

# MY ENGLISH COMPANION

## (An Integrated Course)

(For Class Sixth)



ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



**PUNJAB SCHOOL EDUCATION BOARD**  
Sahibzada Ajit Singh Nagar

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**ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।**

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## FOREWORD

Punjab School Education Board, since its inception has always been engaged in an endeavour to prepare text books for all classes at school level. Keeping in view the present academic thought at National Level, Board has prepared textbooks as per the guidelines of National Curriculum Framework 2005 and Punjab Curriculum Framework 2013.

English is both a national and an international language. It is therefore important that our students do not lag behind in the matter of proficiency in English Language at any level or in any field. Keeping this in mind this book aims to develop four basic skills of English Language; Listening, Speaking, Reading and Writing along with the necessary elements of grammar and vocabulary so as to enable our students to use English in their day-to-day life with confidence.

Board thankfully acknowledges the inputs given by the team of experts from SCERT in selection of content and vetting the content to make it more interesting, relevant and appropriate to the mental level of the students.

We would gratefully welcome comments and suggestions from teachers, experts and users of the book for any further improvement.

**Chairman**

Punjab School Education Board

## ABOUT THE BOOK

English in India has a second language status. Apart from being taught as just a language, English in India is a medium through which many subjects in schools are taught such as Science, Maths, Social Sciences, and Computers. Besides, English is also a library language and the Internet language which makes English an International Language. For this reason, it is of immense importance that both methods of teaching English and Materials should be well thought of.

This book is an attempt to make students learn all the aspects of English - the Skills - Listening, Speaking, Reading and Writing; and also Grammar and Vocabulary through various activities. The content of the book has been selected keeping in view the interest of students and the activities have been designed keeping their level in mind and a general need for more and more practice. The mantra of learning any skill is **Practice** and it holds true for learning a language as well. Teachers handling this book must keep in mind that activities with students need to be done properly in order to address all the aspects of language.

The book has been designed in a manner that teachers need not translate the content and the stories which in turn will give students a pleasure of discovery. In order that students stay motivated, teachers need to understand that language being a skill, maximum classroom time be dedicated to listening, speaking, reading and writing the target language using appropriate vocabulary and structure. Too much reliance on the mother tongue results in exposure more to mother tongue and less to the target language. Keeping this in view, the content has been selected with care so that students are able to understand it with **some** teacher - intervention.

The activities aim at achieving the learning outcomes of the respective classes. Dictionary (**Learning New Words**) Reference, in the pre-reading stage and **Vocabulary Expansion** in the post-reading stage, are aimed at improving and expanding the vocabulary of learners. **Learning Language** aims at grammar instruction and usage of language. Emphasis has also been placed on all the skills of the language. **Learning to Read and Comprehend** has textual questions. In the **Wh- questions, True/False, Yes/No, MCQs** format aiming at **detailed comprehension, referential comprehension** and also **inferential comprehension**. **Learning to Listen, Learning to Speak and Learning to Write**, as is obvious, deal with the skills mentioned. One activity in each chapter is on **Learning to Use Language** and it lays stress on holistic learning of language which incorporates the elements and the skills of the English language.

It is hoped that the series of books will help learners stay motivated and interested in learning English, which is a language of opportunities.

Vandana Lunyal  
Author



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## CONTENTS

| Sr. No.           | Name of the Lesson                | Page No. |
|-------------------|-----------------------------------|----------|
| 1.                | The Farmhouse Cows                | 01-12    |
| 2.                | My Furry Friend (Poem)            | 13-22    |
| 3.                | The Lake of The Moon              | 23-36    |
| 4.                | The Giving Tree                   | 37-49    |
| 5.                | How Beautiful is the Rain! (Poem) | 50-57    |
| 6.                | The Peacock and the Crow          | 58-66    |
| 7.                | Playing Kabaddi                   | 67-75    |
| 8.                | I am Writing a Letter (Poem)      | 76-87    |
| 9.                | Kabuliwala                        | 88-96    |
| 10.               | The Cracked Pot                   | 97-104   |
| 11.               | I am Happy with who I am (Poem)   | 105-110  |
| 12.               | Rosy's Meeting with Nessy         | 111-121  |
| <b>Appendices</b> |                                   |          |
| I.                | Listening Texts                   | 122-123  |
| II.               | Conjugation                       | 124-127  |
| III.              | Translation                       | 128-130  |

## Lesson



# The Farmhouse Cows



## Pre-reading

### Dictionary Reference: Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|            |        |           |            |
|------------|--------|-----------|------------|
| appreciate | loaf   | lump      | creature   |
| moving     | cheese | delicious | underneath |

## Reading

### Let us read the story

Rajinder got very happy that his parents had bought a farm in a village, where they were moving from a city. It was so different! There were small green lanes instead of busy streets, big trees instead of tall buildings, and a lot of animals and birds. Rajinder counted the animals and said to his mother, "There are thirty-two goats in the fields and six little kids, Mom!" said Rajinder to his mother, "and there are nine horses at the farm, and I saw two rabbits this morning and about twelve ducks. I could not count them properly because they would not stay still in one place." "The hens would also not stay still".



“What about the cows?” said his mother.

“Have you counted those?”

“I do not like cows”, said Rajinder. “They have big horns and they roar at me.”

“Oh, no,” said his mother. “Lions roar. Cows only moo.”

“Well, it sounds just like lions to me,” said Rajinder.

“I do not like the cows at all. They are bad.”

“No, they are very good friends! They give us delicious gifts.” said mother. She took down a jug of milk. She poured it into a mug and gave it to Rajinder. He drank it. “So, did that come from the cow?” he asked. Mother nodded. “Well, it was simply delicious!”

At lunch time mother put down a dish of sweetened apples for Rajinder. He looked around for the custard that mother usually made for him with this dish. There was none. “The cow has sent you this gift instead!” said mother and she gave Rajinder a small jug full of thick cream. How lovely it was! Rajinder poured it all over his apples. They tasted much nicer than usual. “So that comes from the cow too!”, said the little boy. “Well, it must be a very kind animal!” “Yes it is. All these things are made of cow milk,” said mother. Rajinder was surprised to know that cows give so much milk that his mother could make so many things out of it.

At teatime, mother served a loaf of bread on the table with home-made jam. Usually, there were slices of bread and butter. “Look Rajinder, the cow has sent me a present too!” mother lifted up the lid of the cheese-dish, and underneath Rajinder saw a big

lump of home-made cheese. mother cut for herself a piece of cheese and said it was delicious. "May I put some on my loaf," said Rajinder.

"Oh! My God!" said Rajinder. "What a nice friendly creature the cow is! I will not hate it any more or be frightened of it."

"There is no reason to be!" said Mother.

"I shall go and stand on the gate that leads to the cow fields

and say 'Thank you' to the cows!" said Rajinder. "I did not know they were so kind!"

And now Rajinder is not a bit afraid of cows, and he likes them very much. He says they are his friends. What do you say?

(adapted from 'Five O'clock Tales' by Enid Blyton)



## Post-reading

### Vocabulary Expansion

#### Activity 2

Choose sounds of animals from the given box. Write in the given blank.

Two examples are given below.

a cow moos

a lion roars

neigh , quack , croak, bray , bleat, caw, hoot, talk

1. a horse

2. an owl

3. a goat

4. a crow

5. a parrot

6. a frog

7. a donkey

8. a duck



### Activity 3

Fill in the blanks. Select suitable words from the story.

1. Rajinder was \_\_\_\_\_ because his parents had moved to the village.
2. Cows moo and lions \_\_\_\_\_.
3. Cows send us a lot of \_\_\_\_\_.
4. Rajinder pours \_\_\_\_\_ on his apples.
5. Mother eats a piece of \_\_\_\_\_ at teatime.

### Learning to Read and Comprehend

#### Activity 4

Read each sentence. If it is correct, write 'yes' or if it is not correct then write 'no' in the given space.

1. Rajinder's family moved from country to town. [\_\_\_\_\_]
2. A cow moos. [\_\_\_\_\_]
3. A cow gives us a lot of presents. [\_\_\_\_\_]
4. Rajinder appreciates the cows in the end. [\_\_\_\_\_]
5. Rajinder's mother says that cheese is a delicious thing. [\_\_\_\_\_]

#### Activity 5

Read the story and answer the following questions.

1. What is the name of the boy in the story?  
\_\_\_\_\_
2. Where did the boy and his family come from?  
\_\_\_\_\_
3. Where does the milk come from?  
\_\_\_\_\_
4. What present does the Mother get from the cow?  
\_\_\_\_\_
5. What does the boy say about the cow at the end of the story?  
\_\_\_\_\_

## Learning Language

### The Noun

A noun is a naming word. It may be a person, place, animal, thing, etc.

Let us look at some sentences.

1. **Manpreet** is a good **boy**.
2. **Chandigarh** is a clean **city**.
3. **Snakes** are **friends** of **farmers**.

The words in bold are nouns. They are the names of a person, place, an animal or a thing.



#### Activity 6

Look at the table given below. All the words are nouns. Add some more to the table.

| Place  | Person | Thing   | Animal |
|--------|--------|---------|--------|
| India  | Raghav | toy     | dog    |
| Punjab | Divyam | flowers | cat    |
| Delhi  | Amit   | oranges | snake  |
| park   | boys   | bat     | fox    |
| class  | girls  | tree    | wolf   |
|        |        |         |        |
|        |        |         |        |
|        |        |         |        |
|        |        |         |        |



Now let us find some more information on Nouns. There are different kinds of nouns. They are:

1. Common noun
2. Proper noun
3. Concrete noun
4. Abstract noun
5. Collective noun

Let us first understand the common and proper nouns.

### Common Noun

A common noun is the name of people or things in general, e.g. boy, country, river, bridge, city, evening. Common nouns do not begin with a capital letter if the word is in the middle of a sentence. Let us look at some sentences.

1. **Men** are playing.
2. **Women** are running.
3. These **fruits** are sweet.
4. **Animals** are beautiful.



All the words in bold are common nouns.

### Activity 7

Write common nouns in the space given and make small sentences .

1. Common Noun: \_\_\_\_\_  
Sentence: \_\_\_\_\_
2. Common Noun: \_\_\_\_\_  
Sentence: \_\_\_\_\_
3. Common Noun: \_\_\_\_\_  
Sentence: \_\_\_\_\_
4. Common Noun: \_\_\_\_\_  
Sentence: \_\_\_\_\_
5. Common Noun: \_\_\_\_\_  
Sentence: \_\_\_\_\_



## Proper Noun

A proper noun is the name of a particular person, place, or thing, e.g. India, Delhi, Monday, Jamuna, Aman. In written English, proper nouns begin with capital letters.

Let us look at some sentences:

1. **Radha** is playing.
2. **Mr Sen** and **Mrs Sen** are running.
3. **Mumbai** is beautiful.
4. **Gopal** slipped in the classroom.

All the words in bold are proper nouns.



### Activity 8

Underline proper nouns and encircle common nouns in the story given below.

### Story

Amit sells ice-cream in the Atal park. His ice-creams are of different flavours: strawberry, vanilla, chocolate and many more. Harjot wants some ice-cream. He tells his mother, "I want to go to the park to buy ice-cream." Harjot's sister, Jyoti laughs and claps her hands. She also loves ice-cream. Mother says, "I have to go to the grocer's and also to the supermarket. So let's go by our jeep. We will go to the park by Gandhi Road. There is less traffic there. We will reach the park soon and then we can buy ice-cream there." Harjot and Jyoti are very happy.

### Activity 9

Look at the picture given and list the common and proper nouns in the table given below.



| Common Nouns | Proper Nouns |
|--------------|--------------|
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |

## Reading a short passage

### The Right Way to Brush

Not many of us know how to brush our teeth properly. Proper brushing takes at least two minutes twice a day. Brushing should be gentle. Use small headed tooth brush because it can reach all the areas of the mouth. You must clean the outer surfaces of your upper teeth and then your lower teeth. You must clean the inner surfaces of your upper teeth and then your lower teeth. Also clean the chewing surfaces. You must not forget to brush your tongue too. Brushing of tongue removes bacteria and freshens the breath. You must replace your toothbrush every three months. You must also change your toothbrush if you have had a cold or any other form of mouth infection. It is because the bristles can collect germs that can lead to the same infection once again.

#### Activity 10

Choose the correct option.

1. Brushing must be done at least
  - a. thrice a day
  - b. once a day
  - c. twice a day
  - d. twenty minutes a day
2. We should change our toothbrush every \_\_\_\_\_ months.
  - a. five
  - b. three
  - c. four
  - d. six
3. We should use large-headed toothbrush.
  - a. true
  - b. false
  - c. not given
  - d. none of these

4. We should brush our teeth for about
- two minutes
  - 2 hours
  - 15 minutes
  - 30 seconds
5. Brushing of tongue removes
- virus
  - bacteria
  - saliva
  - none of these

### Learning to Listen

#### Activity 11 (Pairwork)

The teacher will read out the story to the students. Listen to the story carefully and write the names of the people/animals from the story.

The first letter of each word is given. Examples:

- c \_\_\_\_\_ cow
  - h \_\_\_\_\_ hen
- l \_\_\_\_\_
  - g \_\_\_\_\_
  - h \_\_\_\_\_
  - r \_\_\_\_\_
  - k \_\_\_\_\_
  - d \_\_\_\_\_
  - m \_\_\_\_\_

Now say them aloud to your partner

### Learning to Speak

#### Activity 12

Speak five sentences about cow in your group using the following hints.

milk, cream, butter, moo, kind animal, delicious things, horns

### Activity 13

Fill in the blanks using the information given in Activity 12.

1. A cow is a \_\_\_\_\_ animal.
2. Cows \_\_\_\_\_.
3. Cow gives us a lot of \_\_\_\_\_.
4. We can make many \_\_\_\_\_ from cow's milk like custard, \_\_\_\_\_ and \_\_\_\_\_.
5. Though it has big \_\_\_\_\_, we should not be afraid of it.
6. It is a friendly \_\_\_\_\_.

Now remove the numbers and put the sentences above in a paragraph form.

**COW**

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## Learning to Use Language

### Activity 14

Have you seen a buffalo? How does it look like? Write 5 sentences on a buffalo on your own.

|    |
|----|
| 1. |
|    |
|    |
| 2. |
|    |
|    |
| 3. |
|    |
|    |
| 4. |
|    |
|    |
| 5. |
|    |
|    |
|    |
|    |



## Lesson

# 2

## My Furry Friend



### Pre-reading

#### Dictionary Reference: Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|       |         |           |              |               |
|-------|---------|-----------|--------------|---------------|
| tummy | nibbles | tear down | conversation | quick on feet |
| fuss  | growls  | frown     | treat        | frown         |

### Reading

#### Let us read the poem

#### My Furry Friend

I brought home a puppy  
He looked very happy!  
Soft brown eyes!  
Is very small in size



Black and white  
Sleeps day and night  
As small as a rat,  
But has a tummy, so fat!

Always ready to fight  
And happy to bite  
Nibbles like a mouse  
Eats whatever he finds in the house.

He makes a funny noise  
When he tears down his toys  
He loves to be part of the fun  
And listens to our conversation.

He comes and sits between us.  
And makes a fuss  
You ask him to go  
He growls loudly to say NO.



Now fully grown,  
His forehead has a frown  
If you touch his food  
He spoils his mood.

He loves to eat  
Always hungry for meat  
He is quick on his feet  
When you give him a treat.

Vandana Lunyal

### Post-reading

### Vocabulary Expansion

#### Activity 2

Give the rhyming words of the following words.

1. bus        \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
2. light      \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
3. neat       \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

#### Activity 3

Read the following words / phrases and use them in meaningful sentences.

1. conversation        \_\_\_\_\_
2. frown                \_\_\_\_\_
3. tear down            \_\_\_\_\_
4. quick on feet        \_\_\_\_\_

## Learning to Read and Comprehend

### Activity 4

Read the poem and answer the following question.

Write a few things about the furry friend of the poet.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Activity 5

Read and answer.

1. I brought home a puppy  
He looked very happy!

What did the poet bring home?

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---

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2. Nibbles like a mouse  
Eats whatever he finds in the house.

What does the puppy nibble at?

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---

---

3. You ask him to go  
He growls loudly to say NO.

Why does the puppy growl?

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---

4. He is quick on his feet  
When you give him a treat.

When is the puppy quick on his feet?

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## Learning Language

### The Noun - Number

Study the following words in the table.

| Singular Noun (one) | Plural Noun (many) |
|---------------------|--------------------|
| doll                | dolls              |
| bat                 | bats               |
| baby                | babies             |
| city                | cities             |
| orange              | oranges            |



Now let us look at the following sentences:

1. Radhika has one doll. Rita has three dolls.
2. Amrit got two chocolates on his birthday.
3. I have an orange in my bag.

After looking at the table and the sentences, we can understand that singular nouns refer to anything that is one or single to count. Plural noun refers to many things or things that are more than one. Examples :

1. one orange, three oranges
2. one bird, two birds
3. one star, many stars
4. one puppy, four puppies

| Singular                                                                            | Plural                                                                                |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |   |
|  |  |
|  |   |
|  |   |

To make plural from singular we add '-s', '-es', '-ies'. Also, '-f' becomes '-ves' (self - selves, knife-knives). Some nouns remain the same in their plural form too For example: sheep, fish, deer.

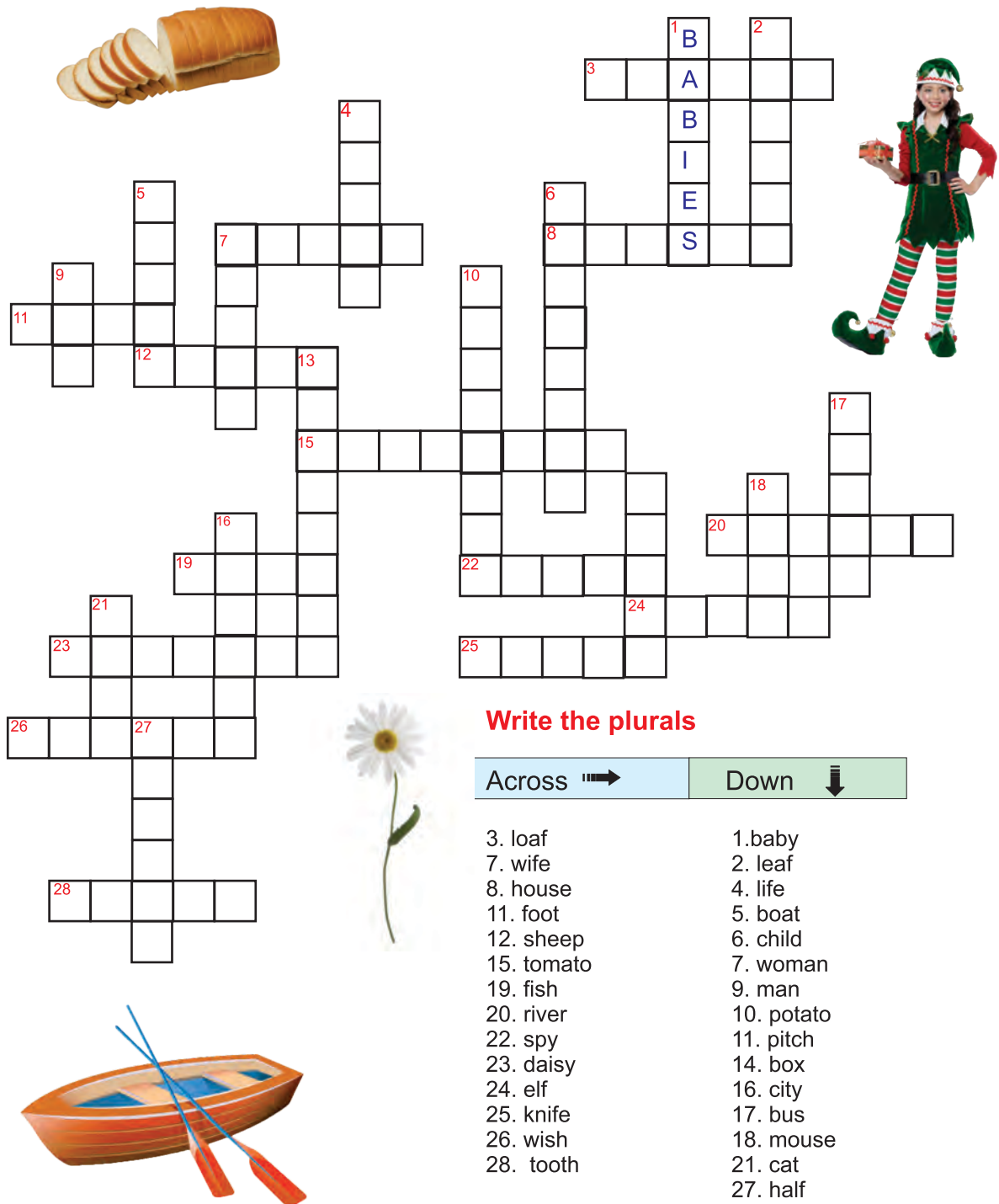
Let us look at some examples:

| <b>Singular</b>                                             | <b>Plural</b> | <b>Singular</b> | <b>Plural</b> | <b>Change</b>                 |
|-------------------------------------------------------------|---------------|-----------------|---------------|-------------------------------|
| cat                                                         | cats          | ball            | balls         | adding -s                     |
| flag                                                        | flags         | lion            | lions         | adding -s                     |
| horse                                                       | horses        | sister          | sisters       | adding -s                     |
| goat                                                        | goats         | owl             | owls          | adding -s                     |
| <b>Nouns ending in -s, -x, -sh, -ch</b>                     |               |                 |               |                               |
| bunch                                                       | bunches       | brush           | brushes       | adding -es                    |
| dish                                                        | dishes        | bush            | bushes        | adding -es                    |
| tax                                                         | taxes         | box             | boxes         | adding -es                    |
| dress                                                       | dresses       | class           | classes       | adding -es                    |
| <b>Nouns ending in -y with a consonant letter before -y</b> |               |                 |               |                               |
| city                                                        | cities        | baby            | babies        | (replacing -y with -ies)      |
| story                                                       | stories       | lady            | ladies        | (replacing -y with -ies)      |
| family                                                      | families      | sky             | skies         | (replacing -y with -ies)      |
| puppy                                                       | puppies       | country         | countries     | (replacing -y with -ies)      |
| <b>Nouns ending in -y with a vowel letter before -y</b>     |               |                 |               |                               |
| key                                                         | keys          | storey          | storeys       | adding -s                     |
| boy                                                         | boys          | holiday         | holidays      | adding -s                     |
| play                                                        | plays         | monkey          | monkeys       | adding -s                     |
| day                                                         | days          | valley          | valleys       | adding -s                     |
| <b>Nouns ending in -f or -fe</b>                            |               |                 |               |                               |
| calf                                                        | calves        | knife           | knives        | (replacing -f, -fe with -ves) |
| thief                                                       | thieves       | half            | halves        | (replacing -f, -fe with -ves) |

|                                                      |                      |                |                        |            |
|------------------------------------------------------|----------------------|----------------|------------------------|------------|
| Exceptions in -f, and -fe rule                       |                      |                |                        |            |
| roof                                                 | roofs                | proof          | proofs                 | adding -s  |
| chief                                                | chiefs               | hoof           | hoofs                  | adding -s  |
| Nouns ending in -o with a consonant letter before -o |                      |                |                        |            |
| echo                                                 | echoes               | hero           | heroes                 | adding -es |
| potato                                               | potatoes             | mango          | mangoes                | adding -es |
| Exceptions: photo and piano take -s photos, pianos   |                      |                |                        |            |
| Nouns ending in -o with a vowel letter before -o     |                      |                |                        |            |
| radio                                                | radios               | bamboo         | bamboos                | adding -s  |
| cuckoo                                               | cuckoos              | video          | videos                 | adding -s  |
| Compound nouns change the main noun                  |                      |                |                        |            |
| daughter-in-law                                      | daughters-in-law     | son-in-law     | sons-in-law            | adding -s  |
| step-daughter                                        | step-daughters       | step-son       | step-sons              | adding -s  |
| Some irregular plurals                               |                      |                |                        |            |
| man                                                  | <b>men</b>           | woman          | <b>women</b>           |            |
| foot                                                 | <b>feet</b>          | goose          | <b>geese</b>           |            |
| mouse                                                | <b>mice</b>          | child          | <b>children</b>        |            |
| ox                                                   | <b>oxen</b>          | tooth          | <b>teeth</b>           |            |
| person                                               | people               | louse          | lice                   |            |
| Some compound nouns take double plural               |                      |                |                        |            |
| man-servant                                          | <b>men</b> -servants | woman- servant | <b>women</b> -servants | adding -s  |

## Activity 6

Solve the crossword given below. You have to make plurals of the words given. For example 1 down is given- baby-babies.



**Write the plurals**

| Across →   | Down ↓     |
|------------|------------|
| 3. loaf    | 1. baby    |
| 7. wife    | 2. leaf    |
| 8. house   | 4. life    |
| 11. foot   | 5. boat    |
| 12. sheep  | 6. child   |
| 15. tomato | 7. woman   |
| 19. fish   | 9. man     |
| 20. river  | 10. potato |
| 22. spy    | 11. pitch  |
| 23. daisy  | 14. box    |
| 24. elf    | 16. city   |
| 25. knife  | 17. bus    |
| 26. wish   | 18. mouse  |
| 28. tooth  | 21. cat    |
|            | 27. half   |

**Activity 7**

Make a list of action words used for the furry friend of the poet in the table given below.

| S.No. | Action words |
|-------|--------------|
|       |              |
|       |              |
|       |              |
|       |              |
|       |              |
|       |              |

Such words that show action are called **Verbs**.





## Lesson



# The Lake of the Moon



### Pre-reading

#### Dictionary Reference: Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|           |         |            |         |            |
|-----------|---------|------------|---------|------------|
| majestic  | tusker  | severe     | drought | prevent    |
| messenger | reflect | protection | disturb | to and fro |

### Reading

#### Let us read the story

Once upon a time, a large herd of elephants lived in a jungle. Their king was a huge majestic tusker, who loved his herd.

A severe drought hit the area. There was no rain for some years. All the rivers and ponds dried up. Birds and animals started dying of thirst. The wild elephants suffered too due to lack of water. The king of elephants understood that many of them would die of thirst if they did not get water soon. He had to find water for his herd as quickly as possible. He told the elephants to go in different directions to look for water.



One of them found a large lake full of water in another jungle far away.

The king was happy. He ordered all the elephants to start moving towards the lake.

It was a beautiful lake. However, close to the lake was a colony of rabbits. The elephants had to pass through that colony. Thousands of rabbits were crushed to death and thousands more were injured. The rabbits were in a state of panic.

Their King called a meeting. "A herd of wild elephants is passing through our colony," he said. "They have already killed thousands of us and several thousands have been injured. We must take urgent steps to prevent more deaths. I want all of you to think of a way to save our race."

The rabbits thought and thought. How could they stop the elephants? One little rabbit stood up. "Your Majesty," he said, "if you send me as your messenger to the king of the elephants, I may be able to find a solution."

The little rabbit hurried to the spot where elephants lived. He saw a group of elephants returning from the lake. Right in the middle was the king of elephants. To get near him was impossible. "I will be crushed to death," thought the rabbit. So he climbed up a huge rock. "O king of the elephants," he shouted, "Hear me, please." The king heard his voice and turned towards him.



"Who are you?" he asked.

"I am a messenger," replied the rabbit.

"A messenger? From whom?"

"I am a messenger from the mighty Moon."

"Really? What do you want? Is there a message for me from the Moon?"

"Yes, yes, your Majesty. But you must not be angry with me. I am just a messenger. I am just doing my duty"

"Very well, a messenger is never punished for what he says. Say what you have come to say. I shall not harm you. You are just doing your duty," said the elephant king.

"Sir, the Moon says," said the little rabbit, "You, the king of the elephants, have brought your herd to my holy lake. You and your herd have soiled its water. You and your herd have killed thousands of rabbits on your way to the lake. You must know that rabbits are under my special protection. Everyone knows that the king of the rabbits lives with me. I ask you not to kill any more rabbits. If you do not agree, something bad will happen to you and your herd."

The king of the elephants was shocked. He looked at the little rabbit.

"You are right," he said. "We may have killed many rabbits on our way to the lake. I shall see that you do not suffer anymore. I shall request the Moon to forgive me for my sins. Please tell me what I should do."

"Come with me alone," replied the rabbit. "Come, I shall take you to the Moon."

The little rabbit took the huge elephant to the lake. There, they saw that the Moon reflected in the still water. "There, your Majesty, meet the Moon," said the little rabbit.

"Let me worship the Moon," said the elephant, and dipped his trunk into the water. At once the water got disturbed and the Moon in the water moved to and fro.

The rabbit said, "Now the Moon is angrier than ever."

"Why?" asked the elephant king. "What did I do?"

"You touched the holy waters of the lake," replied the rabbit.

The elephant bowed his head.

"Please ask the Moon to forgive me. Never again will we touch the holy waters of this lake. Never again will we harm the rabbits who the Moon loves so much."

And the king and his herd went away. Soon there was rain and the elephants lived happily.

It did not occur to them ever that a little rabbit had fooled them.

### Post-reading

#### Vocabulary Expansion

Some animals live or move together. The group of animals have different names. Elephants move in herds, rabbits live in colonies and birds flock together. 'Herds' and 'colonies' are also collective nouns. Collective nouns are names for a 'collection' or a 'number' of people or things.

#### Let us look at some more Collective Nouns

1. group of horses - team of horses
2. group of ants - army of ants
3. group of vultures - wake of vultures
4. group of cards - pack of cards
5. group of ladies - bevy of ladies



## Activity 2

Match the following things/birds with their group name.

| S.No. | Things/Animals                                                                            | Collective nouns   |
|-------|-------------------------------------------------------------------------------------------|--------------------|
| 1     | books    | a basket of _____  |
| 2     | flowers  | a bunch of _____   |
| 3     | cards    | a library of _____ |
| 4     | shoes    | a pack of _____    |
| 5     | fruits   | a bouquet of _____ |
| 6     | keys     | a pair of _____    |

## Learning to Read and Comprehend

### Activity 3

Choose the correct option and put a tick.

- What happened in the area where the elephants lived?
  - There were floods.
  - There was no water.
  - There was fire in the jungle.
- The elephant king told the elephant to go to
  - different lakes
  - the moon
  - different directions
- What was close to the lake?
  - a big forest
  - a colony of rabbits
  - the moon

4. Why did rabbits panic?
  - a. Thousands of rabbits died
  - b. Elephants would drink all the water in the lake
  - c. The moon would get angry
5. What did the king of rabbits want other rabbits to find?
  - a. water
  - b. another place to go
  - c. solution
6. What did one little rabbit say?
  - a. fight the elephants
  - b. hide till the elephants go away
  - c. make him a messenger to the elephant king
7. What did the little rabbit climb?
  - a. a mountain
  - b. a huge rock
  - c. on the back of the elephant king
8. What did the little rabbit say to the Elephant King?
  - a. that he was the messenger of the Moon
  - b. he ordered the king to leave their area
  - c. that the elephants should be ready for a fight
9. What message did he give to the King?
  - a. that the elephant herd had soiled the water of the holy lake
  - b. rabbits were under the special protection of the moon
  - c. both 'a' and 'b'
10. Where did the rabbit take the elephant king?
  - a. a lake
  - b. another forest
  - c. none of the above

#### **Activity 4**

Answer the following questions.

1. What happened to the place where the herd of elephants lived?



2. Where was the water found?  

---
3. Who became the messenger?  

---
4. Why did the moon in the water move to and fro?  

---
5. Why did the elephant king believe that the Moon had become angrier?  

---

## Learning Language

### Noun: Gender

Gender is a type of noun. There are four types of Genders.

#### 1. Masculine Gender:

The names of all male persons or animals are of Masculine Gender.

**Example:** man, uncle, lion, prince, master, etc.

#### 2. Feminine Gender:

The names of all female persons or animals are of Feminine Gender.

**Example:** woman, daughter, queen, lioness, etc.

#### 3. Neuter Gender:

Things that do not have life are neither male nor female. They belong to the Neuter Gender.

**Example:** knife, computer, tree, chair, table, cycle, etc.

#### 4. Common Gender:

Names that can be used for both males and females are of Common Gender.

**Example:** child, teacher, student, parent, leader, etc.

Words change when gender changes.

### Activity 5

Sometimes the word is slightly changed before -ess is added. Some examples are given in the table. Complete the ones that have been left blank in the table [The teacher must help].



| Masculine | Feminine |
|-----------|----------|
| God       | Goddess  |
| waiter    | waitress |
| tiger     | tigress  |
| lion      |          |
| prince    |          |
| emperor   |          |
| host      |          |
| duke      |          |
| actor     |          |



### Activity 6

Many nouns have different words for the Masculine and the Feminine. Some examples are done for you. Complete the ones that have been left blank in the table [The teacher must help].



| Masculine | Feminine |
|-----------|----------|
| bull      | cow      |
| son       | daughter |
| horse     | mare     |
| uncle     |          |
| nephew    |          |
| sir       |          |





|         |        |
|---------|--------|
| brother |        |
| father  |        |
| male    |        |
| husband | wife   |
| goose   | gander |

### Activity 7

Sometimes half the word that shows gender gets changed. Some examples are done for you. Complete the ones that have been left blank in the table [The teacher must help].

|  | Masculine     | Feminine |  |
|--|---------------|----------|--|
|  | milkman       | milkmaid |  |
|  | landlord      | landlady |  |
|  | peacock       | peahen   |  |
|  | he-goat       | she-goat |  |
|  | father-in-law |          |  |
|  | grandfather   |          |  |
|  | son-in-law    |          |  |
|  | grandson      |          |  |
|  | policeman     |          |  |

### Activity 8

Some words change but their patterns are different. Some examples are done for you. Complete the ones that have been left blank in the table [The teacher must help].



| Masculine Gender | Feminine Gender |
|------------------|-----------------|
| hero             | heroine         |
| lad              | lass            |
| bridegroom       |                 |
| widower          |                 |
| sultan           |                 |
| czar             |                 |
| magician         |                 |

### Activity 9

Some words are common to both genders. These words can be used for both males and females. Such words are called Common Gender. Some examples are done for you. Complete the ones that have been left blank in the table [The teacher must help].

|        |           |
|--------|-----------|
| pilot  | friend    |
| bird   | parent    |
| baby   | teacher   |
| doctor | member    |
| child  | candidate |
|        |           |
|        |           |
|        |           |

### Activity 10

Some words have no gender. Such words are called Neuter gender. Some examples are done for you. Complete the ones that have been left blank in the table. [The teacher must help].



| Neuter Gender |          |
|---------------|----------|
| chair         | mountain |
| paper         | fan      |
| book          | computer |
| school        | camera   |
| pencil        | photo    |
|               |          |
|               |          |

### Activity 11

Fill in the blanks using the correct option.

aunt, cow, queen, uncle, pilot, man, lady, hen, cock, duck

1. A \_\_\_\_\_ wears a crown.
2. A \_\_\_\_\_ flies an aeroplane.
3. My grandmother is an old \_\_\_\_\_.
4. My father is a very kind and caring \_\_\_\_\_.
5. A \_\_\_\_\_ gives us milk.
6. A \_\_\_\_\_ lays eggs.
7. My father's brother is my \_\_\_\_\_.
8. My mother's sister is my \_\_\_\_\_.
9. A \_\_\_\_\_ quacks all day long in the pond.
10. A \_\_\_\_\_ says cock-a-doodle-doo.

### Activity 12

Write the opposite gender.

1. husband - \_\_\_\_\_
2. master - \_\_\_\_\_
3. milkmaid - \_\_\_\_\_
4. peahen - \_\_\_\_\_
5. nephew - \_\_\_\_\_
6. washer man - \_\_\_\_\_

- 7. president - \_\_\_\_\_
- 8. queen - \_\_\_\_\_
- 9. goose - \_\_\_\_\_
- 10. princess - \_\_\_\_\_

### Reading a short passage

#### Activity 13

Read the story and do as directed.

The king was very angry. He ordered his guards to put his minister in prison. The minister had argued with the king on some law and order issue. The minister was put in prison.

One day, the emperor went to the prison to see his minister. The king told him, "I will set you free on one condition. You must bring me a horse that is neither white nor black nor brown nor grey." The minister was surprised at this demand. However, he agreed to this condition.

A week later, the minister came to the palace.

"Have you found a horse?" the king asked.

"Yes, my Lord", the minister replied. "But I will show him to you only on a religious day. The king agreed. Let me know the next religious day.

The minister replied, "I will show you the horse on any day other than Sunday, Monday, Tuesday, Wednesday, Thursday, Friday or Saturday."

The king started laughing. He was cleverly outsmarted by his minister.

The minister was set free and promoted to the next higher position.

#### A. Write the meanings of:

- a. outsmart \_\_\_\_\_
- b. issue \_\_\_\_\_

#### B. Answer the following:

- a. Why was the king angry?

- 
- b. Why was the minister surprised at the king's demand?
- 

**C. Choose the right option.**

1. The argument between the king and the minister was about
  - a. law and order issue
  - b. religious issue
  - c. war issue
2. The king ordered his guards to put his minister in prison because the minister had
  - a. failed to reach the palace on time.
  - b. not obeyed the king's orders.
  - c. argued with him on law and order issue.
3. The minister was surprised at the king's demand because
  - a. all horses were either black or brown or grey or white.
  - b. there were no horses in the kingdom.
  - c. there was no time to find a horse that the king wanted.

**Activity 14 (Pairwork)**

Write as many words as you can think of that rhyme with the following words. One rhyming word is given for each word. And practise speaking them with your partner.

1. moon - boon ,      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
2. looks - hooks,      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
3. sky - my,      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
4. bright - fright      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

## Learning to Write

### Letter writing (Informal)

Writing a letter is an art. It has a set format that must be followed. Given below is the format.

abc colony  
ABC city -400005

address of the writer

14 May 2016

Date

Dear Pooja

Salutation

Body of the letter

(i) introduction

(ii) main content

(iii) conclusion + end of letter

1st para contains a short description

2nd para contains a long description

3rd para contains the conclusion or end part

Yours lovingly  
Name

subscription including  
writer's name

### Activity 15

Write a letter to your uncle thanking him for the beautiful gift he has sent to you.

## Lesson

# The Giving Tree

# 4



## Pre-reading

### Dictionary Reference: Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/ verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|              |       |          |
|--------------|-------|----------|
| swing (verb) | trunk | branches |
| business     | sail  | resource |

## Reading

### Let us read the story

Once there was a tree and she loved a little boy. Every day the boy would come, eat apples and play with her. He would swing from her branches and eat apples. The boy loved the tree very much. And the tree was very happy.

The time went by. The boy grew older. The tree was often alone. One day the boy came to the tree. The tree said, "Come, boy, come. Climb up my trunk, swing from my branches, eat apples and be happy." "I am too big to climb and play," said the boy. "I want some money to buy things and have fun. Can you give me some money?" The tree said, "I have no



money but you can take my apples and sell them in the city. Then you will have some money and you will be happy." The boy did so and went away. The tree was happy.

The boy did not come back for a long time. The tree was sad. One day the boy came back. The tree said with joy, "Come, boy, come. Climb up my trunk, swing from my branches, eat apples and be happy." "I am too busy to climb trees," said the boy. "I want to get married. I need a house. Can you give me a house?" The tree said, "You may cut off my branches. Build a house and be happy." The boy cut off her branches and carried them away to build his house. The tree was happy.

The boy again stayed away for a long time. One day he came back. The tree was very happy and said, "Come, boy, come. Climb up my trunk, swing from my branches, eat apples and be happy." The boy said, "I am too sad to play. I want to go to another city for business. Can you give me a boat that will take me away to another city." The tree said, "Cut down my trunk and make a boat. Then you can sail away and be happy. The boy did so and sailed away. The tree was very happy, but not really.



After a long time, the boy who was now an old man came back again. "I am sorry, boy. I have nothing to give you," said the tree. "I wish I could give you something. I am just an old stump." "I don't need anything now. I just want a quiet place to sit and rest. I am very tired," said the boy. "Well, an old stump is good for sitting and resting. Come, boy, sit down and rest." The boy sat on the stump to rest. And the tree was very happy.

Shel Silverstein

## Post-reading

### Vocabulary Expansion

#### Activity 2

Read the following phrases. Find out their meaning by reading the story again. Write two meaningful sentences using each phrase.

1. climb up

---

---

2. cut off

---

---



3. cut down

---

---

4. stay away

---

---

5. take away

---

---

### Learning to Read and Comprehend

#### Activity 3

Read the story carefully and answer the following questions in 'Yes' / 'No'.

For example:

**Question:** Did the boy love the tree when he was a child?

**Answer:** Yes, he did.

1. Did the tree love the little boy?
2. Did the tree have money to give to the boy?
3. Did the boy want to go to a nearby village?
4. Did the boy get married?
5. Did the tree allow the boy to sit down on the stump?

#### Activity 4

Answer the following questions.

1. Who would come and play with the tree?

---

2. Who was too big to climb and play?

---

3. Why did the boy want a boat?

\_\_\_\_\_

4. Why did the boy want to go to another city?

\_\_\_\_\_

5. What did the tree say in the end?

\_\_\_\_\_

### Activity 5

Fill in the blanks with the words given below. You can use each word twice, if necessary.

sailed, tree, stump, grew, happy, climb up, swing, house, tired, apples

1. Once there was a boy and a \_\_\_\_\_.
2. The boy played with the \_\_\_\_\_.
3. The tree asked the boy to \_\_\_\_\_ and \_\_\_\_\_ from her branches.
4. The boy \_\_\_\_\_ older.
5. The tree asked the boy to sell-off \_\_\_\_\_ to get money.
6. The boy cut off the branches to make a \_\_\_\_\_.
7. The boy made a boat from the trunk of the tree and \_\_\_\_\_ away.
8. The tree was not \_\_\_\_\_.
9. The boy came back to the tree. He said that he was \_\_\_\_\_.
10. The boy sat on the \_\_\_\_\_ to rest.

### Activity 6

Give opposites of the given words in the given space.

| Word     | Opposite |
|----------|----------|
| 1. happy | _____    |
| 2. give  | _____    |

3. sell \_\_\_\_\_
4. come \_\_\_\_\_
5. quiet \_\_\_\_\_
6. climb up \_\_\_\_\_

### Activity 7

Add '-ed' to the following words and write a meaningful sentence.

Example: Stay: I stayed in Jammu for a week.

1. want \_\_\_\_\_
2. climb \_\_\_\_\_
3. play \_\_\_\_\_
4. sail \_\_\_\_\_
5. rest \_\_\_\_\_



## Learning Language

### Pronoun

A pronoun is a word used in place of a noun.

The words 'they', 'she', 'her', 'he', 'it' are used in place of nouns. We call them pronouns.

There are three main kinds of pronouns:

1. Personal pronoun
2. Demonstrative pronoun
3. Interrogative pronoun

### Personal Pronoun

Pronouns which are used in place of proper nouns to avoid repetition are called personal pronouns.

For example:

**My mother is very tired because my mother has been working the whole day becomes My mother is very tired because she has been working for the whole day.**

There are three kinds of personal pronouns.

### 1. Pronouns of the First Person

#### Singular

I, my, mine, me, myself

#### Plural

we, our, ours, us, ourselves

### 2. Pronouns of the Second Person

#### Singular

you, yours, yourself, your

#### Plural

you, yours, yourselves, your

### 3. Pronouns of the Third Person

#### Singular

he, she, it, him, her

#### Plural

them, their, theirs

### Activity 8

Fill in the blanks using personal pronouns.

1. \_\_\_\_\_ often reads until late at night.
  - a. he
  - b. Aman
  - c. Meena
  - d. they
2. \_\_\_\_\_ is running up and down the stairs.
  - a. the cat
  - b. she
  - c. my brother
  - d. you
3. \_\_\_\_\_ is from Mumbai.
  - a. Rosy
  - b. my friend
  - c. he
  - d. this statue
4. Have \_\_\_\_\_ got a dog, Meena?
  - a. anyone
  - b. they
  - c. someone
  - d. it



5. We enjoy the roses so much. \_\_\_\_\_ really make the garden beautiful.
- they
  - its
  - someone
  - flowers
6. Aman isn't an architect. \_\_\_\_\_ is an engineer.
- he
  - they
  - it
  - she
7. Are \_\_\_\_\_ friends or not?
- he
  - she
  - we
  - it
8. My doctor was born in London. \_\_\_\_\_ teaches language lessons in his spare time.
- they
  - it
  - she
  - he
9. All my teachers are from Europe. \_\_\_\_\_ come from all over the continent.
- she
  - we
  - they
  - them
10. Our friends are athletes. All of \_\_\_\_\_ are either strong, fast or both.
- we
  - they
  - them
  - you

### **Demonstrative Pronoun**

A demonstrative pronoun is a pronoun that is used to point to something within a sentence. These pronouns can indicate items in space or time and they can be either singular or plural.

In the following examples, demonstrative pronouns have been italicized for ease of identification.

*This* was my mother's ring.

*That* looks like the car I used to drive.

*These* are nice shoes, but they look uncomfortable.

*Those* look like riper than the apples on my tree.

### Activity 9

Fill in the blanks using demonstrative pronouns.

Choose the best answer to complete each sentence.

1. \_\_\_\_\_ was such an interesting experience.
  - a. that
  - b. these
  - c. those
  - d. such
2. Are \_\_\_\_\_ your shoes?
  - a. that
  - b. them
  - c. those
  - d. this
3. You'll have to get your own pen. \_\_\_\_\_ is mine.
  - a. that
  - b. those
  - c. such
  - d. this
4. There is no end to \_\_\_\_\_.
  - a. such
  - b. those
  - c. this
  - d. none
5. Because of their bad behaviour, \_\_\_\_\_ of the children were given allowances.
  - a. none
  - b. that
  - c. those
  - d. them

6. \_\_\_\_\_ of them had seen it before.
- those
  - neither
  - such
  - this
7. Is \_\_\_\_\_ yours?
- this
  - those
  - these
  - such
8. Everyone ate early. When we arrived, \_\_\_\_\_ was left.
- that
  - such
  - none
  - neither
9. Please give me one of \_\_\_\_\_.
- that
  - those
  - this
  - such
10. \_\_\_\_\_ are nice-looking.
- this
  - that
  - these
  - such

### Interrogative Pronoun

An interrogative pronoun is used to make asking questions easy. There are just five interrogative pronouns.

The five interrogative pronouns are **what, which, who, whom, and whose**.

**What** - used to ask questions about people or objects

**What** do you want for dinner?

**What** is your name?

**Which** - used to ask questions about people or objects.

**Which** seat would you like?

**Which** of these ice cream flavours is your favourite?

**Who** - used to ask questions about people

**Who** is that man over there?

**Who** is the strongest in the class?

**Whom** - used rarely. It is used to ask questions about people

You should ask **whom** to meet.

With **whom** did you go to the class?

**Whose** - used to ask questions about people or objects, always related to possession

**Whose** sweater is this?

I wonder **whose** dog is digging our lawn?

### Activity 10

Fill in the blanks with an interrogative pronoun.

1. \_\_\_\_\_ threw the football?
  - a. who
  - b. what
  - c. which
  - d. whose
2. \_\_\_\_\_ would you prefer, coffee or tea?
  - a. who
  - b. whom
  - c. which
  - d. whose
3. \_\_\_\_\_ time do we need to be at the station?
  - a. which
  - b. what
  - c. whose
  - d. whom
4. \_\_\_\_\_ bike is that?
  - a. whom
  - b. whose
  - c. what
  - d. who



5. \_\_\_\_\_ is your brother's name?
- a. who
  - b. whom
  - c. what
  - d. whose
6. \_\_\_\_\_ did you tell?
- a. whom
  - b. what
  - c. whose
  - d. which
7. \_\_\_\_\_ of these books have you read?
- a. what
  - b. whom
  - c. whose
  - d. which
8. \_\_\_\_\_ wants ice-cream?
- a. what
  - b. whom
  - c. who
  - d. whose

### Learning to Write

#### Activity 11

Did you like the story? Talk to your partner and discuss two things you liked and one thing you did not like in the story.

After discussion, add another paragraph to change the ending of the story.

## Learning to Listen

### Activity 12

The teacher will read the story to the students again. Listen to the story carefully.

Write whether the statements are 'True' or 'False' in the given space.

1. The tree loved the little boy. [\_\_\_\_\_]
2. The tree liked the boy to swing from the branches of the tree. [\_\_\_\_\_]
3. The tree became sad whenever the boy came back. [\_\_\_\_\_]
4. The tree gave the boy a lot of money. [\_\_\_\_\_]
5. The tree asked the boy to cut off her branches and make a house. [\_\_\_\_\_]
6. The boy wanted a ship to go to another city. [\_\_\_\_\_]
7. The tree allowed the boy to cut down her trunk. [\_\_\_\_\_]
8. At last, the boy wanted a quiet place to sit and rest. [\_\_\_\_\_]
9. The tree refused the boy from sitting on her old stump. [\_\_\_\_\_]
10. The story shows that the boy is selfish. [\_\_\_\_\_]

## Learning to Speak

### Activity 13 (Roleplay)

The children will work in pairs.

Practise speaking the following sentences with your partner. One of you will become the tree and one will become the boy. After practice, all the pairs will speak in front of the class.

1. **The tree:** Come, boy, come. Climb up my trunk, swing from my branches, eat apples and be happy.
2. **The boy:** I am too big to climb and play. I want some money to buy things and have fun. Can you give me some money?
3. **The tree:** I have no money but you can take my apples and sell them in the city. Then you will have some money and you will be happy.
4. **The tree:** Come, boy, come. Climb up my trunk, swing from my branches, eat apples and be happy.

5. **The boy:** I am too busy to climb trees. I want to get married. I need a house. Can you give me a house?
6. **The trees:** You may cut off my branches. Build a house and be happy.

### Learning to Use Language

#### Activity 14

Write a letter to your friend inviting him for the birthday party.



## Lesson

# 5

## How Beautiful is the Rain!

### Pre-reading

Dictionary Reference: Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.).
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|       |       |             |        |       |
|-------|-------|-------------|--------|-------|
| fiery | lane  | clatter     | gushes | tramp |
| hoofs | swift | overflowing | spout  | roars |

### Reading

Let us read the poem

### How Beautiful is the Rain!



The poet is NOT talking about winter rain. It is the summer rain that he is welcoming.

How beautiful is the rain!  
After the dust and heat,  
In the broad and fiery street,  
In the narrow lane,  
How beautiful is the rain!  
How it clatters along the roofs,  
Like the tramp of hoofs  
How it gushes and struggles out  
From the throat of the overflowing spout!  
Across the window-pane  
It pours and pours;  
And swift and wide,  
With a muddy tide,  
Like a river down the gutter roars  
The rain, the welcome rain!

H W Longfellow

### Post-reading

### Vocabulary Expansion

#### Activity 2

Pick up words from the poem that match the rhyme of the following words.

1. rain \_\_\_\_\_
2. heat \_\_\_\_\_
3. roofs \_\_\_\_\_
4. out \_\_\_\_\_
5. lane \_\_\_\_\_
6. pours \_\_\_\_\_
7. wide \_\_\_\_\_

## Learning to Read and Comprehend

### Activity 3

Read the poem and write answers to the following.

1. Why does the poet say that the rain is beautiful?

---

---

---

2. Which are the places where the rain falls?

---

---

---

3. Why does the poet repeat the first line?

---

---

---

4. What gushes and struggles out?

---

---

---

5. Why is the rain like a tramp of hoofs?

---

---

#### Activity 4

Read the words in the following table and do as directed.

| S.No. | Word           | I know the word. Write the meaning. | I don't know. Put a cross (x) | Give yourself 1 mark if you know the meaning. |
|-------|----------------|-------------------------------------|-------------------------------|-----------------------------------------------|
| 1.    | beautiful      |                                     |                               |                                               |
| 2.    | dust           |                                     |                               |                                               |
| 3.    | fiery          |                                     |                               |                                               |
| 4.    | street         |                                     |                               |                                               |
| 5.    | lane           |                                     |                               |                                               |
| 6.    | clatters       |                                     |                               |                                               |
| 7.    | tramp of hoofs |                                     |                               |                                               |
| 8.    | gushes         |                                     |                               |                                               |
| 9.    | overflowing    |                                     |                               |                                               |
| 10.   | swift          |                                     |                               |                                               |

#### Learning to Listen

#### Activity 5

The teacher will read the following passage once. Students must complete the following blanks. (Refer to Appendix 1 at page no. 122)

Rain \_\_\_\_\_ as a \_\_\_\_\_ relief after \_\_\_\_\_ and dust of the \_\_\_\_\_.  
Rain is a wonderful \_\_\_\_\_ of nature to all \_\_\_\_\_. If there is no \_\_\_\_\_,  
crops will not \_\_\_\_\_. All vegetation will wither \_\_\_\_\_. We can not  
\_\_\_\_\_ of life in this \_\_\_\_\_ without \_\_\_\_\_.

## Learning to Speak

### Activity 6 (Think-Pair-Share)

Students will work in pairs to do the following activity. You may take notes of what your partner says. Just write points:

1. Do you like the rain? Why?/Why not? Tell your partner about it.
2. Why is the rain like 'tramp of hoofs'? Discuss with your partner.

## Learning to Write

### Activity 7

What words would you use to describe the rain? Make a list.

---

---

---

---

---

## Learning Language

### Punctuation

Punctuation means putting full stops, commas, question marks, etc. at the right places in a piece of writing. Punctuation helps to separate one sentence from another sentence, or one part of a sentence from another. The important marks of punctuation are:

Capital Letters

Full stop (.)

Comma (,)

Question Mark (?)

Exclamation Mark (!), etc.

In this lesson, we will concentrate on Capital Letters only.

Some people use capital letters wherever they feel like. It is not right to use capitals wherever we like. There are some rules to use capital letters.



There are different uses of capitals. We use capitals with:

1. The first word in a sentence:

Examples:

- a. She was late for the film.
- b. He came back soon.

2. The word 'I' and people's names:

Examples:

- a. Radhika likes to drive slow but I like to drive fast.
- b. Sheena likes apples.

3. The names of places, institutions, and languages:

Examples:

- a. I studied in Kendriya Vidyalaya, Amritsar.
- b. Most people in the world speak Spanish language.

4. Product names:

Examples:

- a. I use Lux soap.
- b. My Samsung phone was stolen.

5. Calendar items:

Examples:

- a. I sent my friend a Diwali card while she sent me a Christmas card.
- b. Sanjay does not like going to the office on Monday.
- c. My birthday falls in March.

However, the names of seasons are not written with a capital:

- d. Like cricket, baseball is played in summer.

6. Main words in titles:

Examples:

- a. The name of my doctor is Dr Aggarwal.
- b. My favourite book is 'Five Run Away Together' by Enid Blyton.

### Activity 8

Use capital letters where needed in the following sentences.

1. she is a good singer.
2. are you a good singer?
3. does pratima live in mumbai?
4. saurabh lives in delhi but i live in chandigarh.
5. i went to the library to borrow books written by premchand.
6. do you have a samsung phone?
7. why is february 29 important?
8. albert einstein was a famous scientist.
9. jagdeesh chander bose was an indian scientist.
10. i will buy sony television from delhi.

### Activity 9

Look at the following sentences carefully and do as directed.

1. Ram plays like Dhoni.
2. Ram runs like a horse.
3. Ram eats like a sparrow.
4. Ram bats like Tendulkar.
5. Ram looks like his father.

What is common in these sentences? '**Ram**' is **like** someone else.

'Ram' is like Dhoni, horse, sparrow, Tendulkar, his father. The qualities of these people are there in Ram.

'**Like**' is used to compare two different people/things.

In this poem also 'like' is used in a similar way.

Examples:

1. Like the tramp of hoofs (rain sounds like)
2. Like a river down the gutter roars

Read the sentences given below and under line the two things that have the same quality. Also encircle the quality. For example :

- a. Usha runs likes a horse.
  - b. The girl sings like a nightingale.
1. Rustam was strong like a lion.
  2. Sunder was greedy like a pig.
  3. Meena ate like a sparrow.
  4. The blood came out of the wound like water.
  5. Nisha climbed the tree like a monkey.

## Lesson

# 6

## The Peacock and the Crow



### Pre-reading

#### Dictionary Reference: Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|            |          |            |
|------------|----------|------------|
| feathers   | perching | collected  |
| reflection | ignoring | humiliated |
| accepted   | realized | apologized |

### Reading

#### Let us read the story

Once there lived a crow who did not like his black feathers. He wanted to be like a peacock because the colourful feathers of the peacock looked very beautiful.

"You look so dull and plain. Look how beautiful the peacocks are. I wish I were a peacock," he would say to other crows.

One day, perching on his tree, the crow saw many peacock feathers on the ground. The feathers looked very beautiful. Seeing those peacock feathers, he got an idea. He collected all the feathers and stuck them into his wings and the tail. He also put a few on his head to look like a peacock. He flew to a river to see his reflection. "Wow! Now I look as beautiful as a peacock," he said happily. He felt so proud that he started ignoring his friends. He told them, "Look at my beautiful feathers. I don't belong to you anymore. So, stay away from me."



"Now I am also as beautiful as a peacock," he said to himself. He thought that now he should live among the peacocks. So, he went to join the pride of peacocks but peacocks laughed at him. They did not accept him. The peacocks knew that he was not one among them. He was a crow.

"Peacock feathers will not make you a peacock," they said to him.

Sad and feeling insulted, he thought that his crow friends would be happy to see his new feathers. He returned to his fellow crows. None of his fellow crows accepted him. They did not want him back because he had insulted them earlier. They also knew that he had been insulted by the peacocks. They also started laughing at him. They looked at his feathers and laughed at his face.



Then, an old wise crow came and told him, "We should accept ourselves the way we are. Don't try to copy others blindly. Peacock feathers are good for peacocks only. For crows the peacock feathers are heavy. You will not be able to fly properly with these stuck on your body. I hope you have learnt your lesson"

The crow realized his mistake. Though he thought that he was looking handsome, he found it difficult to fly properly. He tore off the entire peacock feathers that were stuck to his feathers. He accepted his plain self. Then, he went to his friends and apologized for insulting them. They accepted him and became friends again. The crow was finally happy.

## Post-reading

### Vocabulary Expansion

#### Activity 2

Look at the following pairs of words. They have the same meaning but different forms. Column 1 has the second form and column 2 has the first form. Fill up blank spaces in Column 2 with the first form of the given words. A few have been done for you.

| S.No. | Column 1<br>second form words | Column 2<br>first form words |
|-------|-------------------------------|------------------------------|
| 1.    | lived                         | live                         |
| 2.    | liked                         | like                         |
| 3.    | wanted                        | want                         |
| 4.    | looked                        | look                         |
| 5.    | said                          | say                          |
| 6.    | wished                        |                              |
| 7.    | saw                           |                              |
| 8.    | got                           |                              |
| 9.    | collected                     |                              |
| 10.   | stuck                         |                              |

|     |          |  |
|-----|----------|--|
| 11. | flew     |  |
| 12. | felt     |  |
| 13. | started  |  |
| 14. | accepted |  |
| 15. | thought  |  |

\* Teachers can add more if they think that more practice is needed.

### Learning to Read and Comprehend

#### Activity 3

Read and write answers.

1. What did the crow not like about himself?
2. Who did he want to be like? Why?
3. What did he say to the other crows?
4. What did the crow see on the ground?
5. What did he do with the peacock feathers?

#### Activity 4

Who said to whom?

1. "You look so dull and plain. Look how beautiful the peacocks are."
2. "Look at my beautiful feathers. I don't belong to you anymore. So, stay away from me."
3. "Peacock feathers will not make you a peacock."
4. "We should accept ourselves the way we are."
5. "You will not be able to fly properly with these stuck on your body."



### Activity 5

Complete the sentences in the following blanks.

1. One day, perching on his tree, \_\_\_\_\_  
\_\_\_\_\_.
2. The crow flew to the river to \_\_\_\_\_  
\_\_\_\_\_.
3. The peacocks knew that \_\_\_\_\_  
\_\_\_\_\_ re-set.
4. He tore off the entire peacock feathers \_\_\_\_\_  
\_\_\_\_\_.
5. Then, he went to his friends \_\_\_\_\_  
\_\_\_\_\_.

### Learning Language

#### Prepositions

A preposition is a word placed before a Noun or a Pronoun to indicate place, direction, position or time. The Preposition are - on, in, into, upon, between, among, under, in front of, beside, behind etc.



Look at the above pictures which show different positions of the cat.



## Punctuation

In this lesson, we will continue with punctuation and concentrate on Full stop, Comma, Question Mark and Exclamation mark.

### Full Stop (.)

The full stop is used in the following cases:

to mark the end of an assertive or imperative sentence such as

1. The child is sleeping. (assertive or positive)
2. Don't make a noise here. (imperative- order or request)

to mark the abbreviations such as M.A., P.M.

to mark the initials such as Mr J.D. Lunyal, Mrs R. Sharma

**The comma (,)** is used in the following cases:

To separate words from each other:

1. She is a tall, lovely and gentle girl.
2. Meeta has pens, pencils, papers and books.
3. He did his homework neatly, quickly and correctly.
4. I was born on Friday, March 26, 1981.

A comma is generally not used before **'and'**.

**Question mark (?)** is used at the end of a question.

1. What is your name?
2. Do you have an umbrella?
3. She is beautiful, isn't she?
4. Did Saawan go to Mumbai?

**Exclamation mark (!)** is used to show shock, surprise or happiness, sadness, etc.

1. What a lovely place!
2. She is beautiful!
3. Wow!
4. Ouch!
5. Hurray!

### Activity 6

Put commas, fullstops, capitals, question marks in the sentences given below wherever required.

1. my name is ali and i come from malerkotla
2. my favourite color is blue what is yours
3. i have a dog its name is caesar
4. my sisters name is manju she is sixty four
5. my phone number is 260086
6. her uncle hemant is from gurdaspur in punjab
7. i am not from chandigarh, i am from ludhiana in punjab
8. kumar is from australia he lives in melbourne
9. do you like tea or coffee
10. please get biscuits vegetables fruits and some nuts from the market

### Reading a short passage

### Activity 7

Read the following story.

### Self Realization

A lioness died soon after giving birth to a cub. A mother sheep saw the cub and felt pity for it. She raised the cub among her lambs. However, the naughty lambs made fun of him for his different looks. The cub felt sad about this.

One day, a lion attacked the herd. He was surprised to see the cub running away with the herd. He caught the cub and roared angrily, "Why are you running with the sheep?" he asked the cub. The cub was scared. He said, "Please don't kill me. I am a very young lamb." The lion dragged the cub to a river. "Look at your reflection," he roared. The cub was surprised. He realized that he was not a sheep but a mighty lion. He became so happy that he started roaring like a lion.

One should keep trying to realize one's worth and hidden skills. Success lies in knowing yourself like the young cub.

**Answer the following.**

1. Who raised the cub?
2. Why was the cub not happy?
3. What did the cub do on seeing the lion?
4. What did the lion do?
5. What did the cub see in the river?



**Fill in the blanks using a word from the passage.**

1. The cub realized that it was not a \_\_\_\_\_ but a \_\_\_\_\_.
2. We should try to realize our \_\_\_\_\_ and \_\_\_\_\_ skills.
3. One should keep \_\_\_\_\_ to realize one's \_\_\_\_\_ and hidden \_\_\_\_\_.

**Choose the correct option:**

1. The cub saw his reflection and realized that it was a \_\_\_\_\_.
  - a. lion
  - b. tiger
  - c. sheep
  - d. wolf
2. The lion caught the cub. What did he say to the cub?
  - a. Why are you running with the sheep?
  - b. Please don't kill me.
  - c. I am a very young lamb.
  - d. You are a lion.

**Learning to Listen**

**Activity 8**

Dictation of words

The teacher will give students dictation of 10 words from the text. Students will write them in their notebooks.

**Learning to Speak**

**Activity 9 (Pairwork)**

Speak the words used for dictation aloud with proper pronunciation.

## Learning to Write

### Activity 10

Look at the picture given below and describe it in your words.



For the description, you may use the following words/ phrases.

1. forest
2. trees
3. crow
4. fox
5. a piece of
6. cheese

## Lesson

# Playing Kabaddi

7



### Pre-reading

#### Dictionary Reference: Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|         |               |            |
|---------|---------------|------------|
| repeat  | formed        | breath     |
| touched | international | tournament |

### Reading

#### Let us read the passage

Sports are very important in our lives. If we play sports, we keep young and healthy. In our villages, many sports and games are played. One game is very popular, which is Kabaddi.

Kabaddi is a team game. It is a very entertaining game. Players of Kabaddi need to be strong and quick on their feet. They should be able to control their breath and hold it for a long time. A line to divide the two teams is drawn on the ground. Each team has seven players.



The two teams stand opposite to each other with the line between them. A member of one team crosses the line and goes into the opposing camp, saying 'Kabaddi', 'Kabaddi' while also holding the breath. If she/he is able to touch one or two persons while saying the word 'Kabaddi' and holding breath and runs back to their side, the person who is touched is declared 'out'. Then another team member crosses the line. However, if she/he is caught on the opposite side and is not able to get back to the team while saying 'Kabaddi' and holding breath, she/he is declared out. When all the members of a team are out, the other team wins the game.



'Kabaddi' is very popular all over Punjab. Slowly, it is becoming popular internationally also. The Kabaddi World Cup is an indoor international kabaddi competition. It is organized by the International Kabaddi Federation. Both men's and women's national teams participate in this competition. The competition started in 2004 World Cup. It has continued since then. India has done very well in these tournaments. Most tournaments have been won by India.

### Post-reading

### Vocabulary Expansion

#### Activity 2

Read the meanings and sentences of the following words. Make one sentence of your own and write in the given space.

**breath** (n) : the air that goes in and out of mouth/nose

He took a deep breath and jumped into the water.

---

**member** (n) : a person who belongs to a group or a team

He is a member of the football team.

---

**touch (v)** : to put one's hand on or against something

Don't touch that pot; it is very hot.

---

**continued (v)**: something that goes on and on.

The game continued for two hours.

---

### Learning to Read and Comprehend

#### Activity 3

Read and write answers.

1. What qualities are needed to play Kabaddi?

---

2. When is a person out in Kabaddi?

---

3. How many players are needed in a Kabaddi team?

---

4. Which team wins the game?

---

5. Is Kabaddi a local or an international game?

---

6. When did the game start as an international event?

---

#### Activity 4

Select the correct word from the box given below and write it in the given space.

draw, court, stands, referee, pitch, coach, whistle, spectator, umpire, pavilion

1. This is where you bat and bowl in cricket. \_\_\_\_\_
2. This is where you can play basketball. \_\_\_\_\_
3. This person watches a game or a match. \_\_\_\_\_
4. This is something that makes a loud noise. \_\_\_\_\_
5. This is the result of a match in which neither side wins. \_\_\_\_\_
6. This is someone who judges the performance of the players. \_\_\_\_\_
7. This is where you sit or stand to watch a match. \_\_\_\_\_
8. This is someone who teaches you how to play a sport. \_\_\_\_\_
9. This person makes sure that rules are followed on the cricket ground. \_\_\_\_\_
10. This is the place where players rest and get ready for the game. \_\_\_\_\_

### Learning Language

#### Articles

'A', 'an' and 'the' are the words that come before a noun. They are called **articles**.

1. Words/Nouns that begin with a consonant sound such as 'dog', 'man' take '**a**'  
e.g a dog, a cat, etc.
2. Words that begin with a vowel sound such as 'apple', 'ant', 'umbrella' take '**an**'  
e.g. an apple, an ant, an umbrella etc.



3. Particular persons or things take 'the' such as 'the sun', 'the black dog', 'the yellow car', etc.

Look at some more examples:

1. a lion
2. an axe
3. the earth, the moon
4. in the sky
5. a boy
6. an egg
7. the boat in the river
8. a book
9. an owl
10. the rider on the horse



### Activity 5

Fill in the blanks with 'a/' 'an'.

1. May I have \_\_\_\_\_ orange, please?
2. Kabaddi is \_\_\_\_\_ team game.
3. \_\_\_\_\_ owl is \_\_\_\_\_ intelligent bird.
4. The soldier lost \_\_\_\_\_ eye in the war.
5. \_\_\_\_\_ fly is \_\_\_\_\_ insect.
6. \_\_\_\_\_ apple is \_\_\_\_\_ healthy fruit.
7. \_\_\_\_\_ cow is \_\_\_\_\_ domestic animal.
8. \_\_\_\_\_ elephant has \_\_\_\_\_ long trunk.



### Activity 6

Fill in the blanks with 'a', 'an' or 'the'.

Sanjay lives in \_\_\_\_\_ small house. It is \_\_\_\_\_ old house, but Sanjay is very happy there. \_\_\_\_\_ house has \_\_\_\_\_ nice garden with \_\_\_\_\_ mango tree in \_\_\_\_\_ centre.

## Using 'The'

1. We use '**the**' for unique things (when there is only one of the kind).

Examples: the sun, the moon, the earth / the library, the bank, etc.

2. We use '**the**' when the noun before which the article has to be used comes the second time. in the same passage.

For example: I saw a movie last night. The movie was so boring that I fell asleep.

### Activity 7

Select the right article and underline it.

1. My mother is **a/an/the** doctor and my father is **a/an/the** author.
2. Raghav recommended **a/an/the** good dentist, but **a/an/the** dentist doesn't have time for **a/an/the** next two months.
3. Mt Everest is **a/an/the** highest peak in the world . It is **a/an/the** very beautiful mountain.
4. Uma recommended **a/an/the** book to Babli. She didn't like **a/an/the** book at all.
5. Do you have **a/an/the** vacuum cleaner? I dropped **a/an/the** piece of cake on my carpet, and I need to clean it up.
6. Rosy, where's **a/an/the** leash? I have to take **a/an/the** dog for a walk. I can't find it. It was in **a/an/the** balcony, but now it's not there.
7. Where is **a/an/the** dictionary? I need to look up **a/an/the** word in it.
8. Do you have **a/an/the** passport? You need **a/an/the** passport to travel outside **a/an/the** country.
9. There's **a/an/the** big dog in **a/an/the** lawn. I think **a/an/the** dog wants something to eat.
10. Do you have **a/an/the** laptop? Yes, I have **a/an/the** laptop and **a/an/the** iPad.

**Activity 8**

Pick out suitable words from the lesson for the following expressions.

1. a shape like an egg \_\_\_\_\_
2. someone who visits a person or a place \_\_\_\_\_
3. a group of people playing together \_\_\_\_\_

**Activity 9**

Based on your reading of the chapter, complete the following sentences.

1. In Kabaddi a line is drawn \_\_\_\_\_.
2. Kabaddi can be played \_\_\_\_\_.
3. A Kabaddi player needs to be quick and fast \_\_\_\_\_.

**Learning to Listen****Activity 10 (Refer to Appendix 1 at page no. 122 )**

Teacher will speak some words. Find them in the grid below. Each word will be spoken twice with a pause of 5 seconds.

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | A | P | N | A | T | I | M | P | E | T | E | R |
| J | D | L | M | A | R | I | A | C | A | K | E | I |
| D | L | J | C | E | N | T | U | R | Y | E | S | C |
| L | J | D | K | H | G | O | R | S | A | L | R | H |
| P | E | N | A | L | T | Y | C | O | R | N | E | R |
| U | S | H | B | I | S | O | D | C | A | L | F | A |
| A | G | K | A | U | C | R | H | C | G | Y | E | R |
| N | U | B | D | R | O | A | U | E | M | L | R | D |
| A | L | M | D | E | R | Y | L | R | L | I | E | T |
| D | L | M | I | O | E | S | T | E | V | E | E | I |
| A | Y | C | R | I | C | k | E | T | K | H | L | M |
| M | I | C | H | E | P | I | T | C | H | R | L | K |
| E | V | E | Y | S | A | N | N | A | Y | L | L | H |

### Activity 11

Rohit and his father go to a zoo. There are a lot of animals there. Read the conversation between Rohit and his father at the zoo.

#### Conversation 1

Rohit: Papa, is that a **lion**?

Father: No, Rohit. It is not. Look again.

A **lion** does not have **spots** on it.

It has a **mane**.

Rohit: Oh, I know what it is.

It is a **leopard**.

Father: You are right, Rohit.

It is a **leopard**.



Rewrite the above conversation. Replace the words in bold with words from the box.

a fox

a wolf

a bushy tail

#### Conversation 2

Rohit: Papa, is that \_\_\_\_\_?

Father: No, Rohit. It is not. Look again.

A \_\_\_\_\_ does not have a

\_\_\_\_\_.

Rohit: I know what it is.

It is \_\_\_\_\_.

Father: That's right, Rohit.

It is a \_\_\_\_\_.

**Activity 12****Guided Composition**

Write 5 sentences on 'The Game I Love to Play '. You can use some of the following words and phrases.

1. hobby
2. enjoyment
3. health and fitness
4. energy/stamina
5. strength/strong
6. team-game
7. field/ground/court
8. concentration

**Learning to Use Language****Activity 13**

Read the following information about Kabaddi.

1. one of the favourite games of Punjab
2. seven members in each team
3. requires strength and energy
4. one needs to be quick
5. one has to come back to the team without being touched

Using the above information, write 60-70 words on Kabaddi. Write neatly. Leave space after each word.

**KABADDI**

## Lesson

# 8

## I am Writing a Letter



### Pre-reading

#### Dictionary Reference: Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|         |          |           |
|---------|----------|-----------|
| clearly | anxious  | travels   |
| blot    | envelope | turn over |

### Reading

#### Let us read the poem

##### I am Writing a Letter

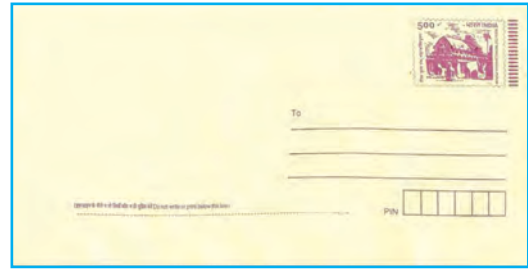
I am writing a letter  
To send by the evening post;  
It is to the person  
I care for the most.

Write the date clearly  
And put the right address,  
And begin 'Dearest Mummy'  
(Did anyone guess?)



My new pen travels slowly  
All down the long sheet,  
Because I'm so anxious  
To keep it all neat.

I carefully blot it  
To dry up the ink -  
Such nice blotting-paper  
The colour is pink!  
I turn the page over  
And on goes my pen,  
Till lastly, come kisses,  
There's just room for ten,  
The envelope is ready  
I put the stamp on,  
And run to the postbox,  
And now it has gone!



Margaret G Rhodes

## Post-reading

### Vocabulary Expansion

#### Activity 2

Make meaningful sentences of the following words.

1. anxious \_\_\_\_\_
2. envelope \_\_\_\_\_
3. blotting paper \_\_\_\_\_

### Learning to Read and Comprehend

#### Activity 3

Answer the following questions.

1. Who is the poet writing the letter to?  
\_\_\_\_\_
2. What did the poet write on the envelope?  
\_\_\_\_\_

3. Why was the poet anxious?

---

4. What is the meaning of 'My pen travels slowly'?

---

5. What is the meaning of 'There's just room for ten'?

---

## Learning Language

### Adverbs

Look at the underlined words in the following sentences.

1. The dog works faithfully for his master.
2. We cannot see clearly in the dark.
3. The old man is walking slowly.
4. Please do the work carefully.

The underlined words tell us how the actions have been done. Such words are called adverbs.

An adverb is a word that tells us more about a verb. The function of adverbs is to add the meaning to the verb. Adverbs are used to modify a verb, an adjective or another adverb that it is attached to. For example:

'Clear' is an adjective. 'Clear' is modified by adding '-ly' to it i.e. 'clearly'. 'Clearly' is an adverb. Adding -ly to the word changes the focus to the 'manner' in which something has been done.

### Activity 4

Pick out adverbs in the following sentences.

1. The dog barked loudly.
2. The boy talked rudely .
3. The child cried bitterly.
4. We sleep early at night.
5. The king treated his people kindly.





## Adjectives

Adjectives are used to add more to the 'noun' in a sentence. It describes the noun. It is also called the describing word.

### Examples:

1. He is a tall boy.
2. Reena is a rich girl.
3. I have a warm blanket.
4. Harry is a strong boy.



### Activity 5

Find any five 'describing words' from the poem and write them in the space provided. Also, write the word that it describes.

**For example:** Once there was a big green tree. Little boy played under its cool shade.

| Describing Word (Adjective) | Described Word (Noun) |
|-----------------------------|-----------------------|
| 1. big/green                | tree                  |
| 2. little                   | boy                   |
| 3. cool                     | shade                 |
| 4. _____                    | _____                 |
| 5. _____                    | _____                 |
| 6. _____                    | _____                 |
| 7. _____                    | _____                 |
| 8. _____                    | _____                 |

Let us learn some more adjectives and then we will continue with adverbs.

As can be seen in the activity above, the describing word 'little' describes a noun 'boy'. It adds to the quality of the noun. Describing words are called adjectives. There can be other describing words before 'boy' also such as - fat, short, tall, good, bad, big, etc. All these are adjectives.

## Activity 6

Make sentences about yourself using adjectives.

My name is \_\_\_\_\_.

1. I am \_\_\_\_\_.

2. I live in a \_\_\_\_\_.

3. I have a \_\_\_\_\_ house.

4. It is a very \_\_\_\_\_ house.

5. I study in a \_\_\_\_\_ school. It is \_\_\_\_\_ school in my city.

6. My school has many \_\_\_\_\_ and \_\_\_\_\_ trees.

Paste your  
picture here

Adjectives can be used to compare the qualities in a person, animal or a thing.

### Examples:

1. Harry is a strong boy.

2. Monu is stronger than Harry.

3. Vicky is the strongest.

The word 'strong', is a quality. 'Monu is stronger than Harry' means that Monu is more strong than Harry. 'Vicky is the strongest.' means that Vicky is stronger than both Harry and Monu. In the sentences above, there is a comparison of the quality i.e. strong.

In English grammar, it is called degrees of comparison. It means that two or more things or people are compared for having a quality and to assess who has more of that quality ('strength' in the above sentences).

Let us look at the following three tables. The tables show the degrees of comparison in different types of adjectives.

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| strong   | stronger    | strongest   |
| kind     | kinder      | kindest     |
| long     | longer      | longest     |
| small    | smaller     | smallest    |
| sweet    | sweeter     | sweetest    |

|       |         |          |
|-------|---------|----------|
| tall  | taller  | tallest  |
| young | younger | youngest |
| fat   | fatter  | fattest  |
| slim  | slimmer | slimmest |
| deep  | deeper  | deepest  |

| Positive    | Comparative      | Superlative      |
|-------------|------------------|------------------|
| beautiful   | more beautiful   | most beautiful   |
| active      | more active      | most active      |
| helpful     | more helpful     | most helpful     |
| careful     | more careful     | most careful     |
| attractive  | more attractive  | most attractive  |
| popular     | more popular     | most popular     |
| faithful    | more faithful    | most faithful    |
| famous      | more famous      | most famous      |
| difficult   | more difficult   | most difficult   |
| intelligent | more intelligent | most intelligent |
| polite      | more polite      | most polite      |

| Positive | Comparative  | Superlative   |
|----------|--------------|---------------|
| bad      | worse        | worst         |
| good     | better       | best          |
| far      | farther      | farthest      |
| little   | less         | least         |
| much     | more         | most          |
| old      | older, elder | older, eldest |
| many     | more         | most          |

### Activity 7

Here are some sentences making comparisons between two things. Fill in the blanks with the most suitable form of the adjective given in the brackets.

1. My room is \_\_\_\_\_ (big) than yours.
2. Sachin's score is \_\_\_\_\_ (good) than Sehwag's.
3. The Pacific Ocean is \_\_\_\_\_ (deep) than the Arctic Ocean.
4. The Arctic Ocean is \_\_\_\_\_ (cold) than the Indian Ocean.
5. Ravi is \_\_\_\_\_ (polite) than Sunny.
6. My sister is \_\_\_\_\_ (tall) than me.
7. A rose is \_\_\_\_\_ (beautiful) than a marigold.
8. The earth is \_\_\_\_\_ (large) than the moon.
9. An ounce is \_\_\_\_\_ (little) than a pound.
10. Learning Mandarin is \_\_\_\_\_ (difficult) than learning English.

### Activity 8

Complete the following sentences by using the correct form of adjective given in bold.

Example: I have a fast car, but my friend's car is \_\_\_\_\_ .

Correct Sentence: I have a fast car, but my friend's car is faster.

1. This is a **nice** dog. It's much \_\_\_\_\_ than my friend's dog.
2. Here is Laxmi. She's five years **old**. Her brother Ram is ten. Ram is \_\_\_\_\_ .
3. Anita has an **interesting** hobby, but my sister has the \_\_\_\_\_ hobby in the world.
4. Last holiday I read a **good** book. My father gave me an even \_\_\_\_\_ book last weekend.
5. School is **boring**, but homework is \_\_\_\_\_ than school.
6. Skateboarding is a **dangerous** hobby. Bungee jumping is \_\_\_\_\_ than skateboarding.
7. This magazine is **cheap**, but that one is \_\_\_\_\_ .
8. We live in a **small** house, but my grandparents' house is even \_\_\_\_\_ than ours.

## Adverbs

When an adverb modifies a verb, it usually tells us how, when, where, how often, and how much the action is performed. Here are some examples of adverbs modifying verbs:

1. **How:** He crossed the road quickly.
2. **When:** She ran a race yesterday.
3. **Where:** He sat here.
4. **How often:** She goes for a jog daily.
5. **How much:** My timing in the 100 meter race was the fastest.

### Activity 9

Underline the adverbs in the following sentences.

1. Sunita kept her bag carefully in the cupboard.
2. Urmil walks gracefully.
3. The police took timely action.
4. Harish always wakes up at 5 o'clock.
5. I came home early from the office.
6. I checked my purse thoroughly but could not find the pen.
7. Please come quietly in my room.
8. He walked slowly after the operation.
9. Where did you go yesterday?
10. Write clearly.

### Activity 10

Adverbs add to the meaning of a verb. Write in the space provided the verb and the adverb in each sentence in activity 9. The first one is given as an example.

| S.No. | Verb | Adverb    |
|-------|------|-----------|
| 1     | kept | carefully |
| 2     |      |           |

|    |  |  |
|----|--|--|
| 3  |  |  |
| 4  |  |  |
| 5  |  |  |
| 6  |  |  |
| 7  |  |  |
| 8  |  |  |
| 9  |  |  |
| 10 |  |  |

## Learning to Read and Comprehend

### Activity 11

The poem is about writing a letter. Write the steps of writing a letter mentioned in the poem. One is done for you.

## Learning to Speak

### Activity 12

Practise speaking the following words with your teacher. Stress the letters in capitals more than others in each word.

1. L<sup>E</sup>tter (R is silent)
2. P<sup>O</sup>st
3. M<sup>O</sup>st

4. PERson (R is silent)
5. ADDress
6. beGIN
7. TRAvels
8. ANxious
9. ENvelope

### **Learning to Write**

Do you know human beings have progressed so much and animals have not? It is because humans have language, animals do not. Human language has no limits. You can make an infinite number of sentences. Animal language is limited.

We use language for talking, reading, writing and listening. We should keep trying to speak well and write well.

Let us do an activity of using the language. Let us write a **message**.

#### **What is a message?**

A message is short. It has information for someone. These days we can use mobile phones to talk but it is still important to know how to write a brief message.

#### **Important points to remember:**

1. Place the message within a box.
2. Do not write the address of the sender or the receiver.
3. Do not exceed the word limit of 50 words.
4. Mention the time and date of the message.
5. Begin with a brief salutation.
6. Write in the reported speech.
7. Write only the essential points. Do not add anything extra.
8. You can use abbreviations and symbols.
9. Write your name at the end of the message.
10. Keep it informal.

## Message Format

| MESSAGE                          |  |      |
|----------------------------------|--|------|
| DATE                             |  | TIME |
| SALUTATION                       |  |      |
| CONTENT (NOT MORE THAN 50 WORDS) |  |      |
| NAME                             |  |      |

### Activity 13

Let's read a telephonic conversation between Navneet and Vineeta.

**Navneet:** Hello. Is that 2626068?

**Vineeta:** Yes.

**Navneet:** Am I talking to Harneet?

**Vineeta:** May I know who is calling?

**Navneet:** I am Navneet. I study in the same college as Harneet. Is she there?

**Vineeta:** No, she has gone to the market. Why don't you call her on her mobile?

**Navneet:** I tried but it was not reachable. I need to give her a message.

**Vineeta:** You can give me the message.

**Navneet:** Tell her that the trip for tomorrow has been postponed and she must come ready for regular classes.

**Vineeta:** I will tell her.

**Navneet:** Thank you.

Vineeta has to go to her friend's house so she writes the message for Harneet and pastes on the refrigerator.

| MESSAGE                                                                                                          |      |
|------------------------------------------------------------------------------------------------------------------|------|
| January 22, .....                                                                                                | 5 pm |
| Hello Harneet                                                                                                    |      |
| Navneet called to tell you that your college trip has been postponed and there will be regular classes tomorrow. |      |
| Vineeta                                                                                                          |      |



## Learning to Use Language

### Activity 14

You are the Principal of a school. You have received a phone call from a student's father. The name of the student is Amrinder. He studies in 6th class. His father has said that Amrinder's grandmother is not well and he should reach home quickly. Write a message for the student. [The message is to be sent to him in the class.]

## Lesson

# The Kabuliwala

# 9



### Pre-reading

#### Dictionary Reference: Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.).
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|         |           |              |          |            |
|---------|-----------|--------------|----------|------------|
| worried | quieten   | conversation | lively   | clouds     |
| crime   | recognise | ceremonies   | terror   | chatterbox |
| sack    | tenderly  | chatter      | expenses | afford     |

### Reading

#### Let us read the story

Little Mini was five years old and a great chatterbox. She simply could not live without chatting all the time. Her mother was often worried about this non-stop chatter of Mini and tried to quieten her. But no one could think of Mini being quiet. Her conversation with her father was always very lively.

One day Mini came bursting into her father's study. She put her arm around him and said, "What do you think, Father? Bhola says there is an elephant in the clouds, blowing water out of its trunk and that is why it rains!" Before he could reply she ran to the window crying, "A Kabuliwala! A Kabuliwala!"

Mini called out to the Kabuliwala but when he looked at her, she was in terror and ran to her father. She had heard that Kabuliwalas caught children, put them in their sacks and took them away. The Kabuliwala came to Mini's house and her father made sure that Mini came out and met him. Soon Mini lost her fear of him and it was a joy to watch the big bearded Pathan talking tenderly to the little-five-year-old. The Kabuliwala was now a daily visitor to Mini's house. They would sit and chat for hours and crack jokes with each other.

"Kabuliwala, O Kabuliwala! What have you got in your bag?" Mini would ask.



"An elephant," answered the Kabuliwala and then the two of them would laugh aloud. Once a year, Rehman, for that was the Kabuliwala's name, would go back to his own country. He would first collect all the money that people owed him before he left. But although he was busy, Rehman always found time to visit little Mini.

One day, there was a lot of noise in the street. Rehman had stabbed a man who owed him money. For the crime, he was sent to prison!

Time passed and Mini soon forgot her old friend, the Kabuliwala. She had grown up into a very pretty woman. Her father made arrangements for Mini's wedding.

Mini was getting married that night. As her father sat in his study, a man came up and saluted him respectfully. At first, he did not recognize him. Soon he realised it was old Rehman, the Kabuliwala. Mini's father told him there were ceremonies going on and that he should come on another day.

He was about to leave when he turned around and said, "May I see the little one, sir?" He still thought of Mini as a little girl running to him and calling, "Kabuliwala, O Kabuliwala!" He thought they would talk and laugh as they had done long ago.

Mini's father told him once more that there were ceremonies. The Kabuliwala then gave him a small packet of dried raisins, nuts and almonds for Mini and said, "Give these to the little one. I too have a little one like her and I think of her and bring you this fruit."

Mini's father could not control his tears. He realised that the poor Kabuliwala was also a father. He called Mini who came out dressed as a bride. The Kabuliwala was shocked to see that Mini, the little girl he had known, had grown up into a beautiful woman. He suddenly realised that his own daughter would have grown up too and broke into tears. Mini's father took out some money and gave it to Rehman and said, "Go and see your daughter and may you have all the happiness."

Mini's father had to cut down the expenses on the wedding. He could not afford the military band and the electric lights but he was happy that with that money a long-lost father will be able to meet his only child once again.

Rabindranath Tagore

## Reading

### Let us read the story

#### Activity 2

In the following table, you will see some words with their meanings. Make one sentence of each word.

| S.No. | Word             | Meaning                                                          | Sentence    |
|-------|------------------|------------------------------------------------------------------|-------------|
| 1     | chatting(v)      | talking in a friendly way                                        | <hr/> <hr/> |
| 2     | conversation (n) | talk between people                                              | <hr/> <hr/> |
| 3     | lively (adj)     | full of life                                                     | <hr/> <hr/> |
| 4     | crime (n)        | an act for which you can be punished by law                      | <hr/> <hr/> |
| 5     | ceremony(n)      | an important religious or social event- wedding, birthdays, etc. | <hr/> <hr/> |
| 6     | afford (v)       | to have enough money to pay for something                        | <hr/> <hr/> |

## Learning to Read and Comprehend

### Activity 3

Choose the correct option to answer the following questions.

1. Why was Mini afraid of the Kabuliwala?
  - (a) Kabuliwallah looked very horrible.
  - (b) She had heard that Kabuliwala's caught the children.
2. What was Kabuliwala's name?
  - (a) Rehman
  - (b) Armaan
3. Why was the Kabuliwala arrested?
  - (a) He had stolen money from Mini's house.
  - (b) He had stabbed a man.
4. What did Mini's father give to the Kabuliwala?
  - (a) some clothes and food
  - (b) some money
5. Mini's father could not afford the military band on her marriage. Why ?
  - (a) because he had given some money to the Kabuliwala.
  - (b) because he had suffered a huge loss in his business.

### Activity 4

Put a tick (✓) or a cross (✗) against each sentence.

1. Little Mini was three years old.
2. Rehman was a big bearded pathan.
3. The Kabuliwallah was hanged to death.
4. Mini could not forget the Kabuliwala.
5. Mini's father helped Rehman with some money.

### Activity 5

Complete the following sentences.

1. Mini could not live\_\_\_\_\_.
2. The Kabuliwala and Mini would sit and\_\_\_\_\_.
3. There was a terrible\_\_\_\_\_.
4. Mini had grown\_\_\_\_\_.
5. Mini's father had to cut down\_\_\_\_\_.

### Learning Language

#### Conjunction

A conjunction is a word which joins two words, phrases or sentences.

Some common conjunctions are : and, but, so because.

Let us see how they are used.

1. I missed the train.

I was late.

We can combine these two sentences by using 'because'.

I missed the train because I was late.

2. She wants coffee.

I want tea.

We can combine these two sentences by using 'but'.

She wants coffee but I want tea.

### Activity 6

Underline the conjunctions in the following sentences.

1. Slow and steady wins the race.
2. Caesar and Pebble are friendly dogs.
3. I went out and had ice-cream.
4. I missed my flight because I was late.
5. Yesterday, it rained but today it is sunny.
6. I remember his name but not his mobile number.
7. He bought a book because he loves reading.
8. They went to the restaurant and had dinner.



### Activity 7

Fill in the blanks with **but/and/so**.

1. I can read \_\_\_\_\_ write English.
2. Nisha can swim \_\_\_\_\_ Rani can't.
3. Tom \_\_\_\_\_ Lucy came to my house.
4. He didn't work hard \_\_\_\_\_ he failed.
5. I have a bat \_\_\_\_\_ I don't have a ball.
6. It was a holiday \_\_\_\_\_ we did not go to school.

### Activity 8

Match the columns to make meaningful sentences.

#### Column A

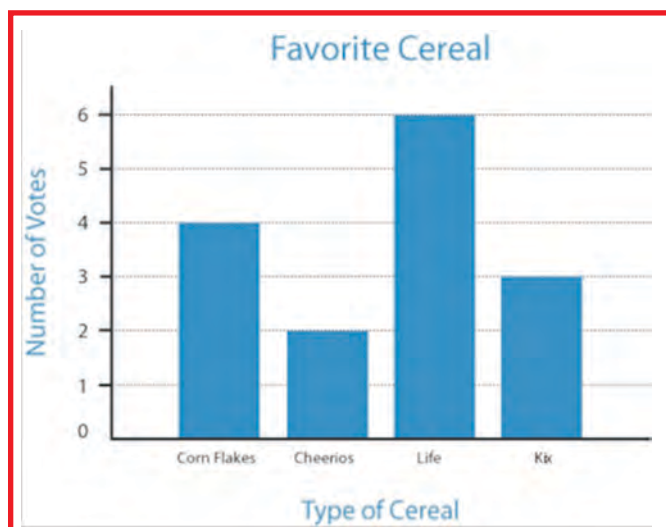
1. He worked hard
2. Amrit likes coffee
3. I went to see my mother
4. Run fast
5. Tanu and Manu came home

#### Column B

- but not tea.  
so he passed.  
because she was ill.  
and rested for a while.  
or you will miss the bus.

### Activity 9

Look at the bar graph chart below. It is about 4 cereals that children like. Read and understand the number of votes each cereal has got.





1. What are the names of 4 cereals that children like in the bar graph?  
\_\_\_\_\_
2. Which cereal is the most favourite of children?  
\_\_\_\_\_
3. How many votes has it got?  
\_\_\_\_\_
4. How many votes have Corn flakes got?  
\_\_\_\_\_
5. How many votes has Kix got?  
\_\_\_\_\_
6. Which cereal has got the least number of votes?  
\_\_\_\_\_

### Learning to Listen

#### Activity 10

Your teacher will tell you a story. Listen to the story carefully and put the sentences given below in the correct order i.e. as they happen in the story. Write the numbers in the given brackets. The first one is done for you. (Refer to Appendix 1 at page no. 122)

1. One day, he told them to bring him a bundle of sticks. [ ]
2. The father gave the bundle to each one of his sons. [ ]
3. The sons tried to break the bundle of sticks. [ ]
4. He failed to make them understand. [ ]
5. The sons always fought with one another. [ ]
6. The father advised them to live in peace. [ ]
7. He thought of using another way. [ ]
8. The sons could not break the bundle. [ ]
9. He opened the bundle and separated the sticks. [ ]
10. Within no time the sons broke the separated sticks. [ ]
11. One by one he gave the sticks to his sons. [ ]
12. The father then told his sons the importance of standing with one another. [ ]
13. A father had three sons. [ 1 ]

## Learning to Speak

### Activity 11

Get into pairs and tell each other a joke or a short story in English. After listening to the story, you must ask each other some questions. The questions will be on something that you do not understand in the story.

You must write those questions in the space given below for your teacher to check. You will also write the answers your partner gives you.

#### My Questions

1.

2.

#### My Partner's answers

1.

2.

### Activity 12

Look at the following words. Learn to pronounce them by repeating after the teacher.

1. quieten

2. conversation

3. lively

4. clouds

5. crime

6. recognise

7. ceremonies

8. terror

9. chatterbox

10. tenderly

## Lesson

# The Cracked Pot

# 10



### Pre-reading

#### Dictionary Reference: Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|              |           |            |
|--------------|-----------|------------|
| water-bearer | delivered | perfect    |
| ashamed      | planted   | apologised |

### Reading

#### Let us read the story

There was a water bearer in India. He had two large pots. Each pot hung on each end of a pole. He carried the pole on his shoulders. He delivered water to his master in these two pots.



One of the pots had a crack in it but the other pot was perfect. The cracked pot was always half filled but the other pot had full water at the end of the long walk from the river to his master's house.

For two years, this went on daily. The bearer delivered only one and a half pots full of water to his master's house. Of course, the perfect pot was proud of itself. It was perfect for what it was made. But the poor cracked pot was ashamed of its crack. It was sad that it could bring only half the water.

After two years, one day the cracked pot spoke to the water-bearer. "I am ashamed of myself and I want to say sorry to you". The water-bearer asked, "Why? What are you ashamed of?" The pot replied, "For these past two years I delivered less water than the other pot because of this crack in my side. My water leaks out all the way back to your master's house. You don't get full value for your efforts because of my crack".

The water bearer felt sorry for the old cracked pot. He said to the pot, "Today when we return to the master's house, I want you to notice the beautiful flowers along the path." As they returned from the river, the cracked pot took notice of the sun warming the beautiful wildflowers on his side of the path. It was happy to see the beautiful flowers. But at the end of the path, it still felt bad because it had again leaked out half the water. It apologized to the water-bearer for its fault.

The bearer said to the pot, "Did you notice that there were flowers only on your side of the path. There were no flowers on the other pot's side? I knew about your crack. I planted flower seeds on your side of the path and every day while we walked back from the river, the leaked water fell on them. Without you being just the way you are, we would not have seen these beautiful flowers."



## Post-reading

### Vocabulary Expansion

#### Activity 2

Look at the words given below. Write as many words as you can think of that may be related to the given words.

Example: Flowers

yellow, beautiful, smell, lovely, soft, pretty, bunch, bouquet, etc.

crack \_\_\_\_\_

planted \_\_\_\_\_

seeds \_\_\_\_\_

river \_\_\_\_\_

pot \_\_\_\_\_

house \_\_\_\_\_

### Learning to Read and Comprehend

#### Activity 3

Read the story and answer the following questions.

1. How many pots did the water-bearer have?
2. How did he carry the pots?
3. Where did he live?
4. What did he do with the pots?
5. What problem did one of the pots have?

#### Activity 4

Read the story and fill in the blanks in the passage given below.

One of the \_\_\_\_\_ had a \_\_\_\_\_ in it but the other pot \_\_\_\_\_ perfect. The \_\_\_\_\_ pot was half filled but the other pot had \_\_\_\_\_ water when the water-bearer reached his master's house. For \_\_\_\_\_ years, this went on \_\_\_\_\_. The bearer \_\_\_\_\_ only one and a half pots \_\_\_\_\_ water to his master's house. Of course, the perfect pot was \_\_\_\_\_ itself. It was perfect for what it was made. But the poor cracked pot was \_\_\_\_\_ its crack.

### Activity 5

Who said to whom?

1. “For these past two years , I delivered less water than the other pot because of this crack in my side.”
2. “My water leaks out all the way back to your master's house.”
3. “You don't get full value for your efforts because of my crack.”
4. “Today when we return to the master's house, I want you to notice the beautiful flowers along the path.”
5. “Did you notice that there were flowers only on your side of the path?”

### Activity 6

Select the right option from the three given.

1. The water-bearer had \_\_\_\_\_ perfect pot.
  - a. two
  - b. three
  - c. one
2. The water-bearer \_\_\_\_\_ about the crack in the pot.
  - a. did not know
  - b. knew
  - c. felt ashamed
3. The cracked pot took notice of \_\_\_\_\_ on their return from the river.
  - a. beautiful flowers
  - b. water leaking from its crack
  - c. the other pot
4. The water-bearer had \_\_\_\_\_ on one side of the path.
  - a. planted flower seeds
  - b. planted vegetables
  - c. planted small trees
5. The pot \_\_\_\_\_ its fault.
  - a. informed the water-bearer about
  - b. apologised to the water-bearer for
  - c. tried to hide from the water-bearer

## Learning Language

### Tenses

The verb in a sentence shows time or state of action.

That is, the time when the action takes place or whether the action is habitual, has been completed or is in progress.

**Present Tense** : to show actions happening in the present time and their state.

Examples:

She **writes** letters.

She **is writing** letters.

She **has written** letters.

She **has been writing** letters.



In all the sentences, the verb form is in the present tense.

### Present Tense

In English grammar, the simple present tense is used for the following four general situations :

1. to say facts, general statements of truth, and common-sense ideas that everybody knows
2. to state habits, customs, and events that happen from time to time
3. to describe future plans and events
4. to tell jokes, stories and relate sporting events in real-time

We use V<sub>1</sub> for I, You and a Plural subject.

1. You pray to God daily.
2. They buy milk from this dairy.

We use V<sub>1</sub> + s/es for a singular subject.

1. She speaks the truth.
2. Meena cooks delicious food.

Fill in the blanks with simple present tense.

1. I \_\_\_\_\_ bread. (likes/ like)
2. We \_\_\_\_\_ our duty. (do/ does)
3. Rahul \_\_\_\_\_ the truth. (speak/ speaks)
4. The sun \_\_\_\_\_ in the east. (rise/ rises)

**Activity 7**

Write in the given space what you usually do every morning and evening. Start your sentences with "I".

| Morning                              | Evening                       |
|--------------------------------------|-------------------------------|
| I get up at 6 o'clock every morning. | I play cricket every evening. |
| I _____ every morning.               | I _____ every evening.        |
| I _____ every morning.               | I _____ every evening.        |
| I _____ every morning.               | I _____ every evening.        |
| I _____ every morning.               | I _____ every evening.        |
| I _____ every morning.               | I _____ every evening.        |

**Activity 8**

Fill in the blanks with the correct form of the verb (present simple).

1. She \_\_\_\_\_ (read) the newspaper every day.
2. We \_\_\_\_\_ (come) to school by bus.
3. You \_\_\_\_\_ (work) very hard.
4. She \_\_\_\_\_ (like) sitting in the sun.
5. We \_\_\_\_\_ (play) in the park every day.
6. Neelam and I always \_\_\_\_\_ (try) to arrive in time.
7. Sanjiv always \_\_\_\_\_ (walk) to school.
8. The dog \_\_\_\_\_ (chase) the cat all around the house.
9. We \_\_\_\_\_ (eat) together every day.
10. Raja \_\_\_\_\_ (speak) several foreign languages.





## Learning to Listen (Refer to Appendix 1 at page no. 122 )

This activity requires you to follow instructions.

### Activity 9

Each student takes a piece of paper and the teacher reads the instructions.

As you hear the instructions, you will perform the task. For this you must

- close your eyes
- not ask questions

At the end of the task, you will check if everyone's paper looks similar.

## Learning to Speak

### Activity 10 (Group Work)

You will ask questions from members of your group. The answer to these questions should either be 'Yes, I do' or 'No, I don't'. Teacher must monitor each group.

#### Example:

Question: Do you like biscuits?

Answer: Yes, I do./ No, I don't.

Question: Do you think India will win the game?

Answer: Yes, I do./ No, I don't.



|          |  |
|----------|--|
| Question |  |
| Question |  |
| Question |  |
| Question |  |
| Question |  |

## Learning to Write

Using the following format write an application for sick leave.

### Addressed to

The Principal

[Name of the school]

[Address]

[Date]

|                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b>                                                                                                                                                                                                                                                     |
| Subject: Application for leave.                                                                                                                                                                                                                                    |
| <b>Salutation</b>                                                                                                                                                                                                                                                  |
| Sir/Madam                                                                                                                                                                                                                                                          |
| <b>Body of Application</b>                                                                                                                                                                                                                                         |
| I want to say that I am not in a state to attend the school as I am down with viral fever. I have been advised to rest by the doctor for at least [number of days] days. Therefore, kindly grant me leave for [number of days]. I shall be really thankful to you. |
| <b>Closing</b>                                                                                                                                                                                                                                                     |
| Thanking you<br><br>Yours obediently<br>[Your name]<br>[Class and section]<br>[Roll No.]                                                                                                                                                                           |

Now, write an application to your Principal for

1. remission of fine
2. change of section

Use the leave format given above.

Learning to Use Language

### **Activity 11 (Pairwork)**

Work in pairs. Ask questions about the hobbies and interests of your partner. Then, introduce your partner to the rest of the class. Make notes while you are listening to your partner.

## Lesson

## I'm Happy with who I am

11



### Pre-reading

#### Dictionary Reference: Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|          |              |           |
|----------|--------------|-----------|
| mirror   | index finger | confident |
| precious | being        | matter    |

### Reading

#### Let us read the poem

##### I'm Happy with who I am

I often look into the mirror  
And I like what I see,  
I see myself looking back at me  
Showing the index finger  
Saying no one can be like me.



I'm unique, the mirror tells me  
I'm precious, I matter  
The world has a need of me  
If I smile and make it better  
Saying no one can be like me

Be confident, says the mirror  
Whatever you are, be happy.  
I believe in myself, my being  
My size, my shape, my colour  
I'm happy with who I am!



Vandana Lunyal

### Post-reading

### Vocabulary Expansion

#### Activity 2

Pick up words from the text that match the rhyme of the following words.

1. me \_\_\_\_\_ , \_\_\_\_\_
2. mirror \_\_\_\_\_ , \_\_\_\_\_

#### Activity 3

Read the following words and use them in meaningful sentences.

1. precious \_\_\_\_\_
2. confident \_\_\_\_\_

## Learning to Read and Comprehend

### Activity 4

Read the poem and answer the following question.

What does the poet see in the mirror?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### Activity 5

Make a list of the things that the poet says about herself.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## Learning Language

### Activity 6

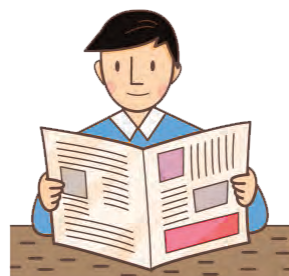
Use of 'is', 'am', 'are' .

Look at these sentences :

- 1. I **am** honest.
- 2. They **are** working hard.
- 3. He **is** reading a newspaper.
- 4. You **are** very intelligent.

The words in bold - 'is', 'am', 'are', are helping verbs.

- 1. 'am' is used with 'I'.  
I am doing my work.
- 2. 'is' is used with singular subjects.  
She is my best friend.  
Rohit is singing a song.
- 3. 'are' is used with 'you' and plural subjects.  
You are very beautiful.  
Anu and Neha are good friends.



## Learning to Listen

### Activity 7 (Pair work)

The teacher will choose simple pictures of trees, flowers, hut, etc. for the students. Sit with your partner facing another side. Your partner will describe a picture. The teacher will give one student a simple photograph and the other a blank piece of paper. The first student will describe in detail the photograph, while the second student will try to draw it on the paper:

Students can use phrases as

1. I am going to describe a/an ...
2. It is red/blue/green...
3. The \_\_\_\_\_ is very big/small/shady/tall...

The teacher will collect all the photos and the drawings and select the drawing that is closest to the verbal description. The teacher will show the photo to the students and tell them why she/he has chosen that picture.

## Learning to Speak

### Activity 8

Our parents love us. They say the best things to us. Do we love ourselves? Do you think we should believe in ourselves? Yes! We must if we want to give our best to other people, we must think that we are good. We must think that we can do it. Now, look at the chart given below. Read it carefully. Animal parents also love their children. Now get into pairs. Say all the sentences in the chart to your partner. Take turns in speaking. When you have finished saying to your partner, say all the sentences to yourself. Remember to add YES before each sentence.

### Positive Things to Say to Myself

- |                                                                       |                                                      |
|-----------------------------------------------------------------------|------------------------------------------------------|
| ● I love myself.                                                      | ● I matter.                                          |
| ● The world has a need for me.                                        | ● I am strong.                                       |
| ● I am unique.                                                        | ● My confidence is beautiful.                        |
| ● I can handle this one step at a time.                               | ● My smile can make someone feel better.             |
| ● The sun is shining : I am ready to take<br>on another day.          | ● I am a good person.                                |
| ● I am smart.                                                         | ● I keep going because I beleive in my self.         |
| ● I believe I can change the world.<br>(or at least my corner of it). | ● I am special: I will not change myself for anyone. |
| ● I am important .                                                    |                                                      |

## Learning to Write

### Activity 9

Write a short paragraph on 'What I like about myself'. You may use the sentences given in the chart for guidance.

**'What I like about myself'**

60-70 words.

## Learning to Use Language

### Activity 10

Complete the following worksheet.

My name \_\_\_\_\_

My age \_\_\_\_\_

My height \_\_\_\_\_

My colour \_\_\_\_\_

My hair \_\_\_\_\_

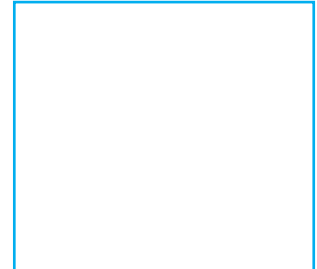
My hobby \_\_\_\_\_

My favourite Book \_\_\_\_\_

My favourite Sport \_\_\_\_\_

My dream \_\_\_\_\_

My Picture



Share your sheet with your partner. Are your answers the same? Are they different?

In what ways are you both different from each other? The beginning is given :

Our names are different. My name is \_\_\_\_\_. His/her

name is \_\_\_\_\_. Our age is different. My age is \_\_\_\_\_ years.

His/her age is \_\_\_\_\_ years. Our heights \_\_\_\_\_

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## Lesson

# 12

## Rosy's Meeting with Nessy



### Pre-reading

#### Dictionary Reference: Learning New Words

##### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

|           |           |          |         |
|-----------|-----------|----------|---------|
| ripples   | dangerous | run past | merged  |
| herbivore | creature  | scared   | monster |

### Reading

#### Let us read the story

Rosy had come to visit her aunt Teena in Scotland, which is in the north of the United Kingdom. Her aunt lived near the Loch Ness. Loch Ness is a deep lake.

Rosy felt bored at her aunt's home. "Aunt Teena, I want to go down to the Lake. I am feeling bored," she said. Her aunt said, "Sure, Rosy, you may. What will you do there?"

"I will throw some stones into the water and watch the ripples," said Rosy. "Don't go too near the Lake. It is very deep and dangerous" said Aunt Teena. Rosy ran out of the door and then to the lake. She ran past a board that read, "Loch Ness - Home of the Famous Loch Ness Monster." Rosy read the board and smiled. Her parents had told her that there was no such thing. It was a myth. Rosy believed them.

Reaching the Lakeshore, she looked around for some small stones that she could throw in the lake. She gathered a few and put them in her pocket after counting them. She looked for a nice spot to sit and found a big rock near the lake. She started throwing the stones as far as she could. Each stone said SPLASH as it touched the water! She loved the sound of the water. And she enjoyed watching the round ripples. She enjoyed watching them going away slowly and then merging into water.



She threw another stone. 'SPLASH' came the sound. She loved the sound and the sight. She kept throwing stones one after the other. The water seemed very deep there. She threw another stone. Suddenly, she heard a sound, 'Eeks!' Rosy was surprised. "Who's there?" she said. No answer. She threw another stone. "Eeks! Stop throwing stones!", said a voice. Rosy looked into the lake to see who it was. In the water, she saw a huge animal. It was like a dinosaur. It was green. It had small little horns. It was rubbing its head against the shore of the lake. "Why are you throwing stones into the lake? It hurts," said the animal. Rosy looked at the creature with fear. "Sorry," she said. "Well, all right," said the animal. The animal looked at Rosy and saw her shocked face. "I'm Nessy," said the huge creature. "People call me the Loch Ness Monster. Who are you?" Rosy was a little afraid of this talking animal. She kept quiet. Nessy said, "Don't be scared. I don't harm anyone." She said, "But you are so huge."



Nessy said, "Don't think about my size. Have I ever harmed anyone here?"

"I don't know, I am not from Scotland," said Rosy.

"OK tell me your name", said Nessy.

"I'm Rosy. I'm visiting my aunt Teena. I find this place very cold and boring, I don't like this place."

Nessy started to laughing. Its laugh was very loud. Rosy looked at Nessy with fear. She could only see its head and long neck. It had triangular spikes on its neck. It had bits of plants hanging from its mouth. Rosy could see that it had sharp teeth and it could eat her in one bite if it wanted. But the plant in its mouth suggested that it was a herbivore. Rosy felt relaxed.

"Why do people call you a monster? Are you really a monster?" Rosy asked.

"No, I am not a monster! People call me a monster because they do not know me. I belong to the dinosaur family. I only eat plants, not little girls," Nessy assured Rosy. "Would you like a ride on my back?" Rosy looked at Nessy. "How big are you?" she asked. "Well, I'm more than 100 feet long. I've got humps on my back. I'm very thin. I have feet and arms too but I use them only to swim and glide around the lake. Would you like a ride on my back around the lake?" Nessy asked again.

Rosy nodded. "Climb on my back and hold on," said Nessy. Rosy caught onto Nessy's strong horns and found a place to sit on its back. She held tightly onto one of her spikes.

"Are you ready?" Nessy asked her. Rosy was suddenly very excited. "Yes I am ready, Nessy," she said.

Nessy started the journey through the lake. Soon they were swimming all around the lake. Rosy caught hold of Nessy tightly. Nessy went in and out of the water. "Whoosh!" said Nessy as it went into the water and "Wheeee!" as it came out. Rosy was also enjoying it. She said, "This is fun!"

"Would you like to see my cave?" Nessy asked. "I'd love to but on another day. It's getting late. My aunt must be waiting for me." Rosy answered.

"Ok, then we will meet again. How long are you going to be here?" said Nessy. "Another week. But tomorrow I am going to Edinburgh for sightseeing," informed Rosy.

"Great, then. We'll meet again the day after," said Nessy. "Fine, please take me back to the lakeshore," Rosy said. Within no time they were at the shore and said bye to each other.

Now Rosy had a friend in Scotland. Life, for Rosy, was going to be exciting!

## Post-reading

### Vocabulary Expansion

MEANINGS of new words can often be discovered by carefully reading words that come before and after the difficult word. Look at the sentences from the story and their meanings. The meanings can be guessed from other words in the sentence.

1. **Go down** to the lake.

Meaning: Rosy wants to go to the lake which is at a lower place than her house.



2. I will throw some stones into the water and watch the **ripples**.

Meaning: Rosy wants to see a series of waves on the water by dropping stones into the water.

3. She **ran past** a board that read...

Meaning: **She left the board behind.**

4. Her parents had told her that there was no such thing. It was a **myth**.

Meaning: Myth is a story about something. It may not be true.

### Activity 2

Given below are some words from the lesson. Guess their meaning taking hints from the story. Write the meaning in the blanks.

|           |       |
|-----------|-------|
| monster   | _____ |
| creature  | _____ |
| merged    | _____ |
| herbivore | _____ |
| dangerous | _____ |

### Activity 3

For each word given below, find a word from the lesson that sounds the same.

1. wood \_\_\_\_\_
2. two \_\_\_\_\_
3. board \_\_\_\_\_
4. site \_\_\_\_\_
5. no \_\_\_\_\_

What did you notice ?

Each pair of words has the same sound but different meanings.

Such pairs of words are called homophones.

1. Write 5 more pairs of homophones.

---

---

2. Choose the correct word for each.

- a. Give me \_\_\_\_\_ address. (there / their)
- b. He \_\_\_\_\_ the ball. (caught / cot)
- c. We \_\_\_\_\_ with our eyes (sea / see)
- d. I have only \_\_\_\_\_ pen. (won / one)
- e. Please give me \_\_\_\_\_ sugar (some / sum)

### Learning to Read and Comprehend

#### Activity 4

Answer the following questions.

1. Where did Rosy go?

---

2. What is Loch Ness?

---

3. Where did Rosy go when she felt bored?

---

4. What did Rosy want to do at the lake?

---

5. Who did Rosy find in the lake?

---

#### Activity 5

Say 'True' or 'False' for the following statements.

1. Rosy went to visit her aunt Teena in Scotland. [\_\_\_\_\_]
2. Aunt Teena told her to go out and throw stones into the lake. [\_\_\_\_\_]

3. Rosy met Nessy who wanted to eat her. [\_\_\_\_\_]
4. Nessy was a herbivore. [\_\_\_\_\_]
5. Rosy went around the lake on Nessy's back. [\_\_\_\_\_]

### Activity 6

Read the statements given below. Three options are given. Tick the right option.

1. Scotland is in the \_\_\_\_\_ of the United Kingdom.
  - a. South
  - b. West
  - c. North
2. The lake is \_\_\_\_\_.
  - a. nice and blue
  - b. deep and dangerous
  - c. black and dirty
3. Rosy gathered some stones because \_\_\_\_\_.
  - a. she wanted to count them
  - b. she wanted to put them in her pocket
  - c. she wanted to throw them into the lake
4. The stone made a \_\_\_\_\_ sound when they touched water.
  - a. splash
  - b. ouch
  - c. eeks
5. Nessy was a \_\_\_\_\_ creature.
  - a. huge
  - b. small
  - c. bad

6. Nessy looked like a \_\_\_\_\_.  
a. rhinoceros  
b. dinosaur  
c. crocodile
7. Nessy offered Rosy \_\_\_\_\_.  
a. a ride on its neck  
b. some fruits from the lake  
c. more stones to throw
8. People called Nessy a monster because \_\_\_\_\_.  
a. they were scared of its size  
b. they did not know her  
c. she talked like humans
9. Rosy caught onto Nessy's strong \_\_\_\_\_ to sit on her back.  
a. neck  
b. horns  
c. humps
10. Rosy did not see Nessy's cave because \_\_\_\_\_.  
a. she was scared to go underwater  
b. she had to go to Edinburgh  
c. her aunt was waiting for her

## Learning Language

### Past tense

Look at the following passage from the story.

Nessy started the journey through the lake. Soon they were swimming all around the lake. Rosy caught hold of Nessy tightly. Nessy went in and out of the water. "Whoosh!" said Nessy as it went into the water and "Wheeee!" as it came out. Rosy was also enjoying it. She said, "This is fun!"



What do you see? Have the action words (verbs) such as 'started', 'caught', 'went' been used in their first forms? No. Is the action happening currently? No. It has happened in the past. When we talk of the past, we use the past tense.

### Activity 7

Complete the following passage using the correct form of the verb given in the brackets.

Once an elephant \_\_\_\_\_(live) in a village. He \_\_\_\_\_(become) friends with a tailor. The elephant used to \_\_\_\_\_(go) to a river for a bath. After drinking water and taking a bath it \_\_\_\_\_(pass) by a tailor's shop and the tailor \_\_\_\_\_(give) it something to eat. One day the tailor \_\_\_\_\_(be) in an angry mood. The elephant \_\_\_\_\_(come) that day as usual. The tailor \_\_\_\_\_(prick) the elephant's trunk with his needle. The elephant \_\_\_\_\_(feel) pain. He \_\_\_\_\_(make) up his mind to teach a tailor a lesson. He \_\_\_\_\_(go) to the river, \_\_\_\_\_(have) his bath and then \_\_\_\_\_(fill) up its trunk with muddy water. He \_\_\_\_\_(stop) at the tailor's shop and \_\_\_\_\_(throw) the muddy water on the clothes in the shop. The clothes were \_\_\_\_\_(spoil) with mud. He \_\_\_\_\_(feel) sad for his misdeed. But it \_\_\_\_\_(be) too late.



### Past Tense explained

We have already done the present tense. Let us look at the past tense now.

The past tense in English is used:

1. to talk about the past
2. for politeness

There are four past tense forms in English. But we will look at only one i.e. Past Simple Examples:

Past simple: I worked.



- a. to talk about the past:
  - 1. Ram lived in Mumbai.
  - 2. Seema worked in a bank.
  - 3. The elephant felt pain.
- b. to talk about the present in a few polite expressions:
  - 1. I would like some tea, please.
  - 2. Could you please shut the door?
  - 3. I just hoped that you would help me.

### Activity 8

Given below are some newspaper headlines. Change them into Simple Past.

- 1. A strong earthquake jolts Uttarakhand.
- 2. Amitabh Bachchan wins the best actor Filmfare award.
- 3. India outplays West-Indies in cricket.
- 4. Salman Ali wins the Indian Idol.
- 5. Bachendri Pal becomes the first Indian woman to scale Mount Everest.

### Activity 9

Read the following passage and answer the questions that follow.

The Himalayas are the highest mountains on Earth. The mountains are covered with snow. The highest peak, Mount Everest is 8848 metres above sea level. Tenzing Norgay and Edmund Hilary were the first two people to set foot on Mount Everest. Since then, many people have successfully scaled the peak. Avtar Singh Cheema was the first Indian to reach Everest. Many climbers have also died while attempting to reach the peak.

Some climbers have reported that they have seen large human-like footprints in the snow. There is a myth that a snowman called **Yeti** lives there.



1. Now answer the questions.

a. Which are the highest mountains in the world?

\_\_\_\_\_

b. What is the height of the highest peak in the world?

\_\_\_\_\_

c. Who were the first people to set foot on Mount Everest?

\_\_\_\_\_

d. What was the name of the first Indian to scale Everest?

\_\_\_\_\_

e. What is the name given to the snowman that some people believe lives there?

\_\_\_\_\_

2. Give meanings of the following words :

a. myth \_\_\_\_\_

b. footprints \_\_\_\_\_

c. climbers \_\_\_\_\_



## Learning to Listen

### Activity 10

Match the following phrases with the right pictures and write them in the space given under the pictures/ symbols.

1. go straight ahead
2. turn right
3. go down (the road)
4. go past (the toy shop)
5. take the exit
6. turn left

Look at the following symbols.



The teacher will read the directions and the students will match them with the appropriate symbol.

**Activity 11 (Refer to Appendix 1 for text at page no. 123)**

Listen carefully to two phone messages that were there in your voicemail. Your teacher will read them twice.

**Write the following sentences from the messages in the correct group (Message 1 and Message 2).**

- The message was sent at quarter to five.
- The woman says thank you for the birthday message.
- The woman describes the house.
- The woman gives directions.
- The woman talks about a swimming pool.
- The woman talks about a bank.

| Message 1 | Message 2 |
|-----------|-----------|
|           |           |

# Appendix I

## Lesson 5 How Beautiful is the Rain !

Rain comes as a welcome relief after the heat and dust of the summer. Rain is a wonderful gift of nature to mankind. If there will be no rain, crops will not grow. All vegetation wither away. We cannot think of life on this planet without rain.

## Lesson 7 Playing Kabaddi

### Activity 10

Text ( Listening ) :

Cricket

Referee

Soccer

Gully

Penalty

Century

Score

Kabaddi

Commentary

Pitch

Corner

Rich

## Lesson 9 The Kabuliwala

A father had three sons. They always fought with each other. The father advised them to live in peace. The sons did not listen to the father. When he failed to make them understand, he thought of using another way. For this purpose he one day told them to bring him a bundle of sticks. When they had done so, he gave the bundle to each one of his sons and ask them to break it into pieces. They tried with all their strength, and were not able to do it. He then opened the bundle and took the sticks separately. One by one, he gave the sticks to his sons. Within no time the sons broke all the sticks. He then told them that if they stand with each other no will ever be able to break them or take advantage of them. But if they keep fighting and do not support each other, people will take advantage of them.

## Lesson 10 The Cracked Pot

Text (Listening) :

1. Fold your sheet of paper in half.

2. Tear off the upper right corner.
3. Fold your paper in half again.
4. Tear off the lower right corner.
5. Fold your paper in half.
6. Tear off the upper left corner.
7. Fold in half a final time.
8. Tear off the lower left corner.
9. Unfold your paper and hold it up.
10. Open your eyes, look at your product and compared it with the other student's.

## Lesson 12 Rosy's Meeting with Nessy

### Activity 11

#### Text ( Listening ) :

**Automated message : you have new messages.**

**Message number one, received today at 4:15 p.m.**

Hi, it's me, Radha. How have you been? First of all, thank you. THANK YOU for the birthday message. That was so nice of you. I'm organizing a party for my birthday. I am just calling my selected friends. So you have to be there. I am organizing it at my cousin's farmhouse, which also has a swimming pool. I'd love to see you there. It's going to be this Friday. I'll send you the address and instructions on how to get there later, ok?

**Automated message : you have new messages.**

**Message number two, received today at 4:45 p.m.**

Oh, I again have to send this message to your voice mail. Ok, here are the instructions to get to my cousin's farmhouse for the party. If you take the car, drive straight on Forest Road until you get to the National Highway 36. Go straight for 3 kms till you reach Punjab National Bank on your right. Drive past Punjab National Bank and take the third exit at the roundabout. You drive down the road there and turn left. It's the first big farmhouse on the right. OK? The farmhouse number is 52 BB. This is going to be so great!

## Appendix II

| Conjugation of the verb "laugh" |                                                                                                            |                                                                                                          |                                             |
|---------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------|
|                                 | Past                                                                                                       | Present                                                                                                  | Future                                      |
| Simple                          | (all verb forms)<br>laughed                                                                                | I laugh.<br>You laugh.<br>He/She/It laughs.<br>We laugh.<br>They laugh.                                  | (all verb forms)<br>will laugh              |
| Continuous                      | I was laughing.<br>You were laughing.<br>He/She/It was laughing<br>We were laughing.<br>They were laughing | I am laughing<br>You are laughing.<br>He/She/It is laughing.<br>We are laughing.<br>They are laughing.   | (all verb forms)<br>will be laughing        |
| Perfect                         | (all verb forms)<br>had laughed                                                                            | I have laughed.<br>You have laughed.<br>He/She/It has laughed.<br>We have laughed.<br>They have laughed. | (all verb forms)<br>will have laughed       |
| Perfect Continuous              | (all verb forms)<br>had been laughing                                                                      | (all verb forms)<br>have been laughing                                                                   | (all verb forms)<br>will have been laughing |

Except for He/she/It in Present Tense, all regular verbs in English have the same form for each conjugation in a given tense.

| Conjugation of the verb "be" |      |         |         |
|------------------------------|------|---------|---------|
|                              | Past | Present | Future  |
| I                            | was  | am      | will be |
| You                          | were | are     | will be |
| He/She/It                    | was  | is      | will be |
| We                           | were | are     | will be |
| They                         | were | are     | will be |

| Present - Past - Past participle<br>forms are the same |        |        |
|--------------------------------------------------------|--------|--------|
| bet                                                    | bet    | bet    |
| burst                                                  | burst  | burst  |
| cost                                                   | cost   | cost   |
| cut                                                    | cut    | cut    |
| fit                                                    | fit    | fit    |
| hit                                                    | hit    | hit    |
| let                                                    | let    | let    |
| put                                                    | put    | put    |
| read                                                   | read   | read   |
| rid                                                    | rid    | rid    |
| set                                                    | set    | set    |
| shut                                                   | shut   | shut   |
| split                                                  | split  | split  |
| spread                                                 | spread | spread |

| verbs with - <b>a</b> in the past form and<br><b>u</b> in the past participle form |        |        |
|------------------------------------------------------------------------------------|--------|--------|
| begin                                                                              | began  | begun  |
| drink                                                                              | drank  | drunk  |
| run                                                                                | ran    | run    |
| ring                                                                               | rang   | rung   |
| sing                                                                               | sang   | sung   |
| sink                                                                               | sank   | sunk   |
| swim                                                                               | swam   | swum   |
| spring                                                                             | sprang | sprung |

| verbs ending with - en |         |           |
|------------------------|---------|-----------|
| beat                   | beat    | beaten    |
| bite                   | bit     | bitten    |
| break                  | broke   | broken    |
| choose                 | chose   | chosen    |
| drive                  | drove   | driven    |
| eat                    | ate     | eaten     |
| fall                   | fell    | fallen    |
| forbid                 | forbade | forbidden |
| forgive                | forgave | forgiven  |
| freeze                 | froze   | frozen    |
| give                   | gave    | given     |
| hide                   | hid     | hidden    |
| ride                   | rode    | ridden    |
| rise                   | rose    | risen     |
| see                    | saw     | seen      |
| shake                  | shook   | shaken    |
| speak                  | spoke   | spoken    |
| steal                  | stole   | stolen    |
| take                   | took    | taken     |
| wake                   | woke    | woken     |
| write                  | wrote   | written   |

| verbs ending with - ew in the past form : own<br>in past participle form |       |        |
|--------------------------------------------------------------------------|-------|--------|
| blow                                                                     | blew  | blown  |
| fly                                                                      | flew  | flown  |
| grow                                                                     | grew  | grown  |
| know                                                                     | knew  | known  |
| throw                                                                    | threw | thrown |

| verbs ending with - ght |         |         |
|-------------------------|---------|---------|
| bring                   | brought | brought |
| buy                     | bought  | bought  |
| catch                   | caught  | caught  |
| fight                   | fought  | fought  |
| seek                    | sought  | sought  |
| think                   | thought | thought |



**verbs ending with - t in the past and past participle forms**

|       |        |        |
|-------|--------|--------|
| bend  | bent   | bent   |
| build | built  | built  |
| burn  | burnt  | burnt  |
| deal  | dealt  | dealt  |
| dream | dreamt | dreamt |
| feel  | felt   | felt   |
| keep  | kept   | kept   |
| learn | learnt | learnt |
| leave | left   | left   |
| lend  | lent   | lent   |
| light | lit    | lit    |
| lose  | lost   | lost   |
| mean  | meant  | meant  |
| meet  | met    | met    |
| shoot | shot   | shot   |
| spend | spent  | spent  |
| spoil | spoilt | spoilt |

**The other verbs**

|        |          |        |
|--------|----------|--------|
| come   | came     | come   |
| do     | did      | done   |
| draw   | drew     | drawn  |
| go     | went     | gone   |
| grind  | ground   | ground |
| hang   | hung     | hung   |
| be     | was/were | been   |
| lie    | lay      | lain   |
| make   | made     | made   |
| sew    | sewed    | sewn   |
| shine  | shone    | shone  |
| show   | showed   | shown  |
| stick  | stuck    | stuck  |
| sting  | stung    | stung  |
| strike | struck   | struck |
| swear  | swore    | sworn  |
| tear   | tore     | torn   |
| wear   | wore     | worn   |
| win    | won      | won    |

## Translation

|                             |                                  |                                 |
|-----------------------------|----------------------------------|---------------------------------|
| 1. Open your books.         | ਆਪਣੀਆਂ ਕਿਤਾਬਾਂ ਖੋਲ੍ਹੋ।           | अपनी पुस्तकें खोलो।             |
| 2. Close your books.        | ਆਪਣੀਆਂ ਕਿਤਾਬਾਂ ਬੰਦ ਕਰੋ।          | अपनी पुस्तकें बंद करो।          |
| 3. Open the door            | ਦਰਵਾਜ਼ਾ ਖੋਲ੍ਹੋ।                  | दरवाज़ा खोलो।                   |
| 4. Shut the door.           | ਦਰਵਾਜ਼ਾ ਬੰਦ ਕਰੋ।                 | दरवाज़ा बंद करो।                |
| 5. Sit here.                | ਇੱਥੇ ਬੈਠੋ।                       | यहाँ पर बैठो।                   |
| 6. Stand here.              | ਇੱਥੇ ਖੜੇ ਹੋਵੋ।                   | यहाँ खड़े हो।                   |
| 7. Don't sit here.          | ਇੱਥੇ ਨਾ ਬੈਠੋ।                    | यहाँ मत बैठो।                   |
| 8. Don't stand here.        | ਇੱਥੇ ਖੜੇ ਨਾ ਹੋਵੋ।                | यहाँ खड़े मत हो।                |
| 9. Stand in a queue.        | ਇੱਕ ਕਤਾਰ ਵਿੱਚ ਖੜੇ ਹੋਵੋ।          | एक पंक्ति में खड़े हो।          |
| 10. Stand up.               | ਖੜੇ ਹੋ ਜਾਓ।                      | खड़े हो जाओ।                    |
| 11. Sit down.               | ਬੈਠ ਜਾਓ।                         | बैठ जाओ।                        |
| 12. Keep quiet.             | ਚੁੱਪ ਕਰੋ।                        | चुप करो।                        |
| 13. Switch on the light.    | ਲਾਈਟ ਜਲਾ ਦਿਓ।                    | लाईट जला दो।                    |
| 14. Switch off the light.   | ਲਾਈਟ ਬੰਦ ਕਰ ਦਿਓ।                 | लाईट बंद कर दो।                 |
| 15. Respect your parents.   | ਆਪਣੇ ਮਾਪਿਆਂ ਦਾ ਸਤਿਕਾਰ ਕਰੋ।       | अपने माता-पिता का सम्मान करें।  |
| 16. Brush your teeth twice. | ਆਪਣੇ ਦੰਦਾਂ ਨੂੰ ਦੋ ਵਾਰ ਬੁਰਸ਼ ਕਰੋ। | अपने दातों को दो बार ब्रश करें। |

|                                |                              |                             |
|--------------------------------|------------------------------|-----------------------------|
| 17. Don't worry.               | ਚਿੰਤਾ ਨਾ ਕਰੋ।                | ਚਿੰਤਾ ਸਤ ਕਰੋਂ।              |
| 18. Listen to me.              | ਮੇਰੀ ਗੱਲ ਸੁਣੋ।               | ਮੇਰੀ ਭਾਤ ਸੁਨੋ।              |
| 19. Speak politely.            | ਹਲੀਮੀ ਨਾਲ ਬੋਲੋ।              | ਕਿਨਮਤਾ ਸੇ ਬੋਲੋਂ।            |
| 20. Give me your book.         | ਮੈਨੂੰ ਆਪਣੀ ਕਿਤਾਬ ਦਿਓ।        | ਸੁਝੋ ਅਪਨੀ ਕਿਤਾਬ ਦੇ ਦੋ।      |
| 21. Don't push each other.     | ਇੱਕ ਦੂਜੇ ਨੂੰ ਨਾ ਧੱਕੋ।        | ਏਕ ਦੂਸਰੇ ਕੋ ਖਠਾ ਨ ਦੋਂ।      |
| 22. Let's play a game.         | ਆਓ ਇੱਕ ਖੇਡ ਖੇਡੀਏ।            | ਚਲੋ ਏਕ ਖੇਲ ਖੇਲਤੇ ਹੈ।        |
| 23. Do your work.              | ਆਪਣਾ ਕੰਮ ਕਰੋ।                | ਅਪਨਾ ਕਾਮ ਕਰੋ।               |
| 24. Well done.                 | ਬਹੁਤ ਖੂਬ।                    | ਬਹੁਤ ਬਢਿਆ।                  |
| 25. This is a table.           | ਇਹ ਇੱਕ ਮੇਜ਼ ਹੈ।              | ਧਹ ਏਕ ਮੇਜ਼ ਹੈ।              |
| 26. I am a student.            | ਮੈਂ ਇੱਕ ਵਿਦਿਆਰਥੀ ਹਾਂ।        | ਮੈਂ ਏਕ ਛਾਤਰ ਹੂੰ।            |
| 27. He is a teacher.           | ਉਹ ਇੱਕ ਅਧਿਆਪਕ ਹੈ।            | ਵਹ ਏਕ ਸ਼ਿਕਸ਼ਕ ਹੈ।           |
| 28. My father is a mason.      | ਮੇਰੇ ਪਿਤਾ ਇੱਕ ਰਾਜ ਮਿਸਤਰੀ ਹਨ। | ਮੇਰੇ ਪਿਤਾ ਏਕ ਰਾਜ ਮਿਸ਼ਰੀ ਹੈ। |
| 29. My mother is a home maker. | ਮੇਰੀ ਮਾਂ ਇੱਕ ਘਰੇਲੂ ਔਰਤ ਹੈ।   | ਮੇਰੀ ਮਾਂ ਏਕ ਗ੍ਰਹਿਣੀ ਹੈ।     |
| 30. That is a playground.      | ਉਹ ਇੱਕ ਖੇਡ ਦਾ ਮੈਦਾਨ ਹੈ।      | ਵਹ ਏਕ ਖੇਲ ਕਾ ਮੈਦਾਨ ਹੈ।      |
| 31. I have a pen.              | ਮੇਰੇ ਕੋਲ ਇੱਕ ਕਲਮ ਹੈ।         | ਮੇਰੇ ਪਾਸ ਏਕ ਕਲਮ ਹੈ।         |
| 32. She has a new bag.         | ਉਸ ਕੋਲ ਇੱਕ ਨਵਾਂ ਬਸਤਾ ਹੈ।     | ਤਸਕੇ ਪਾਸ ਏਕ ਨਧਾ ਬਸਤਾ ਹੈ।    |
| 33. It is a fine day.          | ਇਹ ਇੱਕ ਵਧੀਆ ਦਿਨ ਹੈ।          | ਧਹ ਏਕ ਅਛਾ ਦਿਨ ਹੈ।           |
| 34. It is raining.             | ਮੀਂਹ ਪੈ ਰਿਹਾ ਹੈ।             | ਬਾਰਿਸ਼ ਹੋ ਰਹੀ ਹੈ।           |
| 35. Today is my birthday.      | ਅੱਜ ਮੇਰਾ ਜਨਮ ਦਿਨ ਹੈ।         | ਆਜ ਮੇਰਾ ਜਨਮਦਿਨ ਹੈ।          |
| 36. That is my book.           | ਇਹ ਮੇਰੀ ਕਿਤਾਬ ਹੈ।            | ਧਹ ਮੇਰੀ ਪੁਸਤਕ ਹੈ।           |
| 37. Those mangoes are sweet.   | ਉਹ ਅੰਬ ਮਿੱਠੇ ਹਨ।             | ਵੇ ਆਮ ਸੀਠੇ ਹੈਂ।             |

|                                         |                                 |                                 |
|-----------------------------------------|---------------------------------|---------------------------------|
| 38. The match is very interesting.      | ਮੈਚ ਬਹੁਤ ਦਿਲਚਸਪ ਹੈ।             | ਮੈਚ ਕਾਫੀ ਦਿਲਚਸਪ ਹੈ।             |
| 39. There are twenty girls in my class. | ਮੇਰੀ ਕਲਾਸ ਵਿੱਚ ਵੀਹ ਕੁੜੀਆਂ ਹਨ।   | ਮੇਰੀ ਕਲਾਸ ਵਿੱਚ ਵੀਹ ਕੁੜੀਆਂ ਹਨ।   |
| 40. My teacher is hardworking.          | ਮੇਰਾ ਅਧਿਆਪਕ ਮਿਹਨਤੀ ਹੈ।          | ਮੇਰਾ ਅਧਿਆਪਕ ਮਿਹਨਤੀ ਹੈ।          |
| 41. I am not a fool.                    | ਮੈਂ ਮੂਰਖ ਨਹੀਂ ਹਾਂ।              | ਮੈਂ ਮੂਰਖ ਨਹੀਂ ਹਾਂ।              |
| 42. We are not happy.                   | ਅਸੀਂ ਖੁਸ਼ ਨਹੀਂ ਹਾਂ।             | ਅਸੀਂ ਖੁਸ਼ ਨਹੀਂ ਹਾਂ।             |
| 43. I am on leave today.                | ਮੈਂ ਅੱਜ ਛੁੱਟੀ ਤੇ ਹਾਂ।           | ਮੈਂ ਅੱਜ ਛੁੱਟੀ ਤੇ ਹਾਂ।           |
| 44. I am not well today.                | ਮੈਂ ਅੱਜ ਠੀਕ ਨਹੀਂ ਹਾਂ।           | ਮੈਂ ਅੱਜ ਠੀਕ ਨਹੀਂ ਹਾਂ।           |
| 45. How are you?                        | ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ ?                | ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ ?                |
| 46. What is your name?                  | ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ ?              | ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ ?              |
| 47. Where is your home?                 | ਤੁਹਾਡਾ ਘਰ ਕਿੱਥੇ ਹੈ ?            | ਤੁਹਾਡਾ ਘਰ ਕਿੱਥੇ ਹੈ ?            |
| 48. When is your birthday?              | ਤੁਹਾਡਾ ਜਨਮ ਦਿਨ ਕਦੋਂ ਹੈ ?        | ਤੁਹਾਡਾ ਜਨਮ ਦਿਨ ਕਦੋਂ ਹੈ ?        |
| 49. Why are you sad?                    | ਤੁਸੀਂ ਕਿਉਂ ਉਦਾਸ ਹੋ ?            | ਤੁਸੀਂ ਕਿਉਂ ਉਦਾਸ ਹੋ ?            |
| 50. Who is your English teacher?        | ਤੁਹਾਡਾ ਅੰਗਰੇਜ਼ੀ ਅਧਿਆਪਕ ਕੌਣ ਹੈ ? | ਤੁਹਾਡਾ ਅੰਗਰੇਜ਼ੀ ਅਧਿਆਪਕ ਕੌਣ ਹੈ ? |