	you	you
other persons	he, him, she, her	they, them
places, things	it,	

Now rewrite the above paragraph using words from the above table.

_____

_____

_____

_____

_____

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Who will be Ningthou?

A king is called a Ningthou and a queen is called a Leima in Manipuri. This is a story from Manipur about what qualities make a good ruler.

Read and Enjoy

Long, long ago, in the land of Kangleipak in Manipur, there lived a *Ningthou* and a *Leima*. They were loved dearly by the people.

The *Ningthou* and *Leima*, on their part, never stopped thinking about their *meeyam*, their people. "Our meeyam should be happy," they said.

The people were not the only ones who loved their *Ningthou* and *Leima*. The birds and animals too loved them. The Ningthou and *Leima* always said: "Everybody in Kangleipak should live in peace. Not only the people, but the birds, animals and trees."

Their beloved king and queen had three sons: Sanajaoba, Sanayaima and Sanatomba.

Twelve years later, a daughter was born. She was named Sanatombi. She was a lovely child, soft and beautiful inside. She was loved by one and all.

The years went by, and the children grew up well. And then one day, the *Ningthou* called all his ministers and said: "It is now

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time to decide the *Tunggi Ningthou*, the future king."

The ministers were shocked. "But O *Ningthou,* what is there to decide? Sanajaoba, your eldest son, will be our future king."

"Well," the *Ningthou* replied. "That's how it happened in the old days. The eldest son always became the king. But times have changed. So let us select a king who is most worthy of becoming a king."

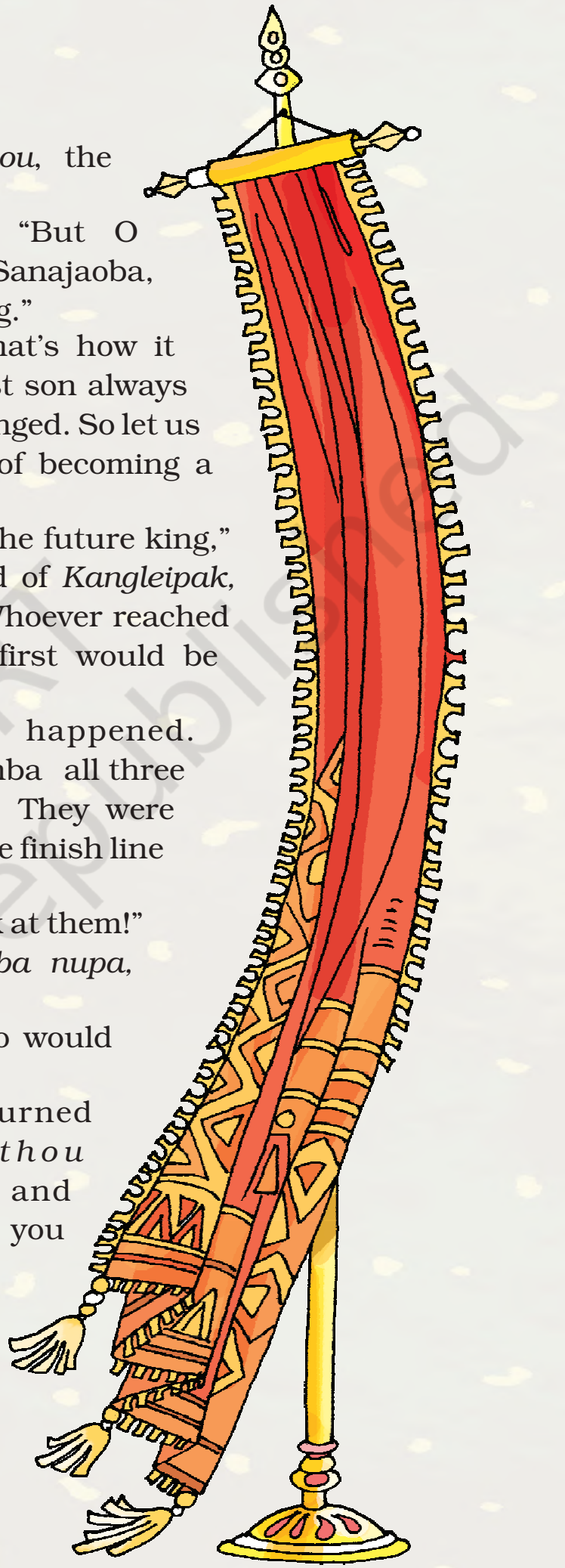
"We will have a contest to select the future king," the *Leima* said. And so, in the land of *Kangleipak*, there was a contest, a horse race. Whoever reached the *khongnang*, the banyan tree, first would be declared *Tunggi Ningthou*.

But then, a strange thing happened. Sanajaoba, Sanayaima and Sanatomba all three of them finished the race together. They were expert riders and all three reached the finish line at the same time!

There was great excitement. "Look at them!" the people shouted. "*Shagol thauba nupa,* such fine horsemen!"

But one question remained: Who would be the *Tunggi Ningthou*?

The *Ningthou* and *Leima* turned to their sons. The *Ningthou* said, "Sanajaoba, Sanayaima and Sanatomba, you have proved that you



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are fine horsemen. Do something different each one of you, so that we can decide who will be *Tunggi Ningthou*."

Suddenly, Sanajaoba mounted his horse and held his spear straight in front of him. He looked around. There was a hush among people. "What is Sanajaoba, the eldest, going to do? They thought to themselves.

Sanajaoba then looked at the huge *khongnang* standing majestically in the distance. He pierced the tree and jumped his horse right through it!

"Bravo! Bravo!" The people shouted. "*Thouro*! *Thouro*!" And then they fell silent.

Now it was the turn of the second son, Sanayaima. What would he do? Sanayaima too looked at the *khongnang* as he mounted his horse. Then he too rode towards the tree, harder and harder. The people watched in silence, afraid even to breathe. When he was really close, he urged his horse to jump. Higher and higher the horse rose until horse and rider jumped clear over the huge tree and landed on the other side in a wonderful motion.

The people breathed in relief and said in unison: "*Phajei*! *Phajei*! Wonderful! Wonderful!

And now, it was the turn of the youngest son, Sanatomba. He, too, rode his horse towards the *khongnang* and, before anybody knew what was happening, uprooted it. Triumphantly he carried the tree to the *Ningthou* and *Leima* and laid it at their feet!

Shouts of *Thouro* ! *Thouro* ! *Phajei* ! *Phajei* !" filled the mountains.

The people grew restless. Why were the *Ningthou* and the *Leima* taking so long to make the announcement?

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They craned their necks to see what was happening.

The *Ningthou* and *Leima* were watching Sanatombi, their five year-old daughter. She looked sad and lonely. She stared at the *khongnang* which lay dead by the throne. Birds flapped worriedly around, searching for their homes in the tree. Sanatombi walked up to the *khongnang* and whispered, "The *khongnang* is dead. It was hurt by the spear and now it is dead."

The people were all attention. The *Ningthou* stood up. He looked at the three boys. He looked at the little girl. He turned to the people. "If anybody is worthy of becoming the ruler," he said, "it is little Sanatombi. It was she who



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told us to look at the soul of the *khongnang*. Sanatombi feels the pain of others. She feels the pain of the people, the animals, the birds, the trees."

"I declare Sanatombi the future Leima of Kangleipak," the Ningthou said. A silence fell. Everyone turned to look at the little girl, their future queen. There she stood, all of five, like a small *khongnang*, with birds flying all around her. They sat on her shoulders and on her head. She held out her hands full of grain and the birds flapped about her, pecking at the food.

"A *Leima* is one who doesn't hurt anybody in the kingdom."

INDIRA MUKHERJEE

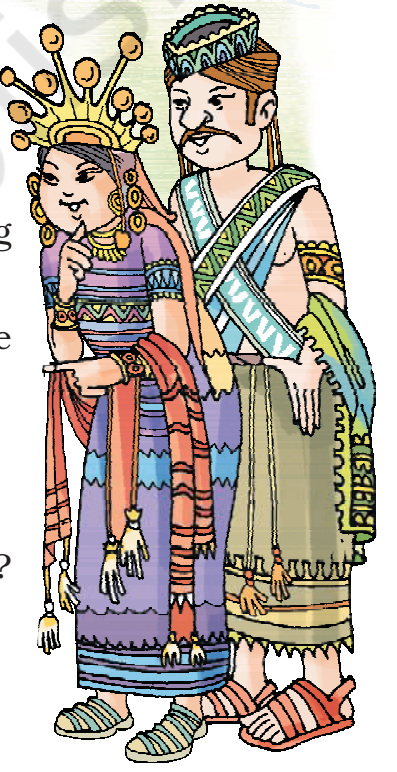


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New Words

peace	: quiet
worthy	: deserving of
contest	: competition
spear	: hunter's weapon
triumphantly	: victoriously

Reading is Fun



1. Name the place in Manipur where the *Ningthou* and *Leima* ruled.
2. Why did the people of *Kangleipak* love their king and queen?
3. Why did the *Ningthou* want to choose a future king?
4. How did the king want to select their future king?
5. What kind of child was Sanatombi?
6. Have you ever seen an animal or a bird in pain? What did you do?

Let's Listen and Talk

1. Where is Manipur on the map of India?
2. What language do the people of Manipur speak?

   (i) Assamese (ii) Maithailon (iii) Mizo

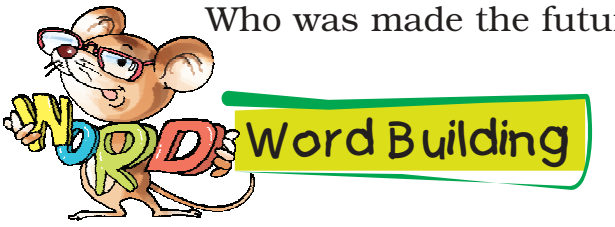
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3. Who do you think should have been made the future king?

- Sanajaoba, the one who jumped through the tree.
- Sanayaima, the one who jumped over the tree.
- Sanatomba, the one who uprooted the tree.

Why do you think so?

Who was made the future queen and why?



1. Say aloud the following names in your mother tongue.

In Manipuri

Ningthou

Leima

Meeyam

Khongnang



2. Write the meanings of the following in English.

Tunggi Ningthou — _____

Thouro ! Thouro ! — _____

Phajei ! Phajei ! — _____

Shagol thauba nupa! — _____

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Fun with Sound words

Some interesting words sound like the noises for which they stand. You use a different tone of voice when you say these words. The voice becomes louder and more forceful.



For example,

Zoom! went the car.

Bang! went the door.

Pip! pop! flippety flop!

say the following and write what would make these sounds or actions.

Click! _____

Chirp! _____

Whisper! _____

Bravo! _____

Oh! _____

Ah! _____

Hurrah! _____

Alas! _____

Wonderful! _____

Hi! _____

Ho! _____

Hop away! _____

Language Use

1. Read the lesson carefully and put a circle around all the action words with -ed at the end. Then write them in one column and their present form in another. One is done for you.

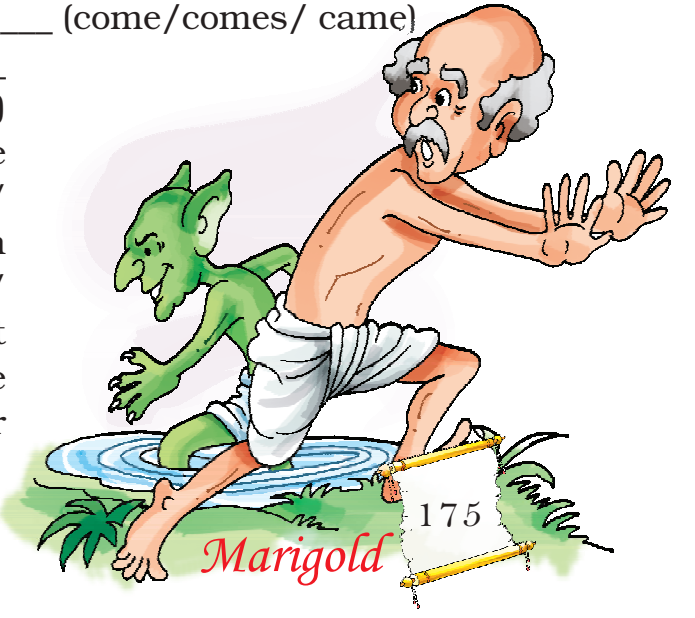
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Action words with -ed at the end	Action words in present form
admitted	admit
_____	_____
_____	_____
_____	_____

2. Fill in the correct word in the blanks and complete the story.

In a forest, there _____ (live/lives/lived) a goblin named Cruel. One day, he _____ (meet/met/meets) an old man wandering in the forest. Immediately, Cruel _____ (leap/ leaps/leapt) on to the old man's shoulders and _____ (order/ orders/ ordered) him, "Let's go. Move fast." The frightened old man _____ (obey/obeys/ obeyed) the nasty goblin and _____ (walk/ walks/walked) on. As they _____on, (move/moves/moved) he _____ (notice/ notices/ noticed) that the goblin's feet were very tender. The old man _____ (ask/asks/ asked) Cruel, " Sir, how are your feet so soft and tender?" Cruel _____, (reply/ replies/replied) " I have taken a vow that I will not touch the ground with my feet, till I wash them." They soon _____ (come/comes/ came) to a pool. The goblin _____ (instruct/ instructs/ instructed) the old man to wait for him while he _____ (enter/enters/ entered) the pool. The old man _____ (think/ thinks/ thought) to himself, "Now that the goblin has wet his feet, he does not need me. Let me run for





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my life or he will surely eat me up." So he _____ (run/runs/ran) off.

3. Make a list of the action words from this story.

-ed action words		irregular action words	
live	lived	meet	met
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Project Work

1. Sit in groups of five. Now, each student will tell a story. Decide which story was the best and declare a *Ningthou* or *Leima* of the group.
2. Find out stories about other great people's lives and their childhood and write these in your notebook. Collect at least two such stories and share them with your friends.

   You could think of famous

   - scientists
   - religious people
   - freedom fighters
   - brave children
   - astronauts
   - artists



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UNIT 10

***Poem**: Malu Bhalu*
***Story**: Who will be Ningthou?*

THEMES

Girl child – gender awareness
Multi-lingualism
Leadership qualities

READING TIME

The story in this unit is a folk tale from Manipur and has many words in Manipuri language. Children could be asked to read folk tales from other states of India and make note of any words in another language.

CONVERSATION TIME

The caring child and sensitivity to the environment is also highlighted in the story. The teacher could draw out from the children what made Sanatombi the right choice for the *Leima* and why is it important to care for the environment. They could be asked to find out and share with others which actions on our part harm the environment.

WRITING TIME

Students should be guided to write short paragraphs in a systematic way. The teacher can give some clues on how to put the points in order — starting with a brief introduction, a topic sentence followed by the points, and then a proper ending sentence. A variety of topics can be given for practice.



PROJECT WORK

A display board can be put up on famous personalities.

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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