

# MY ENGLISH COMPANION

(For Class Seventh)



ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



**PUNJAB SCHOOL EDUCATION BOARD**

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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  
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# Rent for Water



## 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 chapter (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

arguing

draw

bowing

pleaded

justice



## Reading

### Let us read the story

#### Rent for Water

Once upon a time, a man sold his well to a farmer. The farmer bought the well so that he could water his fields. The next day, when the farmer went to draw water from that well, the man did not allow him to draw the water from it. He said, "I



have sold you the well, not the water, so you cannot draw the water from it." They started arguing. When they could not solve the problem, they decided to take the issue to the king. They went to the court of King Krishna Dev Rai.



King Krishna Dev Rai was sitting in his courtroom. He was listening to the complaints of the people of his kingdom. The man and the farmer came inside the courtroom of the king and greeted the king by joining their hands and bowing in front of him. The farmer looked very sad. King Krishna Dev Rai asked him, "Why are you looking sad? What is your problem?"

The farmer narrated everything to the king. He said in a sad voice, "Your Majesty! I am a poor farmer. It is difficult for me to get two meals every day. Please help me!"

The king said, "Alright, tell me your problem."



The farmer replied, "This man is my neighbour. I needed water for my fields. I bought a well from him to water my fields."

The king said, "Did you not pay him the money?"

The farmer said, "I did, Your Majesty! With great difficulty, I had collected money to buy a well. I bought the well from him by giving him the money he had asked for."

The king asked the man, "Did the farmer give you the money for the well?"

The man said, "Yes, Your Majesty!"

The king asked the farmer, "So what is the argument about, then?"

The farmer said, "Now, he's asking me to pay the money for the water too. The water in the well is mine now. Why should I pay him more? I want justice, Your Majesty!"

The king asked the neighbour, "What is this? Is it true?"

The neighbour also pleaded, "Yes, Your Majesty! I sold him the well, but not the water inside it."

The king found the problem very interesting and asked Tenali Raman, the wisest minister of his court, to solve it.

Tenali Raman, then, said to the neighbour, "We understand that you have sold your well to the farmer, but not the water."

"Yes, Sir", said the man.

"But you sold the well and took money for it?" said Tenali Raman.

"Yes, Sir", said the man.

The wise minister looked at the farmer and said, "So, the well belongs to you and the water to your neighbour".

"Yes, Sir", said the farmer.

"So is he giving you the rent for keeping his water in your well?" asked Tenali Raman.

"No, Sir", said the farmer, smilingly. He had understood that he would get justice.

Tenali Raman said to the man, "Since you have kept your water in the well, you should pay the rent to the farmer or take out your water immediately. If you do not take out your water from this man's well, you must pay two gold coins as rent to the farmer for keeping your water in the farmer's well. And the farmer will pay you one gold coin every month for drawing the water from the well for his fields."

King Krishna Dev Rai started smiling at how Tenali Raman had solved this tricky situation and done justice too.

Tenali Raman proved that greed is not good and punished the neighbour for his dishonesty.

## Post-reading

### Vocabulary Expansion

Given below are some phrases taken from the story. Their meanings are also given.

1. **draw water** - to take out water from a well

Example: I am thirsty. Please let me *draw water* from your well.

2. **Your Majesty** - respectful words used when talking to or about a king or a queen.

Examples: *Your Majesty!* I am a poor farmer. Please help me!

*His Majesty* will soon arrive at the palace.

3. **get justice** - to be treated justly

Examples: People go to the court *to get justice*.

The farmer understood that he would *get justice* in the court.

4. **instead of** - 'Of' is generally used with the word 'instead'. We say 'instead of' to mean one thing or person will replace another thing or person.

Examples: There were green small lanes *instead of* busy streets.

There were big trees *instead of* tall buildings

I think I will have tea *instead of* coffee today.

### Activity 2

Insert **instead of** in the following sentences, wherever needed:

1. Today, I will have butter jam on my bread.
2. By mistake, Sahib went to the railway station airport to pick up his friend.
3. I want to buy Samsung mobile Apple.
4. I wore blue socks red.
5. Rajinder had fresh cream custard.

## Learning to Read and Comprehend

### Activity 3

Answer the following questions.

1. Why did the farmer buy the well?

\_\_\_\_\_.



2. Who did he buy it from?  
\_\_\_\_\_.
3. What was the argument between the farmer and his neighbour about?  
\_\_\_\_\_.
4. Where did they go to solve the issue?  
\_\_\_\_\_.
5. What did the king do to solve their case?  
\_\_\_\_\_.
6. How did Tenali Raman solve the case?  
\_\_\_\_\_.

#### Activity 4

Read and answer the questions that follow.

1. The farmer bought the well so that he could water his fields.  
Who is '**he**' in the sentence? \_\_\_\_\_
2. I have sold you the well, not the water, so you cannot draw the water from it.  
What does '**it**' mean in the sentence? \_\_\_\_\_
3. They went to the court of King Krishna Dev Rai.  
Who are '**they**' in the sentence? \_\_\_\_\_
4. He was listening to the complaints of the people of his Kingdom.  
Who is '**he**' in the sentence? \_\_\_\_\_
5. I bought a well from him to water my fields.  
Who is '**him**' in the sentence? \_\_\_\_\_

#### Activity 5

Read the sentences taken from the story. Answer the questions that follow in the given blanks.

1. **They decided to take the issue to the king.**  
What was the issue?  
\_\_\_\_\_

2. **Why are you looking sad?**

Who was looking sad and why?

---

3. **I want justice, Your Majesty!**

What was the farmer's argument?

---

4. **Tenali Raman had solved this tricky situation.**

How did Tenali Ram solve the problem?

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## Learning Language

### The Noun: Revision

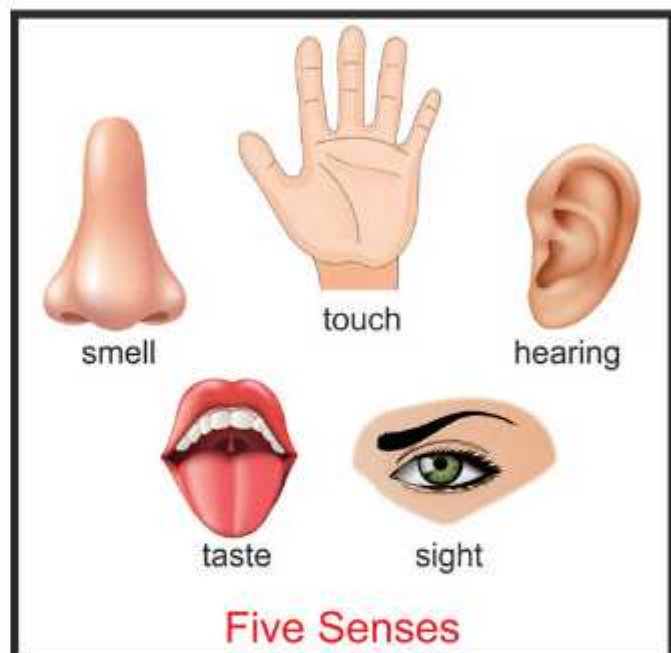
A noun is the name of a person, place, animal, thing, etc.

Let us look at some sentences.

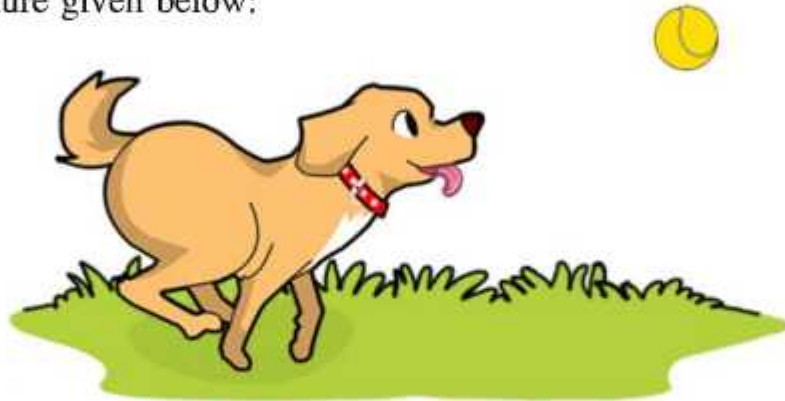
1. **Divyam** is a good **dancer**.
2. **New York** is a big **city**.
3. **Animals** are important for the **existence** of **human beings**.

The words in bold are nouns. They are the names of a **person**, **place**, **animal** **idea** or a **thing**. In this lesson, we will discuss some more types of nouns i.e. Abstract, Concrete and Collective.

The 'thing' mentioned above may be **concrete** (a bag, a pencil, a pen - something that we can see and touch) or **abstract** (peace, honesty, goodness - something that we can only feel but cannot see or touch).



Look at the picture given below:



The dog fetched the ball 'with glee'.

In the sentence above, the word 'glee' is an **Abstract Noun**. 'The dog', 'the ball', 'the grass' and 'the sky' that we can see are **Concrete Nouns**.

Examples of **Concrete Nouns** include :

1. people (man, woman, dentist, teacher etc.)
2. animals ( cat, dog, bird, eagle etc.)
3. objects (book, pencil, pen, blanket etc.)
4. places and geographical features (mountain, valley, Punjab, India etc.)

Examples of **Abstract Nouns** include:

1. qualities and characteristics (beauty, kindness, wisdom etc.)
2. emotions and states of mind (love, happiness, anger etc.)
3. concepts and ideas (justice, freedom, truth etc.)
4. events and processes (progress, Friday, Diwali etc.)

**Collective Nouns** are words that describe a group of people, animals or things.

bunch	bevy	class	committee	litter
-------	------	-------	-----------	--------



A bunch of flowers



A bevy of Swans



A litter of kittens



Some more examples of collective nouns

1. a pride of lions
2. a murder of crows

But sometimes people also make up funny or clever new ones such as

3. a shoal of fish
4. a forest of books

### Activity 6

Read the sentences below and underline the Concrete Nouns and encircle the Abstract Nouns.

1. I felt pain when the surgeon put stitches on my arm.
2. I fell in love with that little puppy.
3. After lunch, Seema went to the market.
4. My mom will pick me up from school every day.
5. The kitten jumped upon the table and ate the cake.
6. Sanya's childhood was painful.
7. I have full trust in my maid.
8. She is planting flowers in the garden.
9. That girl is very beautiful.
10. A dog is a loyal animal.

### Activity 7

Given below are two boxes. Match the words in box 1 with their collective nouns in box 2 (The teacher can also convert it into a group game by cutting out the word labels in both the boxes and asking the students to match them.)

#### Box 1

an army	a bouquet	a bunch	a company
a colony	a deck	a fleet	a flock
a herd	a lounge	a pack	a swarm
a litter	a range	a school	a pride

#### Box 2

of actors	of lions	of puppies	of flowers
of ships	of wolves	of frogs	of mountains
of cattle	of birds	of bees	of lizards
of cards	of fish	of grapes	of rabbits

### Learning to Listen

### Activity 8

The teacher will read a story twice. You must number the sentences given below as the events happen in the story. You will mark the sequence in the space given after each sentence. Number one has been done for you.

1. Ram said that the mango tree was his; while Sham said he owned it.
2. Birbal understood the situation.
3. Unable to find a way out, they decided to ask Birbal for help.
4. Upon hearing Birbal, Ram nodded and said he agreed to the suggestion.
5. He said, "The tree belongs to Sham because the very thought of cutting it down troubled him".
6. Someone who has cared for it for three years won't cut it down .

7. He told the brothers to remove all the mangoes, share them between [ ] the two brothers and then cut the tree in two equal halves.
8. However, Sham pleaded not to cut the tree for he had nurtured it for [ ] three whole years. Birbal found out who the real owner of the tree was.
9. Once, two brothers, Ram and Sham, were fighting over the ownership [ 1 ] of a mango tree.

### Learning to Speak

#### Activity 9

Look at the words given below. They are commonly mispronounced. Learn to pronounce them well. Repeat the words after your teacher. (The teacher must check the pronunciation before teaching.)

1. clothes
2. monkey
3. picture
4. bury
5. dengue
6. donkey
7. village
8. heart
9. tomb
10. Wednesday
11. women
12. develop
13. plumber
14. truth
15. coupon





## Learning to Write

### Activity 10

Look at the picture given below. Describe the picture in your own words in the given space.



You can use the following words to describe the picture.

park, children, playing, trees, green, slides, seesaw, clouds, sky


## Learning to Use Language

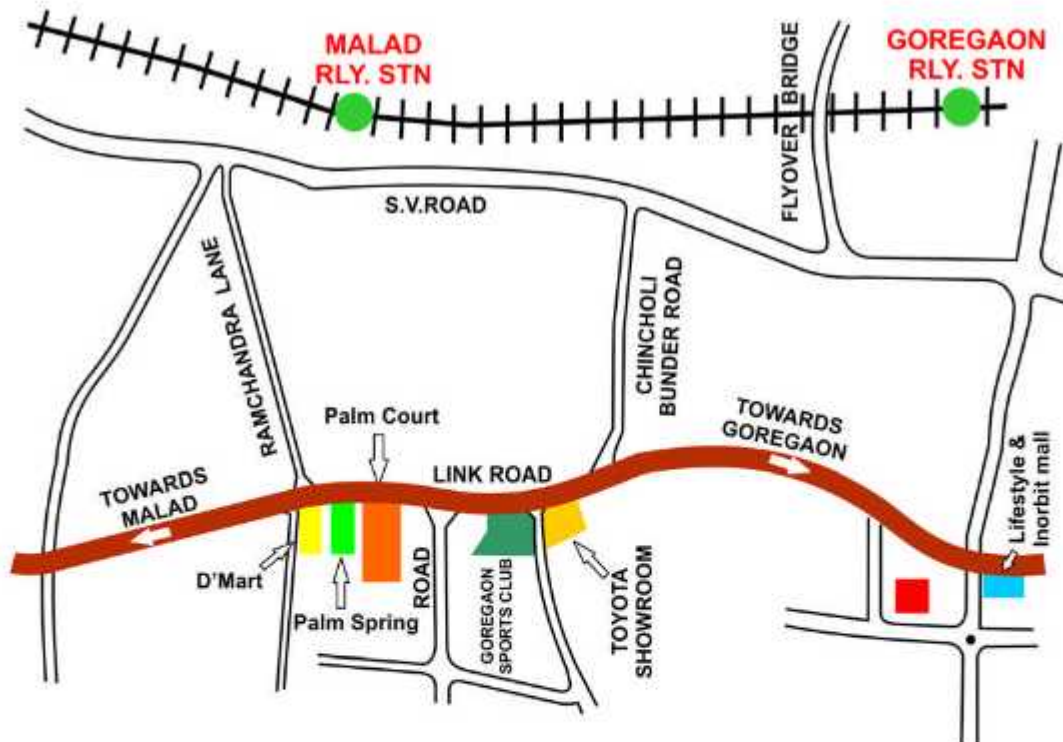
### Activity 11

#### Giving Directions

#### Read the following phrases:

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1. go straight...                 | 2. take a right/left turn... |
| 3. turn left/right...             | 4. go along the road...      |
| 5. go down this street...         | 6. walk down...              |
| 7. next to the...                 | 8. go past...                |
| 9. until you come to the...       | 10. for about 1 kilometre... |
| 11. about three buildings away... |                              |

Study the following road map of Malad Mumbai. Give directions to Nanika standing on the Palm Court side of the Link Road to reach Goregaon Railway Station using the above-mentioned phrases.





### Pre-reading

#### Dictionary Reference and 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

passenger	precious	mail	freight
dusk	dawn	without	fail

### Reading

Have you travelled by a train?

Let us read and enjoy this poem

#### Trains

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

Carrying passengers,  
Carrying mail,  
Bringing their precious loads  
In without fail.





Thousands of freight cars  
All rushing on  
Through day and darkness,  
Through dusk and dawn.

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

—James S. Tippet

### Post-reading

#### Vocabulary Expansion

Trains are a very important means of land transport in India. India has a large network of trains.

#### Activity 2

Given below are some more means of transport. Put them under the right box.

car	aeroplane	scooter	helicopter	boat	auto
bus	ship	submarine	train	jeep	bicycle

Land	Sky	Water

### Learning to Read and Comprehend

#### Activity 3

Write answers to the following questions.

1. What places do the trains go to?  
\_\_\_\_\_
2. What do they carry?  
\_\_\_\_\_
3. Why does the poet call passengers and mail as "precious loads"?  
\_\_\_\_\_
4. At what time do the trains run?  
\_\_\_\_\_
5. What are freight cars?  
\_\_\_\_\_

#### Activity 4

Read the following lines and answer the questions that follow.

**Through day and darkness,**

**Through dusk and dawn.**

1. What do the above lines refer to?  
\_\_\_\_\_

2. What do the 'day and darkness' and 'dusk and dawn' in the poem tell the readers?
- 

### Learning Language

**Conjunctions:** 'so', 'because', 'although', 'and', 'yet'

We use **Conjunctions** like 'and', 'or', 'but', 'because' and 'although' to join two parts of sentences. Conjunctions can be used to give more or unexpected information, results, options and reasons.

#### Activity 5

Complete the sentences given below with 'so' or 'because'. Here are a few examples. Read them before you do the activity.

#### Examples

1. Rajan is happy **because** he has stood first in the race.
2. It was raining, **so** I did not go to school.
3. I went to the cinema **because** it was a holiday.

We use '**because**' for giving reasons, and '**so**' for talking about results or purposes.

1. My dog was hungry, \_\_\_\_\_ it stole biscuits from the shelf.
2. I am feeling sleepy \_\_\_\_\_ I am very tired.
3. Babli bought new clothes \_\_\_\_\_ she wanted to wear them on Diwali.
4. It was raining, \_\_\_\_\_ my books got wet.
5. He did not study hard, \_\_\_\_\_ he failed the test.
6. I asked for directions \_\_\_\_\_ I was lost.
7. I did not clean the room, \_\_\_\_\_ it became dirty.
8. I met with an accident \_\_\_\_\_ I was driving fast.
9. Deepa went to the doctor \_\_\_\_\_ she was feeling sick.
10. Mohan did not help Sohan \_\_\_\_\_ he was not well.





### Activity 6

Combine the sentences given below using 'although' and 'yet'. Write them in your notebook. Here are a few examples. Read them before you do the activity.

#### Examples

1. Rajan did not win the race. Rajan was happy.

**Although** Rajan did not win the race, **yet** he was happy.

2. It was raining. I went to school.

**Although** it was raining, **yet** I went to school.

3. It was a holiday. I did not go to the cinema.

**Although** it was a holiday, **yet** I did not go to the cinema.

**We use 'although' and 'yet' in the same sentence for unexpected or different information.**

1. My dog was hungry. It did not eat biscuits.
2. He is very sleepy. He is watching a movie.
3. Babli wanted to wear new clothes on Diwali. Babli did not buy them.
4. It was raining. I did not take an umbrella.
5. He did not study hard. He passed the test.
6. I was lost. I did not ask for directions.
7. My room was dirty. I did not clean the room.
8. I was ill. I did not go to the doctor.
9. Mohan and Sohan were friends. Mohan did not help Sohan.
10. I went to the market. I did not buy anything.

## Learning to Listen

### Activity 7

Listen to the teacher, recite the following poem and repeat after her/him.

#### Clouds

White sheep, white sheep,  
On a blue hill,  
When the wind stops,  
You all stand still.  
When the wind blows,  
You walk away slow.  
White sheep, white sheep  
Where do you go?



## Learning to Speak

### Activity 8

Speak the following pairs aloud.

- |           |        |
|-----------|--------|
| 1. mail   | fail   |
| 2. dawn   | lawn   |
| 3. plains | trains |

### Activity 9 (Pairwork)

Discuss with your partner about how you would like to travel. You can discuss the following questions with each other.

1. Do you like to travel by train/ship/plane?
2. How would you like to travel if you have to go from Punjab to Mumbai? Why?
3. If you decide to go by train, what would you like to take with you?

## Learning to Write

### Activity 10

Paragraph writing

A paragraph is a short description of a point. Its length is about 100 words. Writing a paragraph is an art. The first sentence should introduce the topic in about 10-15 words and the last sentence should conclude it in 10-15 words. Rest 70-80 words must describe the main topic or idea.



Write a paragraph on 'A Journey by Bus'.






### 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 story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

glowing	starving	frozen	extreme
deserve	consider	warmth	brahmin

### Reading

#### Let us read the story

##### Birbal's Khichdi

It was winter time. The ponds and lakes near Akbar's palace were all frozen.

At Akbar's court:

Akbar asked Birbal, "Tell me one thing, Birbal! Do you think a man will do anything for money?"





Birbal replied, "Yes, Your Majesty!"

Akbar ordered, "Alright, then prove it!"

The next day, Birbal came to the court along with a brahmin. He was extremely poor and his family was starving. He had no money to feed them.

Birbal said to the king, "This brahmin is ready to do anything for the sake of money."

Akbar asked, "Will he do what I say?"

"Anything, if I get some money to feed my family," said the poor brahmin, before Birbal could reply.

The king said to the brahmin, "Stand inside the frozen pond all through the night without any clothes and I will give you two thousand gold coins."

The poor brahmin needed money. He had no choice. He stood in the frozen pond all through the night, shivering.





In the morning, he returned to Akbar's court to receive his reward of two thousand gold coins.

The king asked the brahmin, "How could you stand in the frozen pond in such an extreme temperature?"

The innocent brahmin replied, "I could see faintly glowing lights of the palace a mile away and that was a ray of hope for me. I kept looking at the lights and thinking about my family that they will get food if I continue to stand in the pond."

Akbar suddenly became very stern. He said harshly, "Oh brahmin, you have cheated me. I will not give you any reward for this. You looked at the palace lights and got warmth from the lights. You do not deserve the reward."

Birbal said, "Your Majesty, it is impossible to get the warmth from the lights glowing so far away!"

Akbar did not listen to him.

How could the poor brahmin argue with the emperor? He returned disappointed and bare-handed from Akbar's court.

The next day, Birbal did not go to Akbar's court. He sent a messenger to the emperor saying that he would come to the court only after his khichdi gets cooked.

Birbal did not turn up even after five days. The emperor himself went to Birbal's house to see what he was doing. He saw that Birbal had lit the fire and kept the pot of uncooked khichdi one yard above the fire.

Akbar said, "Birbal, I considered you to be the wisest in this country, but you have proved me wrong."

Birbal said, "Why, Your Majesty?"

Akbar said, "How will the khichdi get cooked when it is one yard above the fire? What is wrong with you, Birbal?"

Birbal kept stirring the pot and replied, "Oh my Great Emperor, when it is possible for a person to receive warmth from the faintly glowing lights a mile away, then it should be possible for this khichdi, which is just a yard above the fire to get cooked."



Akbar realised his mistake. He called the poor brahmin and gave him two thousand gold coins. Akbar was happy that Birbal had helped him to realise his mistake.





## Post Reading

### Vocabulary Expansion

#### Activity 2 (Prefixes and Suffixes)

Look at the following words. Break them into smaller words and look up the meaning of the words if required.

#### Example

The word 'uncooked' can be broken as under:

un + cook + ed

In the example above, **un-** is a prefix to cook and **-ed** is a suffix.

**Prefixes** and **suffixes** are groups of letters that come at the beginnings and endings of words respectively and make them longer. For example, the suffix '-er' when added to 'long' changes it to 'longer'.

Learning the meanings of common prefixes and suffixes can help you understand unknown words you read. It can also help you become better at spelling words.

**Prefixes** come before the main word. They change the meaning of the word and generally make them the opposite of the main word. For example, the prefix un- can mean "not," "remove," or "opposite." Adding the prefix un- to the word "happy" gives you the word "unhappy", which means not happy.

#### Prefixes with their meanings and examples

Prefix	Meaning	Example
non-, un-, im-, in-, il-, ir-	not, opposite	nonsense, unhappy
re-	again, back	revisit, replay
mis-	wrongly, not	misunderstand
de-	reverse, remove out of	deactivate, dehydrate
co-	with, together	coexist
dis-, di-	separation, away, apart, two	dislike, diacid



A **suffix** is a letter or a group of letters added to the end of a word. Suffixes do not make the opposites. They are used to show the part of speech of a word. For example, adding "ion" to the verb "progress" gives us "progression," the noun form of the word. Suffixes also tell us the verb tense of words or whether the words are singular or plural .

Suffixes with their meanings and examples

Suffix	Meaning	Example
-er, -or	one who does; or showing a comparison	teacher, faster
-able, -ible	capable of being	unforgettable, reversible
-d, -ed	forming the past tense or having the quality of	added, loved
-ing	forming a gerund meaning an "act of" or the present participle	singing
-ment	the act, state or result of an action	appointment, government
-ive	having the quality of	creative, divisive

Now let us look at some words from the story and see how we can break them. In the word 'impossible', im- is a prefix and in the word 'national' -al is a suffix.

1. frozen \_\_\_\_\_
2. return \_\_\_\_\_
3. extremely \_\_\_\_\_
4. disappointed \_\_\_\_\_
5. shivering \_\_\_\_\_
6. wisest \_\_\_\_\_
7. realise \_\_\_\_\_
8. looking \_\_\_\_\_

## Learning to Read and Comprehend

### Activity 3

Write answers to the following questions.

1. What time of the year was it in the story?  
\_\_\_\_\_
2. What had happened to the ponds and lakes?  
\_\_\_\_\_
3. What did Akbar want to know?  
\_\_\_\_\_
4. Why did the brahmin accept Akbar's challenge?  
\_\_\_\_\_
5. How much money did Akbar agree to give to the brahmin?  
\_\_\_\_\_

### Activity 4

Who said to whom? Write in the given space.

1. "Stand inside the frozen pond all through the night without any clothes and I will give you two thousand gold coins."  
\_\_\_\_\_
2. "How could you stand in the frozen pond in such an extreme temperature?"  
\_\_\_\_\_
3. "Oh brahmin, you have cheated me!"  
\_\_\_\_\_
4. "Your Majesty, it is impossible to get the warmth from the lights glowing so far away!"  
\_\_\_\_\_
5. "Birbal, I considered you to be the wisest in this country, but you have proved me wrong."  
\_\_\_\_\_

### Activity 5

What do you understand about Birbal in the story? Write three to four sentences on Birbal.

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### Learning Language

#### Adverbs

### Activity 6

Look at the following words. Notice what is common in them.

1. harshly
2. faintly
3. mainly
4. truly
5. frankly

The common thing about the words above is the use of the letters 'ly' at the end. The words can easily be divided into two parts. (word + ly).

For example: harsh+ly

Words that end with -ly are mostly **Adverbs**. They add to the quality of the verb. **For Example:** to speak (verb) harshly (adverb). Adverbs of Manner usually take -ly after a word.

Expressions of time show frequency of an action. Let's look at some examples:

1. The girls always get late for the party.
2. I usually do yoga every morning.
3. He is often late for work.
4. My dentist told me to brush my teeth twice daily.

Adverbs are of many types such as time, place, manner, frequency etc. and give information regarding **how things happen, how many times, when and where.**



### Activity 7

Divide the following words into two parts. The first has been done for you.

1. mainly      main + ly \_\_\_\_\_
2. generally      \_\_\_\_\_
3. aptly      \_\_\_\_\_
4. sternly      \_\_\_\_\_
5. normally      \_\_\_\_\_
6. suddenly      \_\_\_\_\_
7. carefully      \_\_\_\_\_
8. rarely      \_\_\_\_\_

### Activity 8

Fill in the blanks with appropriate -ly words given in the box.

truly, sternly, fairly, certainly, quietly

1. Akbar spoke \_\_\_\_\_ with the brahmin.
2. The exam was \_\_\_\_\_ easy.
3. Birbal was \_\_\_\_\_ wise.
4. You should \_\_\_\_\_ take leave from work.
5. The student sat \_\_\_\_\_ after the teacher scolded him.

### Activity 9

The following exercise will help you to understand how Adverbs of Frequency work. Choose the best answer to complete each sentence.

1. I \_\_\_\_\_ late on weekends.
  - a. get up usually
  - b. get usually up
  - c. usually get up
  - d. up get usually



2. My father \_\_\_\_\_ late for work.
  - a. never is
  - b. is never
  - c. are never
  - d. were never
3. How \_\_\_\_\_ on weekends?
  - a. often do you travel
  - b. do you often travel
  - c. often you do travel
  - d. often does you travel
4. Tim \_\_\_\_\_ early for class.
  - a. often is
  - b. are often
  - c. often are
  - d. is often
5. When do you \_\_\_\_\_ go on vacation each year?
  - a. always
  - b. never
  - c. usually
  - d. ever



### Activity 10 (Pairwork)

The following grid has some-ly words. You can find them either vertically or horizontally. Find them and write them in the blanks given below. (The teacher will explain how to do the activity.)

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## Learning to Speak

### Activity 11

Three sets of dialogues are given below. Practise them in the class.

**Note:** The teacher must get the dialogues rehearsed one at a time in pairs and small groups. The best three groups in speaking for each set will present their dialogue in front of the class. The teacher must help the students to understand the text and speak as instructed in square brackets.

#### Set 1 (Pairwork)

Akbar (to Birbal): Tell me one thing, Birbal! Do you think a man will do anything for money? **[question]**

Birbal (to Akbar): Yes, Your Majesty! **[statement]**

Akbar (to Birbal): Alright, then prove it! **[order]**

#### Set 2 (a group of 3)

Birbal (to Akbar): Your Majesty! this brahmin is ready to do anything for the sake of money. **[statement]**

Akbar (to Birbal): Will he do what I say, Birbal? **[question]**

Birbal (to Akbar): Yes, Your Majesty! **[statement]**

Birbal (to the brahmin): Are you ready to do anything that His Majesty asks you to? **[question]**

Brahmin (to Akbar): Anything, if I get some money to feed my family, Your Majesty. **[statement]**

Akbar (to the brahmin): Stand inside the frozen pond all through the night without any clothes. For this, I will give you two thousand gold coins. **[order]**

#### Set 3 (a group of 3)

Akbar (to the brahmin): Tell me, how could you stand in the frozen pond in such an extreme temperature? **[question]**

The brahmin (to Akbar): It was very difficult. It was freezing. But I needed the money for my family. So I kept standing in the cold water. **[statement]**

Akbar (to the brahmin): Was it due to money that you could stand in the water all night? **[question]**



The brahmin (to Akbar): Your Majesty! I could also see the faintly glowing lights of the palace. The lights helped me. I kept looking at the lights and thinking about the food my family will get. **[statement]**

Akbar (angrily to the brahmin): What! Oh brahmin, you have cheated me! **[exclamation]**

The brahmin (to Akbar): Your Majesty! I did as you said. I have not cheated. **[statement]**

Akbar (angrily to the brahmin): You do not deserve the reward. You looked at the palace lights and got warmth from the lights. **[statement]**

The brahmin (pleadingly to Akbar): Your Majesty! I have stood all night in the freezing waters of the pond. **[statement]**

Akbar (sternly to the brahmin): I will not give you any reward for this. If you say one more word, I will put you in jail for cheating. **[order]**

Birbal (to Akbar): Your majesty! it is impossible to get the warmth from the lights glowing so far away! **[exclamation]**

## Learning to Write

### Dialogue writing.

Writing a dialogue is a very interesting activity. If you already have a passage, converting it into dialogue form is very simple. You must remember:

1. You do not use words such as 'said', 'asked', 'replied', 'told', etc. Instead, you use 'to' at its place.
2. You use colon after addressee put in round bracket.
3. You do not use inverted commas ( " " ) for what the speaker has to say. You simply write it.

<b>Statements:</b> →	Birbal told the messenger, "Give my message to the emperor."	Birbal tells the messenger to go to the emperor and give him a message.
<b>Process</b>		
<b>Step 1.</b>	Remove 'told', comma and inverted commas.	Remove 'tells'
<b>Step 2.</b>	Instead of 'told' use 'to'	Remove 'to' after 'messenger'. Use 'to' and remove 'tells'.
<b>Step 3.</b>	Put 'to' and 'the messenger' in round brackets after the name of the speaker.	
<b>Step 4.</b>	Add colon (:) after the name of the speaker and the addressee as in Birbal (to the messenger):	

<b>Step 5.</b>	...	Make the first letter of the statement capital.
<b>Dialogue</b>	Birbal (to the messenger): Give my message to the emperor.	Birbal ( to the messenger): Go to the emperor and give him a message.

### Activity 12 (Pairwork)

Read the given statements and rewrite them as dialogues.

**1. Statement :** Akbar said, "Birbal, I considered you to be the wisest in this country, but you have proved me wrong."

Dialogue: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2. Statement :** Birbal said, "Why, your majesty?"

Dialogue: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Statement :** Akbar said, "How will the khichdi get cooked when it is one meter above the fire? What is wrong with you Birbal?"

Dialogue: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Learning to Use Language

#### Activity 13 (Group Work)

Students will do this activity in a group of four or five.

Let us write a small paragraph. The topic is 'A Visit to a Hill Station'. Read the questions given below and answer them in complete sentences.



1. Where did you go? (e.g. I went to Simla).

\_\_\_\_\_

2. Who did you go with?

\_\_\_\_\_

3. How did you reach there?

\_\_\_\_\_

4. How long did it take?

\_\_\_\_\_

5. Where did you stay?

\_\_\_\_\_

6. What did you do during the day?

\_\_\_\_\_

7. What did you do at night?

\_\_\_\_\_

8. How was your trip?

\_\_\_\_\_

Now put all your answers together and write in a paragraph form in the following box.




## A Glass of Milk



## 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 play (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

complicated	diagnose	surgery
attention	struggle	discuss

## Reading

## Let us read the play

## Scene 1

**Time** : Afternoon

**Location** : Blackpool - a small town in England

## Scene:

**Characters:** a boy (Howard Kelly)

a lady (Anita)

A small and a narrow street, afternoon time, a small boy selling things from door to door

**Boy** (to himself): I must sell two more books! How will I give my school fee if I don't sell these books? But it is a hot afternoon! I am so hungry and thirsty! I think I must ask for some water from the next house!

**The boy sees a small house. He rings the bell. A lady opens the door.**

**Boy** (tired and hungry): Good afternoon, Ma'am!

**Lady** (politely): Good afternoon! Do you want something?

**Boy:** My name is Howard, Howard Kelly. I am selling these books. Will you buy one of my books?



**Lady:** You are very small. You should be in school and not selling things!

**Boy:** Yes, Ma'am. I need to pay for my fee. For this reason, I go door to door selling books. And, ah (hesitatingly) Can I get some water, please? I am very thirsty.

**The lady looks at him and says:**

**Lady:** Sure! Just a few minutes, child. (goes inside and comes back with a glass) Here you are! Here's some milk. You are so weak. It appears you haven't eaten for days!

**Boy** (taking the glass from the lady and drinking it): Thank you so much, Ma'am. You are very kind! How much, ehm... How much do I, ah... owe you for the milk?



**Lady** (speaking warmly): Nothing! You owe me nothing. My mother has taught me not to accept payment for a deed of kindness. And let me buy a book from you. How much does the book cost?

**Boy** (smiling): Thank you, Ma'am! I will always remember this. The book is for 4 pounds and 70 pence.

**The lady takes the book and hands over 5 pounds to the boy and tells him to keep the change. The boy smiles and leaves the house. He is happy and feels stronger.**

**Scene 2 (many years later)**

**Time** : Morning

**Location** : A big city hospital

**Characters** : Dr Peter Brown

**Dr Howard Kelly**

(Dr Brown and Dr Kelly are discussing a case.)

**Dr Kelly**: Is it a difficult case, Dr Brown?

**Dr Brown**: Yes, it is complicated. We have not yet been able to diagnose the problem.

**Dr Kelly** (coming near Dr Brown): Who is the woman? Where is she from? And, how did she become so ill?



**Dr Brown** (facing Dr Kelly): She is from Blackpool. The doctors there advised her to come to this hospital as they could not understand her disease. It started with food poisoning but got complicated. Perhaps, her liver has got affected.

**Dr Kelly:** What? from Blackpool? That's where I come from. Where is the lady?  
(Dr Brown taking Dr Kelly to the hospital room)

**Dr Brown:** There she is! She needs immediate surgery. I don't think we can do much in this case even after surgery.

**Dr Kelly** (peeps into the room and sees the sleeping woman, smiles): We must do our best! And, I'll do my best to save her.

**Dr Brown:** Sure doctor! We'll make all possible efforts to save her. Do you know her?

**Dr Kelly smiles again.**



**Scene 3**

**Location** : a room in the hospital

**Characters** : the Lady

a nurse

a man (from the bills department)

(The nurse prepares to give medicine to the Lady)

**Man** (giving some papers to the nurse): Is she feeling better? She is lucky that Dr Howard Kelly handled her case. This is her bill. She needs to pay within two days. Show her the bill.

**Nurse** (taking the bill from the man): You are right. She is lucky! And yes, she is much better and healthier.

**Nurse gives medicine to the Lady.**

**Nurse** (handing over the bill to the Lady): Here is your medicine! And, er... this is your bill. As per the hospital rules, you need to pay the bill in two days.

**Lady** (looking worried): This hospital seems to be very expensive.

**Nurse:** Yes, Madam. It is the most expensive hospital in London.

**Lady** (looks at the bill): ...It will take me a lifetime to pay the bill!

It is signed by Dr Howard Kelly.

**Nurse:** Yes! He's very kind. He took special care of you. He's from your city.

**Lady** (looking interested): Really? Is he from Blackpool?

**Nurse:** Yes, he is! Let me see your bill, Madam! (takes the bill and looks at it, smiles) Yes, something is written on it. Did you see it?

**Lady:** No, let me see it again. (reads aloud with tears in her eyes)

**‘Paid in full years ago with a glass of milk’.**

**Dr Howard Kelly**



**Lady:** God Bless Howard! I'm very happy. My faith in God and goodness of people has become stronger today.

**Note :** The play is written by Vandana Lunyal adapted from 'A Glass of Milk' whose author is unknown.

## Post-Reading

### Vocabulary Expansion

#### Activity 2

Find suffixes in the following words.

1. complicated \_\_\_\_\_
2. hesitatingly \_\_\_\_\_
3. warmly \_\_\_\_\_
4. stronger \_\_\_\_\_
5. goodness \_\_\_\_\_

Let us revise the Prepositions - 'besides', 'beside', 'between' and 'among'.

**'Besides' means 'in addition to'.**

**'Beside' means 'by the side of'.**

1. What other sport do you play besides hockey?
2. She sat beside her sick son all night.

**'Between' is used for two people or things.**

**'Among' is used for more than two people or things.**

1. There is no love between the two brothers.
2. Distribute sweets among all the children.

#### Activity 3

Fill in the blanks choosing from the words given in the box.

beside      besides      between      among

1. The two brothers distributed the sweets \_\_\_\_\_ themselves.
2. Radha came and sat \_\_\_\_\_ her mother.
3. The four thieves quarrelled \_\_\_\_\_ themselves.
4. I have three other pens \_\_\_\_\_ this.
5. \_\_\_\_\_ advising them, he gave them money also.
6. A beggar was sitting \_\_\_\_\_ the temple gate.



## Learning to Read and Comprehend

### Activity 4

Read the play carefully and write the answers.

#### Scene 1

1. Count and write the number of characters in Scene 1 of the play.

\_\_\_\_\_

2. What are their names?

\_\_\_\_\_

3. What is the time?

\_\_\_\_\_

4. What does the boy say to himself?

\_\_\_\_\_

5. Why does he sell books?

\_\_\_\_\_

6. Why does he ring the bell?

\_\_\_\_\_

7. Who opens the door?

\_\_\_\_\_

8. What does he request the Lady for?

\_\_\_\_\_

9. What does the Lady give him?

\_\_\_\_\_

10. How much money does the Lady give the boy for the book?

\_\_\_\_\_

#### Scene 2

1. Count and write the number of characters in Scene 2 of the play.

\_\_\_\_\_

2. What is the profession of the characters of this scene?

\_\_\_\_\_

3. Why had the Lady come to this hospital?

\_\_\_\_\_

4. How did the Lady get ill?

\_\_\_\_\_

5. What kind of treatment did she need?

\_\_\_\_\_

### Scene 3

1. How much time did the patients get to pay the bill, as per the rules?

\_\_\_\_\_

2. Why did the Lady get worried?

\_\_\_\_\_

3. Why did the Lady have tears in her eyes?

\_\_\_\_\_

4. Why did she not have to pay the bill?

\_\_\_\_\_

5. Who had paid the bill? Why?

\_\_\_\_\_

6. Why was the Lady happy in the end?

\_\_\_\_\_

### Learning Language

#### Degrees of Adjectives

**Adjectives** have three forms of comparison: Positive, Comparative and Superlative.

Simple adjectives that make no comparisons are positive forms.

Most adjectives form the comparative by adding '-r', '-er', '-ier' and the superlative by adding '-st', '-est', '-iest' to the positive.

Let us look at the following examples:

Positive	Comparative	Superlative
quick	quicker	quickest
fine	finer	finest
nice	nicer	nicest
bold	bolder	boldest
clever	cleverer	cleverest
deep	deeper	deepest
dirty	dirtier	dirtiest
heavy	heavier	heaviest
happy	happier	happiest

Some adjectives with more than one syllable form the comparative by using the adverb "more", and superlative by using the adverb "most".

Let us look at some more examples:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
difficult	more difficult	most difficult
satisfactory	more satisfactory	most satisfactory
useful	more useful	most useful

Some comparative and superlative adjectives are not formed from the positive. They are different words.

Let us look at some more examples:

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
far	farther/further	farthest/furthest
many	more	most



### Activity 5

Complete the following sentences by choosing the correct form of the adjectives given in the brackets.

1. Australia is the \_\_\_\_\_ island in the world. (large, larger, largest)
2. The class test was \_\_\_\_\_ than we had expected. (easy, easier, easiest)
3. The elephant has the \_\_\_\_\_ trunk. (long, longer, longest)
4. Kilimanjaro in Africa is \_\_\_\_\_ than Mont Blanc in Europe. (tall, taller, tallest)
5. The white dog was the \_\_\_\_\_ of all. (greedy, greedier, greediest)

### Activity 6

Fill in the blanks with the correct degree of comparison of the adjective. Use the adjective given in the brackets.

1. Shyam is \_\_\_\_\_ than Karan. Neil is the \_\_\_\_\_ of them all. (healthy)
2. My room is \_\_\_\_\_ than yours. (neat)
3. Pole star is the \_\_\_\_\_ star. (bright)
4. The sweets I ate at this sweetshop are \_\_\_\_\_ than any other sweets I have ever eaten. (delicious)
5. Is the Prime Minister \_\_\_\_\_ than the President? (powerful)

## Comparative and Superlative Adjectives

### Activity 7

Rewrite each sentence below using the comparative or the superlative form of the adjectives given in the brackets.

**Example A: You are (tall) than me.**

**Answer A : You are taller than me.**

1. The fish I caught is (big) than the one you caught.

\_\_\_\_\_

2. That is the (small) umbrella I have ever seen.

\_\_\_\_\_

3. She is the (pretty) girl I have ever seen.

\_\_\_\_\_

4. My friend is (fabulous) than yours.

\_\_\_\_\_

5. That building is (large) than the one next to it.

\_\_\_\_\_

6. Who has the (easy) job in our family?

\_\_\_\_\_

7. Do you think a screwdriver is (useful) than a hammer?

\_\_\_\_\_

### Learning to Speak

#### Activity 8 (Think - Pair - Share)

Think about what you would want to do to help someone. Think of a good human value such as:

1. sharing food
2. caring for an injured animal
3. giving new clothes to the needy, etc.

Sit facing your partner. Tell your partner about it. Each pair will take 5 minutes to speak and listen to each other. After five minutes, say what you have learnt about your partner (in front of the class).

### Learning to Write

#### Activity 9

Do some people, who want to sell something, ring your door-bell in the afternoons? Do they disturb you? How do you react? Are you polite to them? Most people are rude to them. Write about the time when a salesman rang a bell when you were sleeping. You can use some of the following words/phrases.

afternoon, bell, fast asleep, woke up, salesman, selling books, pestered, offered water, angry, close the door


### Learning to Use Language

Read the following paragraph on Blackpool:

Blackpool is a beautiful town in England. Tourists love going to Blackpool. Blackpool is situated at the seaside. The seawater of Blackpool is very salty and visibly black. That is why the town is called Blackpool. It is a place that children love going to. There is a lot that children may find amusing. There is a tall tower in the middle of the town which is also black.



#### Activity 10

Write a paragraph on your village/town/city or Amritsar/ Jalandhar/Patiala/ Ludhiana, etc.

You may talk about:

1. where the place is located
2. what the place is famous for
3. what most people do when they visit the place.



**Note:** The teacher must help learners to get information about the city/ place they want to write about.


# The Hunter and the Deer



## 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

journey	plea	buck
doe	fawn	beast

## Reading

### Let us read the poem

#### The Hunter and the Deer

The hunter went on a journey  
 To find some deer meat  
 He saw a buck and looked into his eyes  
 He saw a plea, the buck begging for his life  
 A doe and a fawn came from behind  
 Needing the buck in their lives.



The hunter knew what he came for and raised his gun  
But out of nowhere, he saw the buck's son  
It was cute, to say the least  
And if he killed the buck he'd feel like a beast  
The hunter looked at the deer again  
And something grew in him.  
  
He gathered some nuts and fed the deer  
And he felt the deer's lack of fear  
He smiled a great big smile  
He stayed with the deer for a while  
And he went home feeling great.

—Anonymous



## Post-reading

### Vocabulary Expansion

#### Activity 2

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

1. fun \_\_\_\_\_ , \_\_\_\_\_
2. feast \_\_\_\_\_ , \_\_\_\_\_
3. wise \_\_\_\_\_ , \_\_\_\_\_
4. near \_\_\_\_\_ , \_\_\_\_\_
5. file \_\_\_\_\_ , \_\_\_\_\_

#### Activity 3

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

S.No.	Word	I know the word. Put a tick (3).	I don't know. Put a cross (x).	Write the meaning if you know it.
1.	buck			
2.	hunter			
3.	beast			
4.	raised			
5.	journey			
6.	doe			
7.	fawn			

### Learning to Read and Comprehend

#### Activity 4

Read the poem and select the appropriate option to fill in the given blanks.

1. The hunter went on a journey to find some \_\_\_\_\_.  
(a) deer meat      (b) dog meat      (c) horse meat

2. The hunter found a \_\_\_\_\_.  
(a) a dog                      (b) a buck                      (c) a bear
3. The other word for a male deer is \_\_\_\_\_.  
(a) doe                      (b) fawn                      (c) buck
4. The poet thought that the buck was begging for \_\_\_\_\_.  
(a) the fawn's life    (b) his own life                      (c) the doe's life
5. A female deer is called a \_\_\_\_\_.  
(a) doe                      (b) fawn                      (c) buck
6. A young deer is called a \_\_\_\_\_.  
(a) doe                      (b) fawn                      (c) buck
7. The hunter remembered what he came for and raised his \_\_\_\_\_.  
(a) hand                      (b) gun                      (c) head
8. A \_\_\_\_\_ came out of nowhere.  
(a) doe                      (b) fawn                      (c) buck
9. The hunter felt that he could not \_\_\_\_\_ the buck.  
(a) kill                      (b) raise                      (c) look at
10. The hunter gathered \_\_\_\_\_ for feeding the deer.  
(a) fruits                      (b) leaves                      (c) nuts

### Activity 5

Write answers to the following questions.

1. What did the hunter want to eat?
2. What did the hunter see?
3. Why did the hunter not kill the buck?
4. What did the hunter do?
5. How did the buck feel after eating nuts?

## Activity 6

Explain the following statements in your own words.

1. And if he killed the buck he'd feel like a beast.
2. And something grew in him.
3. And he felt the deer's lack of fear.

## Learning Language

### Determiners

Let us look at the following sentences:

1. **The** rabbit found its hole.
2. I ate **the** vanilla cake in **the** evening.
3. Metal cans are recyclable.
4. **The** metal cans are recyclable.



The bold words above are determiners.

**Determiners** are words like '**the**', '**an**', '**this**' or '**some**' that always come before a noun or before any other adjectives used for the noun.

Determiners are needed before a **singular noun** but we may or may not use it when talking about plural nouns. For example, look at the placement and usage of the common determiner '**the**' in the sentences above. In all the examples, **the determiner is placed before the noun or noun phrase whether the noun is the subject or the object.**

1. In the first example, it comes directly before the noun.
2. In the second example, it comes before the adjective (vanilla) that introduces the noun (cake).
3. In the third example, there is no determiner, **as determiners are optional for plural nouns and noun phrases.**
4. In the fourth example, a determiner has been added to refer to the specific noun "**the metal cans**" (i.e., the metal cans that are here with us).

There are four different types of determiners in English: **articles**, **demonstratives**, **quantifiers**, and **possessives**.



## Articles

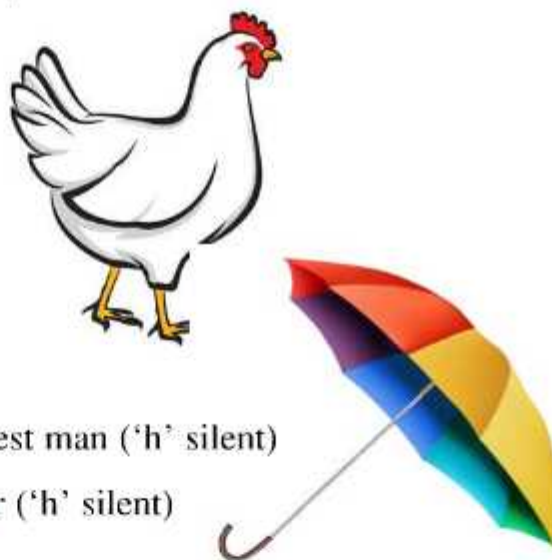
Articles are among the most common of the determiners. As you are aware, there are three singular articles: **'a'**, **'an'**, and **'the'**. Articles specify (or determine) which noun the speaker is referring to. **'A'** and **'an'** are **indefinite articles**. They are used when you are talking about a general version of the noun. For example:

1. **A** cat is **a** cute animal.
2. **An** eagle can see **the** ground from **the** sky.

In these examples, cats or – eagles are being talked about, in general, i.e. any cat or eagle. When the meaning is not for anyone or anything special, we must use an **indefinite article 'a' or 'an'**. **'A'** is used before words that begin with the sound of **a consonant** such as **'p'**, **'t'**, **'d'**, **'s'**, and **'an'** is used before words beginning with **the sound of a vowel** such as **'a'**, **'e'**, **'i'**, **'o'**, **'u'**.

### Examples: Consonant sound

- |                       |                  |
|-----------------------|------------------|
| 1. a <b>c</b> at      | 2. a <b>p</b> an |
| 3. a <b>E</b> uropean | 4. a <b>c</b> ow |
| 5. a <b>h</b> en      |                  |



### Examples: Vowel sound

- |                        |                                       |
|------------------------|---------------------------------------|
| 1. an <b>a</b> pple    | 2. an <b>h</b> onest man ('h' silent) |
| 3. an <b>u</b> mbrella | 4. an <b>h</b> our ('h' silent)       |
| 5. an <b>e</b> gg      |                                       |

On the other hand, **'the'** is a **definite article**. It means that the speaker is talking about a specific noun. For example:

1. He went to **the** best restaurant in the city.
2. **The** kitten is meowing too loudly.

Here the speaker is talking about a particular **kitten** and a particular **restaurant**. It is only one animal or place that is important. In such a case, you must use a definite article.

### Activity 7

In the following sentences, choose one of the three options and put a tick on the right one.

1. I have a/an/the/good idea.
2. That is a/an/the/interesting toy!
3. I have kept the bag in a/an/the/cupboard.
4. Do the Sharmas have a/an/the/blue car?
5. The water in a/an/the/river is dirty.
6. He had a/an/the/piece of chocolate.
7. I like to eat a/an/the/egg everyday.
8. She has a/an/the/good habit of brushing her teeth twice a day.
9. Raghav likes to walk in a/an/the/rain.
10. Radha plays a/an/the/game of chess everyday.



**Demonstrative adjectives** are also used as determiners in English. They are - **‘this’**, **‘that’**, **‘these’** and **‘those’**. Demonstratives are used in a situation in which the speaker can point to an item. For example:

1. Do you want **this** piece of cake?
2. I don't want to watch **that** movie.
3. **These** black grapes are sour.
4. He wanted to hire **those** boys for the job.



**‘This’** and **‘these’** point to the items close to us; **‘that’** and **‘those’** refer to items far away. Note also **‘this’** and **‘that’** are singular while **‘these’** and **‘those’** are plural.

## Activity 8

Let us help Richard describe his office.



Write **'this'** or **'these'** for things that are near him, and **'that'** or **'those'** for things that are not near him. One has been done for you.

1.   This   laptop is new.
2.        wooden cabinet is for his papers.
3.        books are about business.
4.        computer is also new.
5.        dustbin is very good.
6.        curtains are very old.
7.        plant is beautiful.
8.        wooden horses are nice.
9.        cage does not have a real bird.
10.        drawers need repair.

## Quantifiers

**Quantifiers** are determiners that indicate **how much** or **how little** of the **noun** is being talked about. They include words such as **'all'**, **'a few'**, and **'many'**. For example:

1. She read **all** the books.
2. She liked **all** the sweets equally.

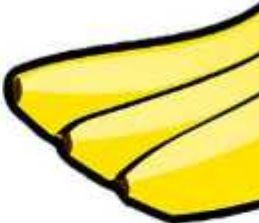


3. **A few** children like beans so the school canteen stopped serving beans to them.
4. **Many** kittens are taught to hunt by their mothers.

Note that **'all'** can be used with other determiners to specify which particular items are **'being discussed'** (i.e., all the books in this pile). In this case, the quantifier always comes before the article or demonstrative. It is also possible to use **'all'** to refer to items generally, as in the second example.

## Activity 9

In the following sentences choose one of the options and put a tick on the right one.

1. There are only \_\_\_\_\_ bananas left in the box.  
a. a few                      b. a little
  2. We need \_\_\_\_\_ butter for this cake.  
a. a few                      b. a little
  3. There are only \_\_\_\_\_ days left to give the reports.  
a. a few                      b. a little
  4. I bought \_\_\_\_\_ apples from this shop.  
a. a few                      b. a little
  5. \_\_\_\_\_ people live in your city?  
a. How much                b. How many
  6. \_\_\_\_\_ water is there in the sea?  
a. How much                b. How many
  7. We need \_\_\_\_\_ bananas.  
a. some                      b. any
  8. You can't buy \_\_\_\_\_ oranges from in this shop.  
a. some                      b. any
  9. There is a bus \_\_\_\_\_ 2 hours.  
a. each                      b. every
  10. We enjoyed \_\_\_\_\_ minute of our holidays.  
a. each                      b. every
- 



## Possessive Adjectives

Possessive Adjectives are also used as determiners in English. When talking about a noun that belongs to someone or something, we use possessive adjectives to show ownership. Possessive adjectives include ‘**my**’, ‘**your**’, ‘**his**’, ‘**her**’, ‘**its**’, ‘**our**’ and ‘**their**’. For example:

1. Where is **your** mother?
2. The dog growled and showed **its** teeth.
3. **My** best friend loves cats.
4. Which one is **his** car?
5. Speaking the truth is **her** best quality.
6. In the autumn season, trees shed **their** leaves.
7. It’s **our** house.

The **possessive adjective (determiner)** comes before the noun.

### Activity 10

Complete the following letter written by Ashok to Deepak. Fill in the correct possessive adjectives.

Hello Deepak

\_\_\_\_\_ name is Ashok. This is \_\_\_\_\_ friend Satish. He is thirteen years old. \_\_\_\_\_ sister is nine. They have got a pet. \_\_\_\_\_ pet is a dog. \_\_\_\_\_ name is Caesar. Satish and I go to the same school. There are 600 boys and girls in \_\_\_\_\_ school. Satish’s class teacher’s name is Mrs. Sharma. She has got a pet, too. \_\_\_\_\_ pet is a cat. My class teacher is Mr. Gupta. I like \_\_\_\_\_ lessons. He has three dogs. The dogs love to play in \_\_\_\_\_ garden. Now I have a question for you. What is \_\_\_\_\_ pet?

Yours

Ashok



Let us look at determiners once again. The teacher must explain the following after the students have completed the activities on determiners.

1. Determiners always come first in the noun phrase.
2. Determiners are must with singular nouns.
3. To speak about a general singular noun, use an indefinite article (**a** or **an**).
4. To speak about a general plural noun, do not use a determiner.
5. To speak about a particular singular noun, use a definite article/  
demonstrative adjective/possessive adjective/quantifier.
6. To speak about a particular plural noun, use a definite article/demonstrative  
adjective/possessive adjective/quantifier.

### Learning to Listen

#### Activity 11

Your teacher will speak five words. You will listen to him/her carefully and write the words in the space provided. Thereafter, you will write three rhyming words for each in the space given under each word. An example is given :

<b>Example Word:</b>
<b>light</b>
fight
kite
white



S.No.	Word 1	Word 2	Word 3	Word 4	Word 5
	_____	_____	_____	_____	_____



### Learning to Speak (Pairwork)

Kindness to other people and animals is very important for human beings. We must be kind to others. In our life, many people have been kind to us. Do you remember any kind act done to you by your neighbour, friend, mother, uncle or a stranger?

#### Activity 12

Tell your partner about how someone was kind to you/how you were kind to someone (a human being/an animal).

#### Some useful words/phrases

- |                        |                  |                   |
|------------------------|------------------|-------------------|
| 1. my neighbour/friend | 2. kindness      | 3. sympathy       |
| 4. virtue              | 5. made me smile | 6. generosity     |
| 7. greatest gift       | 8. won my heart  | 9. I can't forget |

### Learning to Write

#### Application

Study the following format of writing an application for fee concession

<b>Addressed to</b>
The Principal [Name of the school] [Address] [Date]
<b>Subject</b>
Subject: Application for Fee Concession
<b>Salutation</b>
Sir/Madam
<b>Body of Application</b>
I want to say that I am a student of class 7 in this school. I am a good student. I always stand 1st in the class. My parents are poor and they cannot afford to pay full fees. Therefore, I request you to kindly grant me a concession in fee. I shall be really thankful to you.
<b>Closing</b>
Thanking you  Yours obediently [Your Name] [Class and section][Roll No.]

### Activity 13

Write an application to your Principal requesting him/her to grant you sick leave for three days. (The students will write in their notebooks.)

### Learning to Use Language

Read the following example of a four line poem.

#### My Home

My home is a brick house  
Where it's warm and safe to be;  
I wish all the world's children  
Could be lucky, like me.

—Trevor Harvey



### Activity 14

Use some of the following words/phrases or any other you like to write your own four line poem.

I, see, blue, violet, red, rainbow, colours, flowers, evening, breeze, trees, swaying, dance


# Mountaineers



## 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

sea-level	achievement	feat	climber	mountaineer
summit	scale	expedition	felicitated	dedicated
trek	acclimatization	starved	deter	adventurous







## Reading

Let us read the chapter

### Mountaineers

Mount Everest is the highest point on the planet at 29,028 feet above sea-level. For many people, reaching Mount Everest peak is a once-in-a-lifetime achievement. This kind of feat requires huge funds, very tough training and very good luck. The first people to stand on the top of Everest were a local climber Tenzing Norgay and Sir Edmund Hillary, a mountaineer from New Zealand in 1953. Since then, a lot of people have achieved this feat. Some of them are from India too.

The first Indian to summit Mount Everest was Captain Avtar Singh Cheema (1933–1989) on May 20, 1965. He was a captain in the 7th battalional Parachute Regiment at that time. Later, he was promoted to the post of a Colonel. He was also the 16th person in the world to scale



**Capt Avtar Singh Cheema**

the peak. He was a part of the third Indian Expedition led by Commander M S Kohli and others. Kohli was an officer in the Indo-Tibetan Border Police. Both Cheema and Kohli were felicitated by the Indian Government with Arjuna Award. They also received Padma Shri and Padma Bhushan respectively. Kohli was also given Nishan-e-Khalsa by the Punjab Government. A postage stamp was dedicated to the success of the 1965 Everest Expedition.

Climbing Everest Peak is not for untrained mountaineers. It is extremely dangerous. The trek to the summit (peak of Everest) takes months of physical training and weeks of acclimatization and adjusting to the physical condition. Climbers need to get used to the oxygen-starved heights of the mountain. The route between 26000 and 29020 feet is called the “death zone”. At this height, the body cannot get enough oxygen and begins to die minute by minute. This distance must be covered in less than a day to avoid damage to the body.



In spite of such dangers, the number of mountaineers to Mount Everest has been increasing. It has increased so much that the climbers have to wait for hours for their turn to stand atop the peak. This extra time in the ‘death zone’ also increases the danger but it does not deter their adventurous spirit.

### Post-reading

### Vocabulary Expansion

#### Activity 2

Make meaningful sentences of the words given below.

- |                |       |
|----------------|-------|
| 1. sea-level   | _____ |
| 2. achievement | _____ |
| 3. mountaineer | _____ |
| 4. summit      | _____ |
| 5. expedition  | _____ |
| 6. felicitated | _____ |

7. dedicated \_\_\_\_\_
8. acclimatization \_\_\_\_\_
9. starved \_\_\_\_\_
10. adventurous \_\_\_\_\_

### Learning to Read and Comprehend

#### Activity 3

Read and answer the following questions.

1. Who was the first Indian to climb Everest?  
\_\_\_\_\_
2. Who led the 1965 Indian Expedition to Mount Everest?  
\_\_\_\_\_
3. When did the first Indian reach the peak?  
\_\_\_\_\_
4. Which awards did Captain Cheema receive?  
\_\_\_\_\_
5. What is the oxygen-starved area of the mountains called?  
\_\_\_\_\_

#### Activity 4

Choose the most appropriate option from the given four.

1. The highest point on the planet is \_\_\_\_\_.  
(a) Kanchenjunga (b) Mount Everest  
(c) Kilimanjaro (d) K2
2. The height of Mount Everest above sea-level is \_\_\_\_\_.  
(a) 30,102 feet (b) 29,000 feet  
(c) 29,028 feet (d) 20,196 feet



3. The first people to stand on top of Mount Everest were \_\_\_\_\_.  
(a) Kohli (b) Sir Edmund Hillary  
(c) Tenzing Norgay (d) Both (b) & (c)
4. The first Indian to summit Mount Everest was \_\_\_\_\_.  
(a) Kohli (b) Tenzing Norgay  
(c) Sir E. Hillary (d) Colonel Avtar Singh Cheema
5. Colonel Avtar Singh Cheema was the \_\_\_\_\_ person in the world to scale the peak.  
(a) 20th (b) 16th  
(c) 1st (d) 3rd
6. Both Cheema and Kohli were felicitated by the Indian Government with \_\_\_\_\_.  
(a) Nishan-e-Khalsa (b) Dronacharya Award  
(c) Vir Award (d) Arjuna Award
7. A postage stamp was dedicated to the success of the \_\_\_\_\_ Everest Expedition.  
(a) 1933 (b) 1965  
(c) 1989 (d) 1970
8. The route between 26,000-29,020 feet is called the \_\_\_\_\_.  
(a) last zone (b) upper zone  
(c) death zone (d) middle zone

## Learning Language

### Pronouns

#### Let us revisit the pronouns

We use a pronoun when we don't want to repeat a noun or a noun phrase. The words such as '**they**', '**she**', '**her**', '**he**' and '**it**' are used in place of nouns.

### Subject and Object Pronouns

#### Subject Pronouns

In English, we have **subject pronouns** which are: '**I**', '**you**', '**he**', '**she**', '**it**', '**we**' and '**they**'. Of course, we use '**you**' when we are talking to one person and when we are talking to more than one person.

We use these pronouns when they are the subject of a verb.

1. I like Mumbai.  
S V O
2. You have eaten the chocolate.  
S V O
3. He plays cricket.  
S V O
4. She hates vegetables.  
S V O
5. It was hot.  
S V O
6. We are Indians.  
S V O
7. They are going to the market.  
S V O

### Object Pronouns

In English, we have **object pronouns** also. These are: 'me', 'you', 'him', 'her', 'it', 'us' and 'them'. Also, take note that 'it' and 'you' are the same when they are **subject pronouns** or **object pronouns**.

We use these for **the object** of a verb.

1. Ravi knows me.  
S V O
2. Radhika slapped you.  
S V O
3. The donkey kicked him.  
S V O
4. Seema pulled her.  
S V O
5. The teacher dropped it.  
S V O

6. The students like us.

S V O

7. I help them.

S V O

2. We use them after **prepositions**.

1. It's important **to me**.

2. Can the students come **with you**?

3. Look **at him**!

4. The tiffin is **for him**.

5. I am looking forward **to it**.

6. You must keep up **with us**.

7. Rita makes dinner **for them**.

3. We use them after '**be**' verb (is, am, are, was, were).

1. Who's **there**?

A. It's **me**!

B. It's **you**.

C. This is **him**.

D. It was **her**!

E. It was **them**.

4. We use them for **short answers**.

1. A: Who is that? B: **Me**!

2. A: Who ate the chocolate? B: **Her**!

3. A: Call him. I'm hungry. B: **Me** too.

5. With short answers, we can also use a **subject pronoun + a verb** to sound more formal than the object pronoun alone.

1. A: Who's there? B: **I am**!

2. A: Who ate the chocolate? B: **She did**!

3. A: I'm hungry. B: **I am** too.



6. We use them after '**as**' and '**than**' for comparison.
  1. She's as tall **as me**.
  2. He's taller **than her**.
7. We can again use the **subject pronoun + a verb** in the same situation.
  1. **She's taller** than I am.
  2. **He's taller** than she is.
8. We use them after '**but**' and '**except**'.
  1. Everybody went home early **but me**.
  2. Everybody went home early **except him**.

### Activity 5

Study the box below. Fill in the blanks that follow to complete the sentences.

Subject Pronoun		Object Pronoun
He	+verb	me
She		you
They		him
It		her
I		it
You		us
We		them

1. Do you know that girl? Do you know \_\_\_\_\_?
2. My sister and I have enough food. \_\_\_\_\_ can all share.
3. Raj and Reema are late. \_\_\_\_\_ should hurry.
4. He gave \_\_\_\_\_ a beautiful gift. I really like it.
5. Buffalos are very big so \_\_\_\_\_ eat a lot of food.

6. My sister is studying hard because \_\_\_\_\_ has a test tomorrow.
7. Are you okay? Can I help \_\_\_\_\_?
8. My new neighbours are very helpful. I really like \_\_\_\_\_.
9. I want to read my book. Where did you keep \_\_\_\_\_?
10. I'm busy right now. Could you please call \_\_\_\_\_ after an hour?
11. He gave me a pen but \_\_\_\_\_ lost it.
13. We gave money to the shopkeeper and he gave \_\_\_\_\_ milk.
14. I don't eat junk food because \_\_\_\_\_ isn't healthy.
15. Who is she? Do you know \_\_\_\_\_ name?

### Learning to Listen

#### Activity 6

Your teacher will speak some words from the passage. Listen carefully and find the words in the grid below and encircle them. The first one has been done for you.

#### ACHIEVEMENT

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

## Learning to Speak

### Activity 7

Let us practise some tongue twisters. Your teacher will say a word or a phrase or a sentence. You will repeat after your teacher.

#### Example:

**Teacher** : seashore

**Students** : seashore

**Teacher** : by the seashore

**Students** : by the seashore

**Teacher** : seashells by the seashore

**Students** : seashells by the seashore

**Teacher** : She sells seashells by the seashore.

**Students** : She sells seashells by the seashore.

**Now, practise the following tongue twisters with your teacher.**

1. Red leather, yellow leather.
2. Kitty caught the kitten in the kitchen.
3. Not these things here, but those things there.
4. I can think of six thin things, but I can think of six thick things too.
5. The big bug bit the little beetle, but the little beetle bit the big bug back.

## Learning to Write

### Writing Notices

**A notice should contain all the necessary details such as:**

1. Name of the issuing authority (school etc.)
2. Date of issue/release of the notice



3. Title/Subject of the Event (what?)
4. BODY-purpose/event/date/time/duration/place or venue (why, what, when, where and whom)
5. Authorized signatory: Name and signature (contact details)

### **The Format at a Glance**

<b>Name of the issuing agency/authority</b>	
<b>NOTICE</b>	
<b>Date of issue/Release of the notice</b>	
<b>Title/Subject of the Event</b>	
<b>BODY</b>	
<b>(purpose/event/date/time/duration/place or venue)</b>	
<b>Signatures</b>	
<b>(Name)</b>	
<b>Designation</b>	

### **How to write notices: Do's and Don'ts**

1. The purpose for which it is being written should be stated clearly.
2. Do not cross the word limit of 50 words to avoid the penalty of marks.
3. Keep your notice short, crisp and to-the-point.
4. Don't repeat any information.
5. Always put the notice in a box. Draw the box with a pencil.
6. The word 'NOTICE' and 'TITLE' should be in capitals. It should either be bold or underlined.
7. The title should be meaningful.
8. Your notice should include 5 W's - '**what**', '**why**', '**when**', '**where**' and '**who**'

### Activity 8

You are the Principal of your school. Write a **notice** mentioning that your school is going to hold a science exhibition on the 15th of next month. It is mandatory for all the students to participate and make a science project. Final selection of science projects will take place a week before the exhibition. The class teachers will select the best three projects in each class.

### Learning to use Language

Look at the following information as in (January 2020) about Virat Kohli.

BATTING	TEST	ODI	TWENTY 20 INTERNATIONAL	FIRST CLASS CRICKET
MATCHES	84	245	78	116
INNINGS	141	236	72	189
RUNS	7202	11792	2689	9451
BALLS	12457	12626	1941	16360
HIGHEST	254* vs South Africa	183 vs Pakistan	94* vs West Indies	254* vs South Africa
AVG	54.97	59.85	52.72	54.94
SR	57.81	93.39	138.53	57.76
NOT OUT	10	39	21	17
FOURS	805	1109	250	1118
SIXES	22	120	74	37
50s	22	57	24	30
100s	27	43	0	34

### Activity 9

Study the chart above and answer the following questions.

1. What is the highest score of Virat Kohli in First Class Cricket?

\_\_\_\_\_

2. What is his batting average in One Day Internationals?

\_\_\_\_\_

3. How many sixes has Virat Kohli hit in Test Cricket till now?

\_\_\_\_\_

4. How many runs has he made in One Day Internationals?

\_\_\_\_\_

5. How many centuries has he hit in Twenty 20 Internationals?

\_\_\_\_\_

### Activity 10

Write 6-8 sentences on Virat Kohli's performance in Test Cricket. Use the information in the chart given above to write the paragraph. Begin your paragraph with:

Virat Kohli is one of the greatest batsmen today. He is the captain of Team India.
--

He has played...



# The Princess Who Never Smiled



## 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 story (adjective/noun/verb etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

princess	amuse	tricks	clown	mime
journey	scarce	nervous	appeared	magician

## Reading

### Let us read the story

#### The Princess Who Never Smiled

This is a very old story from Russia.

There was a princess in Russia. Her name was Tanya.

Tanya was very beautiful but she never smiled or laughed.

Her father, the king, loved her very much but he kept worrying because she never smiled. Even the queen was worried.

**King (said to himself):** I must find a way to make my daughter happy. I want to see her smiling!

And he had an idea.



He called a magician to amuse his daughter. The magician showed the princess some tricks.

**King (to the princess):** Ha, ha, ha.... Isn't this funny?

**Princess (to the king):** Yes, father. The tricks are good, but they do not make me smile.

He also called a clown to make her smile.

**King (to the princess):** Ha, ha, ha.. Isn't this funny?

**Princess (to the king):** Yes, Father. The clown is funny, but he doesn't make me smile.

The clown even tried to make her laugh with a mime.

**King (to the princess):** Ha, ha, ha.... Isn't this funny?

**Princess (to the king):** He is good, but he does not make me smile.

Finally, he decided to tell all the people in the country that anyone who makes the princess laugh would get to marry the princess. People from all over Russia went to the king's palace to try to make the princess laugh, but none of them could do it.

Very far from the palace, there lived a poor boy. His name was Ivan. He worked for a farmer. When he heard about the king's promise, he wanted to take a chance at making the princess laugh. He thought that he could make her laugh. The farmer gave the boy three gold coins for the journey.

On his way, he found a lake. In the lake, there was a Fish. The Fish called him.

**Fish (to Ivan):** Oh! Can you help me, please?

**Ivan (to the Fish):** How can I help you, Fish?

**Fish (to Ivan):** I have lived in this lake for a long time. Now the water is getting dirty. I don't want to live here anymore, but I am too poor to find a new house.

**Ivan (to the Fish):** I am so sorry, Fish. I have three gold coins. I can give you one. I'll still have two for my journey. I am going to meet the princess.

**Fish (to Ivan):** How can I thank you?

**Ivan (to the Fish):** Don't worry; I am happy to help you. I hope you find a nice, new home.

Ivan continued walking. He saw a big field. In the field, there was a Mouse. The mouse called him.





**Mouse (to Ivan):** Hello, young man. Can you help me?

**Ivan (to the Mouse):** How can I help you, Mouse?

**Mouse (to Ivan):** I have lived in this field for a long time. Now food is becoming scarce. I don't want to live here anymore but I am poor.

**Ivan (to the Mouse):** I am so sorry, Mouse. I have two gold coins. I can give you one. I'll still have one for my journey. I am going to meet the princess.

**Mouse (to Ivan):** You are very kind. How can I thank you?

**Ivan (to the Mouse) :** Don't worry; I am happy to help you. I hope you find a nice, new home.

Ivan continued travelling. He came to a forest. There was a Grass-hopper in the forest. And the Grass-hopper called him.

**Grass-hopper (to Ivan):** Hello! Can you help me?

**Ivan (to Grass-hopper):** How can I help you, Grass-hopper?

**Grass-hopper (to Ivan):** I have lived in this forest for a long time. Now it is getting very hot. I don't want to live here anymore, but I am poor.

**Ivan (to Grass-hopper):** I am so sorry, Grass-hopper. I have one gold coin. I can give it to you. I will make my way. I am going to meet the princess.

**Grass-hopper (to Ivan):** You are very kind. How can I thank you?

**Ivan (to Grass-hopper):** Don't worry; I am happy to help you. I hope you find a nice, new home.

Ivan continued travelling. He was hungry and very tired. He had no money to buy food. He reached the palace. He saw the princess. She was standing by her window. She was looking at him. He became nervous because the princess was looking at him. He fell into a hole.

**Ivan (shouting):** Help! Someone, help me!

Suddenly, the Fish, the Mouse and the Grass-hopper appeared.

**All three (Fish, Mouse and Grasshopper):** Don't worry! We will save you!

The three of them pulled the boy from the hole.





Princess Tanya was watching everything from her window. She started laughing. It was the funniest thing she had ever seen. She laughed and laughed. She kept laughing. The king was passing by her room. He saw that the princess was laughing. The king became very happy. He also started laughing. Within no time, the queen was laughing, the ministers were laughing, the servants were laughing, the guards were laughing and all the people were laughing. Ivan was also laughing.

The king kept his promise. The kingdom came to know that Ivan and the princess were getting married. They got married. Ivan became a prince. He went to the king.

**Ivan (to the king):** My friends are very dear to me. I am keeping them in the palace.

**King (to Ivan):** I have no problem. They had also made the princess laugh.

From that day on, the palace became a happy place. It was full of smiles and laughter. Ivan, Princess Tanya and his friends were smiling, the king was smiling, the queen was smiling, the ministers were smiling, the servants were smiling, the guards were smiling and all the people were smiling.

### Post-reading

#### Vocabulary Expansion

##### Activity 2

Rearrange the jumbled words given in capitals on the right side to mean the following.

- |                                |       |          |
|--------------------------------|-------|----------|
| 1. the daughter of a king      | _____ | RIPCSESN |
| 2. to entertain                | _____ | ESUMA    |
| 3. a skillful act              | _____ | TKCRI    |
| 4. a joker                     | _____ | WONCL    |
| 5. a place where kings live    | _____ | ECALAP   |
| 6. a performance with no words | _____ | MMIE     |
| 7. king's courtier             | _____ | MRETISNI |
| 8. not enough                  | _____ | SACREC   |
| 9. frightened and tensed       | _____ | SOURNEV  |
| 10. become visible             | _____ | EARPPA   |

## Learning to Read and Comprehend

### Activity 3

Answer the following questions.

1. Why was the king worried about Tanya, the princess?

.....

2. What did he do to amuse his daughter?

.....

3. What did the magician do?

.....

4. What did the clown do?

.....

5. What did the king do when the princess did not smile?

.....

6. Who was Ivan?

.....

7. What did Ivan want to do?

.....

8. Who all did Ivan meet on his way to the palace?

.....

9. What did the fish, the mouse and the grasshopper want?

.....

10. What did Ivan give each of them?

.....

11. Where was the princess when Ivan came to meet her ?

.....

12. What was the Princess doing when Ivan reached the palace ?

\_\_\_\_\_.

13. What happened when Ivan fell into a hole?

\_\_\_\_\_.

14. Why did the Princess start laughing?

\_\_\_\_\_.

15. What did the king do when he saw his daughter smiling ?

\_\_\_\_\_.

#### Activity 4

Select the correct option and fill it in the given blank.

1. Princess Tanya was a pretty girl but she did not \_\_\_\_\_.

- a. smile
- b. walk
- c. speak

2. The king called \_\_\_\_\_ to amuse her.

- a. a magician
- b. a clown
- c. a magician and a clown

3. The farmer gave Ivan three \_\_\_\_\_ coins.

- a. silver
- b. copper
- c. gold

4. Ivan met a \_\_\_\_\_ first of all.

- a. mouse
- b. fish
- c. grass-hopper





5. Ivan gave \_\_\_\_\_ to the mouse.
- one coin
  - two coins
  - three coins
6. The princess was standing by her \_\_\_\_\_ .
- window
  - garden
  - tower
7. Ivan fell into a \_\_\_\_\_ .
- river
  - lake
  - hole
8. The princess laughed on seeing the small animals : the fish, the mouse and the grass-hopper trying to \_\_\_\_\_ Ivan to save him.
- pull up
  - push down
  - push away

## Learning Language

### Tenses

As you understand, the verbs are important part of sentences. Verbs tell us the time of action. You are already familiar with the Simple Present Tense and the Simple Past Tense. Now read the following:

- Nowadays, the water is **getting** dirty.
- Nowadays, food is **becoming** scarce.
- Nowadays, it is **getting** very hot.
- I am **going** to meet the princess.

What do you see? Have the action words (verbs) such as '**getting**', '**becoming**', '**going**' been used in their first forms? No. Is the action happening currently? Yes, it is happening in the present. Is the action continuous? Yes, it is. We use **-ing words** to show that the action is happening. The helping verbs '**is**', '**am**', '**are**' with '**-ing**' verb form (**getting**, **becoming**) help to show that the action is happening **in the present** and **is continuing**. Sentences of the Present Continuous Tense have the following format:

### Affirmative

I	am	laughing (verb in its first form + -ing).
He/She/It/Singular Nouns	is	
We/You/They/Plural Nouns	are	

### Negative

I	am not	watching (verb in its first form + -ing)	a film.
He/She/Singular Nouns	is not		
We/You/They/Plural Nouns	are not		

### Activity 5

Complete the following sentences using Present Continuous Tense of the verb given in the brackets.

1. My teacher \_\_\_\_\_ (talk) on the phone right now.
2. \_\_\_\_\_ you \_\_\_\_\_ (dance)?
3. Cheeku \_\_\_\_\_ (do) his homework at the moment.
4. Shanti \_\_\_\_\_ (work) on a project nowadays.
5. My kids \_\_\_\_\_ (play) in the garden now.
6. Some people \_\_\_\_\_ (wait) to talk to you.
7. I \_\_\_\_\_ (not go) for a walk today.
8. \_\_\_\_\_ Leena (study) \_\_\_\_\_ for her exam right now?
9. \_\_\_\_\_ Uma \_\_\_\_\_ (play) the piano now?
10. Mohan and I \_\_\_\_\_ (paint) the fence today.
11. Amita \_\_\_\_\_ (help) me at present.
12. My children \_\_\_\_\_ (not listen) to the radio now.
13. Saira \_\_\_\_\_ (not drink) tea now.
14. I \_\_\_\_\_ (vacuum) the carpet right now.
15. My father \_\_\_\_\_ (watch) TV now.

16. What \_\_\_\_\_ she \_\_\_\_\_ (eat) right now?
17. \_\_\_\_\_ your dog \_\_\_\_\_ (hide) from me?
18. Which book \_\_\_\_\_ you \_\_\_\_\_ (read) nowadays?
19. Thomas \_\_\_\_\_ (drive) me home now.
20. I \_\_\_\_\_ (wash) my hands at the moment.

Now read the following:

Princess Tanya was **watching** everything from her window. She started laughing. It was the funniest thing she had ever seen. She laughed and laughed. She kept **laughing**. The King was **passing** by her room. He saw that the princess was **laughing**. The King became very happy. He also started **laughing**. Within no time, the queen was **laughing**, the ministers were **laughing**, the servants were **laughing**, the guards were **laughing** and all the people were **laughing**. Ivan was also **laughing**.

What do you see? Have the action words (verbs) such as '**watching**', '**passing**', '**laughing**' been used in their first forms? No. Is the action happening currently? No, it has happened in the past. Was the action continuous? Yes, it was. We use **-ing words** to show that the action was happening in the past. The helping verbs '**was/were**' with '**-ing**' verb form (**laughing, watching, passing**) help to show that the action was happening in **the past and was continuing at the time of speech**. Sentences of the Past Continuous Tense have the following format:

#### Affirmative

I/He/She/It/Singular Nouns	was	watching (verb in its first form + -ing)	a film.
We/You/They/ Plural Nouns	were		

#### Negative

I/He/She/It/Singular Nouns	was not	watching (verb in its first form + -ing)	a film.
We/You/They/ Plural Nouns	were not		



### Activity 6

Supply the suitable forms of verbs given in the brackets. The first one is done for you.

1. I was shopping (shop) when you called.
2. Students \_\_\_\_\_ (play) happily when I reached the class.
3. I told him but he didn't hear me as he \_\_\_\_\_ (watch) the news.
4. Sheela and Khyati \_\_\_\_\_ (work) in the office when the boss walked in.
5. The Knight Riders \_\_\_\_\_ (warm up) when the Mumbai Indians arrived at the stadium.
6. While Minesh was praying, Kiran \_\_\_\_\_ (bake) a cake.
7. I \_\_\_\_\_ (drive) when you called, so I couldn't answer.
8. I saw Meena yesterday when she \_\_\_\_\_ (walk) by the river.
9. My mother \_\_\_\_\_ (cook) and my father \_\_\_\_\_ (dust) the house yesterday.
10. Shanti \_\_\_\_\_ (boil) milk when Rita came.

### Learning to Listen

#### Activity 7

Let us play a game today. Get up from your seats. The name of the game is, '**The Princess Says...**'. You will follow the commands of your teacher. She/He will give you commands to follow. Commands will begin with the phrase '**The Princess Says...**'. If the teacher does not say '**The Princess Says...**' before a command (i.e. hold your left ear); you will not follow the command. If you still follow the command, you will be out of the game. The last person left wins.

## Learning to Speak (Pair work)

### Activity 8

Imagine that you are talking to your friend on the phone. Tell each other about four things that you and your family members are doing. You can pick words from the following table.

wash	dance	cook	pray	dust	jump
watch	laugh	clean	make	draw	help

### You can start with

A: Hello, I am \_\_\_\_\_ (name) speaking! Who is on the line?

B: Hello, I am \_\_\_\_\_ (name) speaking!

A: Oh! What are you doing?

B: I am \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

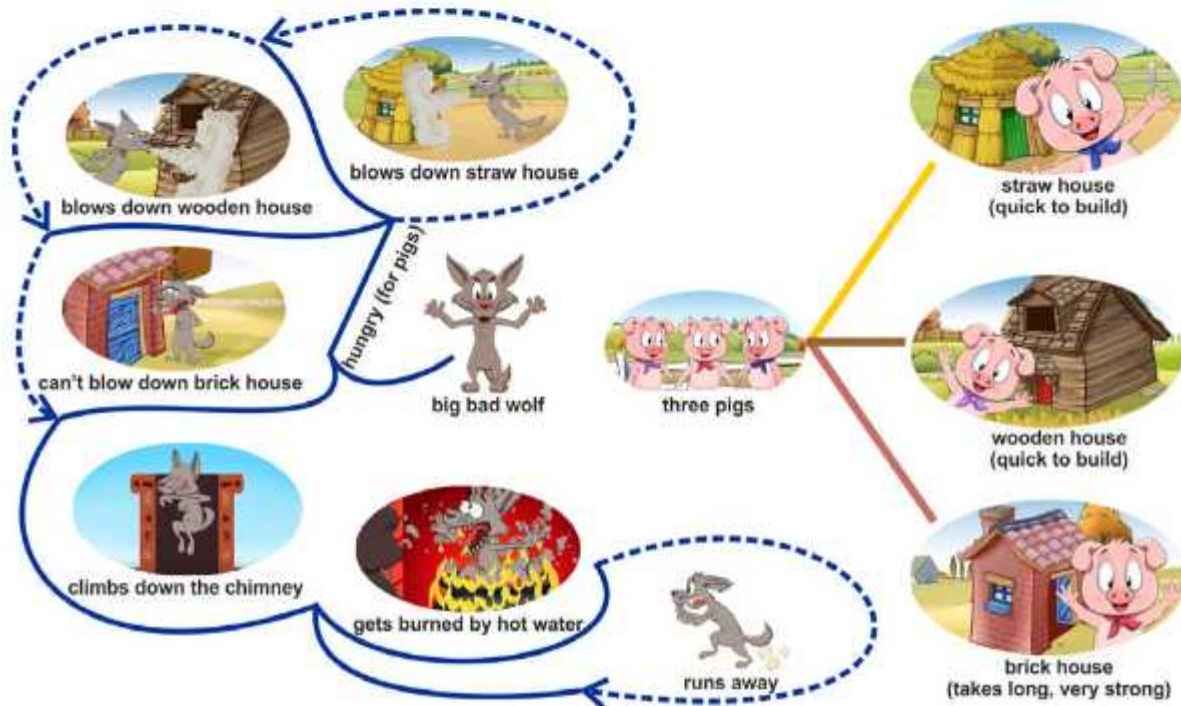
A: \_\_\_\_\_.

B: \_\_\_\_\_.

## Learning to Write

### Activity 9

A mind map of a story is given below. The name of the story is 'The Three Pigs'. Using the mind map, write your story about **the three pigs and the wolf**. All the hints and useful words are given in the mind map.






## Learning to Use Language

### Activity 10

Read the dialogue between a dinosaur and a sparrow. Dinosaur is an extinct animal and sparrow is about to become extinct. Radiation from mobile phone towers has harmed sparrows and other birds. Complete the dialogue by taking information from the given table.



### About Dinosaurs

1.	First appeared	235 million years ago
2.	Class	Reptile
3.	Size	Different sizes, 20 inches to 39.7 meters
4.	Height	59 feet (largest dinosaurs)
5.	Life on Earth	150 million years
6.	Extinction	66 million years ago
7.	Cause of Extinction	Asteroid hit on Earth
8.	Result of the asteroid hit	Mass extinction of most species on Earth

### Dialogues

**Sparrow:** Hello, stranger! You are so huge. How can I help you?

**Dinosaur:** Oh, hello! Actually I am not a stranger. I used to live here 66 million years ago. Humans call us Dinosaurs. So I'm just exploring how much the planet has changed.

**Sparrow:** Oh, really! How much has it changed?

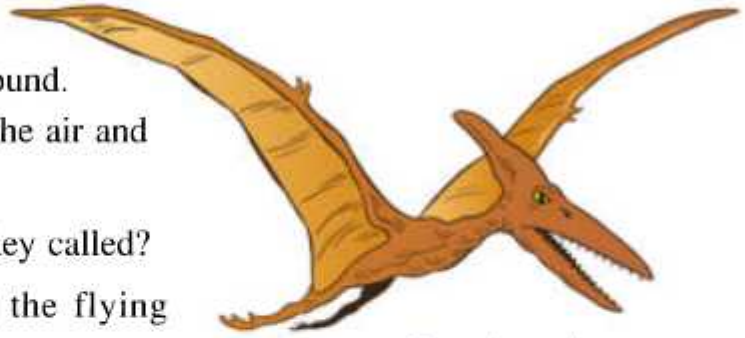
**Dinosaur:** Oh, it has changed so much. I don't like the change. There were no humans and buildings when I used to live—no pollution, no global warming.

**Sparrow:** Oh, tell me more, Sir!

**Dinosaur:** There were trees all around.  
We were everywhere - on land, in the air and  
in water.

**Sparrow:** Oh, wow! What were they called?

**Dinosaur:** Humans have named the flying  
Dinosaurs as PTERODACTYL.



Pterodactyl

**Sparrow:** And what about the ones that lived in the water?

**Dinosaur:** They have been named as SPINOSAURUS.

**Sparrow:** Mr Dinosaur, I have so many questions to ask you.

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## An Earthquake



## Pre-reading

## Dictionary Reference : Learning New Words

## Activity 1

Look up the following words/phrases 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

trembling	confirmed	crashing down	stood tall	fragmented
crawls	rubble	debris	cosy	tombs

## Reading

## Let us read the poem

## An Earthquake

As I lay wide awake  
 My bed began to shake.  
 Was my fear real or fake?  
 The trembling fan confirmed the quake.  
 The houses came crashing down  
 "Oh, my God!" cried the whole town!  
 A moment ago, the town stood tall  
 Now fragmented, on the ground, it crawls.  
 Turned to rubble, changed into debris  
 Houses, roads, parks and trees.





Everywhere, everything is found  
Kissing and talking to the ground.

People out of their cosy homes  
Some of which have now become tombs.

—Vandana Lunnyal

### Post-reading

#### Vocabulary Expansion

##### Activity 2

Write five pairs of rhyming words from the poem.

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

##### Activity 3

Have you ever experienced an earthquake? It may result in a disaster if the earthquake is big. There are two types of disasters—natural and man-made. Study the image below.



Look at the picture on the previous page and make a list of all the natural as well as man-made disasters.

Natural Disasters	Man-made Disasters
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

### Learning to Read and Comprehend

#### Activity 4

Answer the following questions.

1. What is the poem about?  
\_\_\_\_\_
2. What happened as the poet lay awake?  
\_\_\_\_\_
3. How did the poet come to know about the earthquake?  
\_\_\_\_\_
4. What confirmed the poet's fear about the quake?  
\_\_\_\_\_
5. What happened after the quake? Make a list.  
\_\_\_\_\_

## Learning to Read the Comprehend

### Activity 5

Explain the meaning of the following lines from the poem.

1. Kissing and talking to the ground.

---

---

2. Some of which have now become tombs.

---

---

## Learning Language

### Prepositions

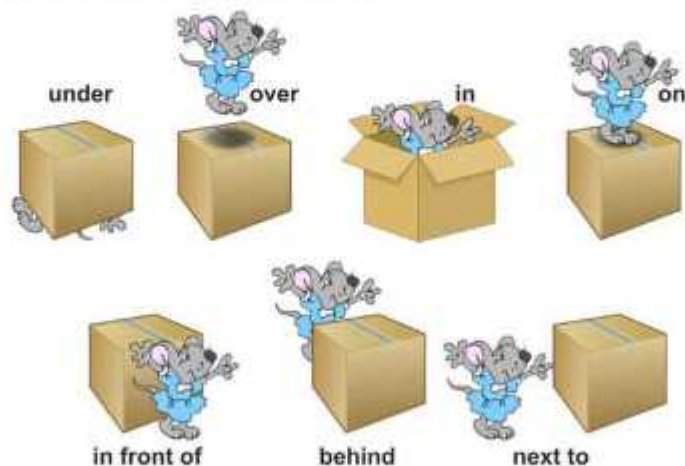
Read the following sentences:

1. Your pencils are **in** the box.
2. The woman sat **on** the bench.
3. The helicopter flew **over** the house.
4. The earthquake changed the houses **into** debris.
5. Simran felt the earth shaking **beneath** her feet.

The words '**in**', '**on**', '**over**', '**into**' and '**beneath**' show relation of (1) the pencils and the box, (2) the woman and the bench, (3) the helicopter and the house, (4) the earthquake, the houses and debris (5) Simran, the earth and feet.

Hence prepositions:

- a. relate nouns/pronouns with other words in a sentence
- b. are always followed by a noun (object)





### Activity 6

Choose suitable prepositions from the box to fill in the given blanks. The first one is done for you.

on	to	by	from	in front of
with	at	into	behind	for

1. There are trees in front of our house.
2. Look \_\_\_\_\_ the blackboard.
3. Keep the bags \_\_\_\_\_ the table.
4. The boy is looking \_\_\_\_\_ an answer.
5. We went \_\_\_\_\_ bus to Amritsar.
6. He travelled with me \_\_\_\_\_ Chandigarh to Patiala.
7. The girl stood \_\_\_\_\_ the bench.
8. Look \_\_\_\_\_ the bags for our papers.
9. Go \_\_\_\_\_ Sameer to the market.
10. Run \_\_\_\_\_. Call the man.



### Activity 7

Using the words followed by preposition, make sentences of your own. The first one is done for you.

interfere with	fit for	confident of	sorry for	mix with
make fun of	prays at	acted upon	bent on	superior to

1. I do not let my music lessons interfere with my studies.
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Activity 8

Practise the following poem with your partner.

#### Mynah

In a cold month  
Under the cloudy sky  
Near the dark forest  
Beside the rumbling river  
On the sandy bank  
Under the green tree  
Sat a twittering mynah.

—Vandana Lunyal

### Learning to Listen

#### Dictation

### Activity 9

Listen to your teacher regarding an earthquake scene and fill in the blanks.

1. The \_\_\_\_\_ is creaking and rattling.
2. Books are \_\_\_\_\_ from the bookcase.
3. \_\_\_\_\_ are swinging.
4. The bookcase \_\_\_\_\_ on the floor.
5. The \_\_\_\_\_ are rattling.
6. There are \_\_\_\_\_ outside.
7. A car alarm \_\_\_\_\_.
8. Dogs are \_\_\_\_\_.

9. A baby is \_\_\_\_\_.
10. \_\_\_\_\_ are shouting.
11. The \_\_\_\_\_ is making temple bells ring.
12. There are \_\_\_\_\_ sounds from bricks falling to the ground.
13. Trees \_\_\_\_\_ are swaying.
14. Drop, take cover and \_\_\_\_\_ on to an object.
15. Stay in the Drop, \_\_\_\_\_ and Hold On position under your desk.



### Learning to Speak

#### Activity 10 (Pairwork)

You have read a newspaper report on the Tsunami warning issued for Kanyakumari. Tell your partner about what you have read. Your partner will ask you questions on Tsunami. The given image will help you understand what a Tsunami is.





## Learning to Write

### Activity 11 (Group work)

India and the whole world suffered an attack of novel coronavirus due to which everyone had to stay at home. It was done to stay away from other people who might be infected with the virus. It is called 'SOCIAL DISTANCING'. Make a list of Do's and Don'ts that the Government and the TV channels were telling us.

Do's	Don'ts

## Learning to Use Language

### Activity 12

Study the following table and the picture. Take hints from the picture and write 5 points on how you saved yourself and your friend when an earthquake came when you were having lunch during your school break.

Your Location	Do	Don't
Indoors	drop, take cover under a strong table or desk and hold on. stand near the innerwall or sit by strong furniture and cover your head and neck with your arms.	stay close to windows, fire places, appliances such as the fridge or TV stay close to cupboards or furniture or any other object that may topple or fall.
Outdoors	stay in an open area, away from any walls or trees.	stay close to any walls or trees, electric poles, power lines, street lights, etc.



<p>Last year in the month of April, my friend and I were sitting alone in our classroom.</p> <p>It was break time and we were having lunch. Suddenly, I saw the fan in our class shaking. I realized it was an earthquake. We got scared. We heard children screaming.</p> <p>I quickly...</p>

# A Treasure Hunt



## Pre-reading

### Dictionary Reference and Learning New Words

#### Activity 1

Look up the following words/phrases 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 story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

ancient	treasure	swept across	huddled	skilfully
mounted	set off	thrilling	braved	realized

## Reading

### Let us read the story

#### A Treasure Hunt

One day, Sagar went to a library. There, he found an ancient book. He flipped through the pages of the book. In the book, he saw a big sheet folded neatly. He opened the sheet and saw that it was a treasure map. "Hurray! I'm going to find this treasure and have some fun", he said to himself. Sagar set off for the treasure hunt. He walked and walked and finally reached a forest. In the forest, he met a lion. "You are strong and brave! I am going





on a treasure hunt. Will you come with me?" said Sagar to the lion. The lion agreed to go with him. They both went into the forest. The forest was dense and dark. Sagar was scared, but they crossed the forest easily because the lion was by his side. Then the two of them reached a mountain. There, they met an eagle. "You have excellent eyesight and you can alert us to dangers! We are looking for treasure. Will you come with us?" said Sagar to the eagle. The eagle agreed and joined the two. The mountains were tall and craggy. The lion slipped on the mountain but Sagar quickly caught him and gave him a hand. The lion thanked Sagar when he pulled him up. The eagle watched every step they took with his sharp eyes.

Soon, they reached a valley. There, they met a sheep. "Will you join us in a treasure hunt and keep us warm when it's cold?" Sagar asked the sheep.

The sheep agreed and joined the lion, the eagle and Sagar. A cold wind swept across the valley. They all huddled against the sheep who kept them warm and cosy.

The four finally reached the desert where they saw a camel. "You are called the ship of the desert. Will you join a treasure hunt and help us get across the desert?" Sagar asked the camel. The camel agreed. The lion, the sheep and Sagar mounted the camel and set off happily across the vast desert.

The eagle kept guiding them. The camel began galloping. Crossing the desert on the camel's back was thrilling!

The five finally reached the ocean where they met a turtle. "Can you help us to cross the ocean? We are on a treasure hunt!" said Sagar to the turtle. The turtle agreed and joined the lion, the eagle, the sheep, the camel and Sagar. The rough waves almost drowned them but the turtle swam skilfully and took them across the ocean.

The six of them met an owl on the other side. The old owl spoke from his ancient wisdom, "Congratulations! You have found the treasure!" "Where is it?" they all asked in surprise. "Together, you have crossed the forest, climbed the mountains, braved the desert and swum across the ocean. You could never have done it without the help of one another!" said the owl. They all looked at one another and realized that the owl was right. They had found friendship! Indeed, they had found the greatest treasure ever!

## Post-reading

### Vocabulary Expansion

#### Activity 2

Choose suitable phrases from the box to write below each image.

a dense forest	a galloping camel
craggy mountains	a swimming turtle



## Learning to Read and Comprehend

### Activity 3

What is meant by the **bold** words in the following sentences? The first one has been done for you.

1. The eagle agreed and joined the **two**.

The word '**two**' refers to the lion and Sagar.

2. The eagle watched every step **they** took with his sharp eyes.

.....

3. There, **they** met a sheep.

.....

4. Will **you** join us in a treasure hunt and keep us warm when it's cold?

.....

5. You are called the **ship** of the desert.

.....

6. The **four** finally reached the desert.

.....

7. The rough waves almost drowned **them**.

.....

8. Indeed, they had found the **greatest treasure** ever!

.....

### Activity 4

Answer the following questions.

1. What did Sagar find in the library?

.....



2. What did Sagar plan to do?

\_\_\_\_\_

3. Where did Sagar go first? Whom did he meet there?

\_\_\_\_\_

4. Why did Sagar feel scared in the forest?

\_\_\_\_\_

5. Where did Sagar and the lion go from the forest?

\_\_\_\_\_

6. What did Sagar ask the eagle to do? Why?

\_\_\_\_\_

7. Who did Sagar and his friends meet in the valley?

\_\_\_\_\_

8. How would the sheep help Sagar and others?

\_\_\_\_\_

9. How did the camel help Sagar and his friends?

\_\_\_\_\_

10. What did the turtle do to help them?

\_\_\_\_\_

### Activity 5

Discuss the following in groups and explain it in the given space.

**"Congratulations! You have found the treasure!"**

What did the owl want to tell Sagar and his companions?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Learning Language

### Parts of Speech

Till now, we have done nouns, pronouns, verbs, adjectives, adverbs, prepositions etc. They are called parts of speech. Let us revise them once again through some activities.

#### Activity 6

Read each sentence below and look carefully at the underlined words.

If the word names a person, place, thing or idea, it is a NOUN. Write N in the given space.

If the word shows an action, it is a VERB. Write V in the given space.

If the word describes a noun, it is an ADJECTIVE. Write A in the given space.

1. Maria picked a fresh rose from the garden for her aunt. [\_\_\_\_\_]
2. Does anyone have a rose garden? [\_\_\_\_\_]
3. The puppy rose and patted his mother for attention. [\_\_\_\_\_]
4. He will book a hotel room for you. [\_\_\_\_\_]
5. I bought a new book. [\_\_\_\_\_]
6. Do you know of a book club? [\_\_\_\_\_]
7. Corner the mouse if you want to catch it. [\_\_\_\_\_]
8. Corners of my book were torn. [\_\_\_\_\_]
9. I live in the corner house. [\_\_\_\_\_]
10. Some paper yellow with age. [\_\_\_\_\_]
11. Diana needs yellow paint to make the painting. [\_\_\_\_\_]
12. Yellow is a nice colour. [\_\_\_\_\_]
13. I like baby pink colour. [\_\_\_\_\_]
14. The baby kept crying. [\_\_\_\_\_]
15. My grandmother likes to baby me. [\_\_\_\_\_]

## Learning to Listen

### Dictation

#### Activity 7

Your teacher will speak some words from the story. Listen carefully and write their spellings.

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

## Learning to Speak

#### Activity 8

Read the following poem with proper pronunciation. Put more **STRESS** on the bold words in each line. Remember poems are to be read and not sung like nursery rhymes. (The teacher must help the students.)

### Sympathy

I lay in **sorrow**, **deep** distressed  
My **grief** a **proud** man heard  
His **looks** were **cold**.  
He gave me **gold**.  
But **not** a **kindly** word.  
My sorrow **passed** - I **paid** him **back**  
The **gold** he **gave** to me.  
Then stood **erect** and **spoke** my thanks  
And **blessed** his **charity**.  
I lay in **want**, in **grief** and **pain**.  
A **poor** man **passed** my way.  
He **bound** my **head**.  
He gave me **bread**.



He watched me **night and day**.  
How shall I **pay** him **back** again  
For **all**, he **did** to me?  
Oh! **Gold** is great. But **greater** far  
Is **heavenly sympathy!**

—Charles Mackay

## Learning to Write

### Activity 9

Read the following messages that people write for their friends and family on their birthdays.

1. May your special day be filled with love, laughter and happiness. You deserve it.
2. Choose to celebrate your birthday, the way you like. May your birthday bring you the happiness and the good health you deserve.
3. Wishing you happiness and success in your life/in the coming years.
4. It is always good to remember you, my friend, especially on your birthday. Enjoy! Make it unforgettable!
5. I am so sorry that I forgot your birthday. Belated Happy Birthday.
6. I can't believe, I missed your birthday. I am so sorry. Wishing you a very happy birthday and success in everything you do.

### Activity 10

You forgot to wish your friend on his or her birthday. Write a birthday message for your friend in the card given below.



You must:

1. say sorry to your friend for forgetting to wish him/her
2. give belated wishes to your friend in the message
3. wish your friend happiness, success in life and good health

**Some useful words/phrases :**

- |              |                        |
|--------------|------------------------|
| 1. apologise | 7. many happy returns  |
| 2. forget    | 8. happiness           |
| 3. wish      | 9. sincerely           |
| 4. deserve   | 10. success/successful |
| 5. celebrate | 11. future             |
| 6. belated   | 12. good health        |

**You may begin your message with:**

Dear/Dearest _____ (Name)
_____ (Your Name)
_____ (Date)

## Learning to Use Language

### Writing a story

#### Activity 11

Write a short story (100 words) using the following words. An outline is given below.

Your story must have:

a beginning

a middle/ the main story

a conclusion

#### Outline

the sun and the wind — friends — one day — an argument — who is stronger — decided to test their strength — saw a man walking — the challenge — to remove the coat — using the strength — wind used its strength — blew hard — man caught hold of his coat — the wind grew tired — could not remove the coat — the sun's turn — started shining very brightly — used its heat — man felt hot — removed his coat — the sun became the winner.




## A Hole in the Fence



## Pre-reading

## Dictionary Reference : Learning New Words

## Activity 1

Look up the following words/phrases 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 story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

fence	advised	control	hammer	accept
decrease	discover	temper	scar	wound

## Reading

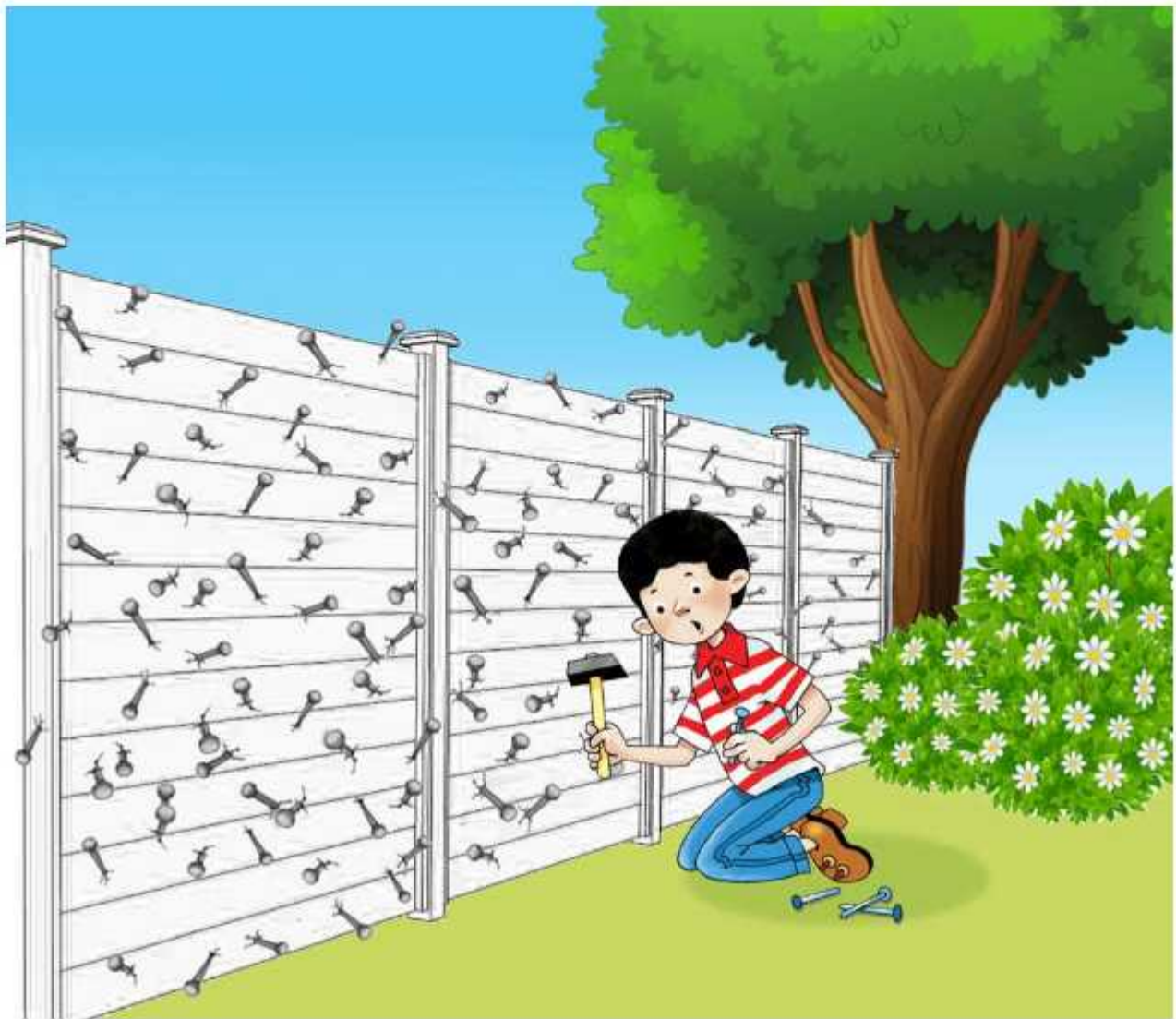
## Let us read the story

## A Hole in the Fence

Once there was a little boy who lived with his parents in a small village. His parents were worried because he had a bad temper. He had no friends because he always used bad language in a fit of anger. His parents advised him many times to control his anger but he did not pay attention. The father kept thinking and then he got an idea.

The next day, his father gave him a bag of nails and a hammer. He said to him, "Every time you lose your temper, you must hammer a nail into the back of the fence." The boy accepted the task happily.

Every time, the boy felt angry, he ran to the fence and drove a nail into it. The first day, the boy had driven thirty nails into the fence. After a few days, the number of nails started decreasing. Over the next few weeks, he discovered that it was easier to

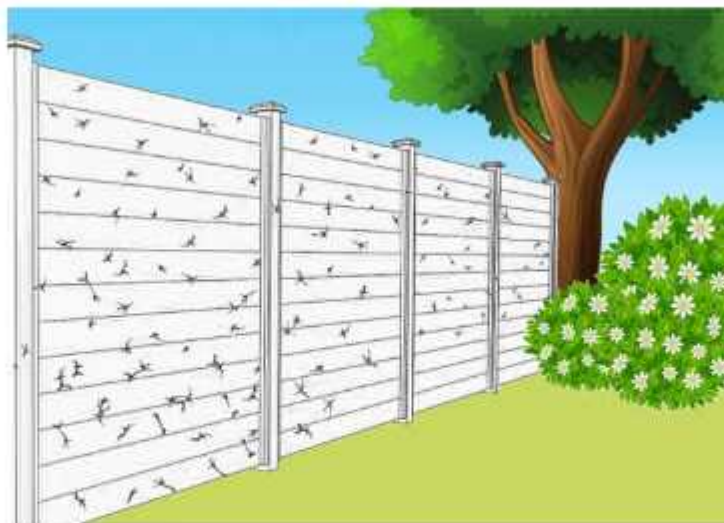


control his anger than to drive those nails into the fence.

Finally, the day came when the boy did not lose his temper at all. He had not hammered any nail into the fence. He told his father about it. The father gave him one more task to do. He asked the boy to pull out one nail for each day that he was able to hold his temper. The days passed and the little boy was finally able to tell his father that all the nails were gone.

The father led the little boy to the fence. He said, "You have done well, my son. Now, look at these holes in the fence. The fence will never be the same again." The boy looked at his father and said, "I did it because you asked me to." "I know", said the father, "when you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say you are sorry, the wound will always be there. A wound given with your words is as bad as the one given with a knife."





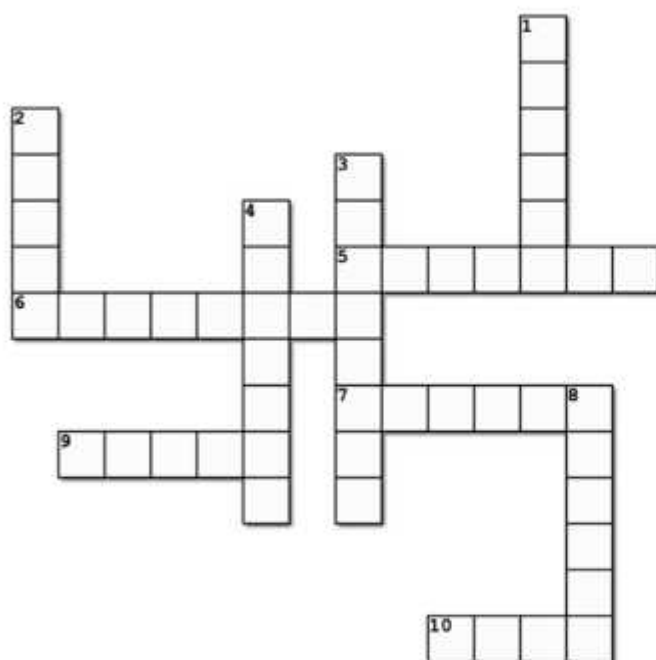
Don't you think, the father gave a good piece of advice to the boy? Friends and loved ones are very important in our lives like you are for us. They make you smile and laugh. So, be careful with your words if you do not want to lose your friends. Let your words be kind!

### Post-reading

#### Vocabulary Expansion

#### Activity 2

Solve the crossword puzzle given below. Read the hints (meanings) for the words given under 'Across' and 'Down'. The words are from the story.



#### Across →

- 5. able to manage
- 6. find something new
- 7. to take something
- 9. barrier
- 10. a mark on the skin

#### Down ↓

- 1. hit something hard
- 2. a tear in the skin
- 3. become lesser or smaller
- 4. guiding someone
- 8. a state of being angry or calm



## Learning to Read and Comprehend

### Activity 3

Answer the following questions as briefly as you can.

1. Why did the boy have no friends?

\_\_\_\_\_.

2. Why were the boy's parents worried?

\_\_\_\_\_.

3. What task did the boy's father give him to do?

\_\_\_\_\_.

4. How did the task given by his father help the boy?

\_\_\_\_\_.

5. What did the boy's father tell him after he had taken out all the nails?

\_\_\_\_\_.

6. What is the moral of the story?

\_\_\_\_\_.

### Activity 4

Write 'True' or 'False' in the space given against each statement.

1. The boy had many friends.

[\_\_\_\_\_]

2. He had a habit of using bad language.

[\_\_\_\_\_]

3. His mother came up with a plan to help him.

[\_\_\_\_\_]

4. The boy hammered nine nails into the fence on his first day.

[\_\_\_\_\_]

5. The boy never learned to control his temper.

[\_\_\_\_\_]

### Activity 5

Select the correct option and fill it in the given blank.

1. The little boy was \_\_\_\_\_ by other boys.
  - a. popular
  - b. liked
  - c. disliked
2. The boy had no friends because \_\_\_\_\_.
  - a. he used bad language
  - b. he bullied other boys
  - c. he would hit small boys
3. His father thought of a/an \_\_\_\_\_.
  - a. advice to give him
  - b. task to give him
  - c. reason for his behaviour
4. The father asked the boy to \_\_\_\_\_ whenever he felt angry.
  - a. count from 1-10
  - b. drive a nail into the fence
  - c. pull out a nail from the fence
5. The father was able to \_\_\_\_\_ him a lesson about good behaviour.
  - a. show
  - b. teach
  - c. make

### Learning Language

#### Sentence and its Types

Read the following sentences or groups of words.

1. Amit is a good actor.
2. Where are you going?
3. Seema works very hard.
4. What a beautiful day!

5. Chandigarh is the capital of Punjab.

**Please note that all these sentences:**

1. begin with capital letters
2. end with a **full stop (.)**, a **question mark (?)** or an **exclamation mark (!)**

Notice that these groups of words make complete sense.

**Now, read the following group of words:**

pot flowers the The are in

**Do these words make sense?**

No, they are merely six words that do not make any sense.

**Now read the same words in another order:**

The flowers are in the pot.

**Do these words make sense?**

Yes, they make complete sense.

Therefore, we see that a sentence is formed when words are placed in a proper order.

**A sentence is a group of words that makes complete sense.**

The three things that you must remember about a sentence are :

1. the words must be placed in proper order to make a complete sense.
2. the first word must begin with a capital letter.
3. the sentence must end with a full stop (.), a question mark (?) or an exclamation mark (!).

### **Activity 6**

Rearrange the following groups of words and punctuate to make meaningful sentences.

1. ferocious lions animals are

\_\_\_\_\_.

2. love grandparents a my me lot

\_\_\_\_\_.



3. is my best Rajan friend

\_\_\_\_\_.

4. Mercury system in is the hottest the planet solar

\_\_\_\_\_.

5. is the Ganges sacred a river

\_\_\_\_\_.

### Activity 7

Make meaningful sentences by using the following words.

1. building

\_\_\_\_\_.

2. chair

\_\_\_\_\_.

3. dance

\_\_\_\_\_.

4. walk

\_\_\_\_\_.

5. dictionary

\_\_\_\_\_.

### Types of Sentences

Sentences are of four types: **Declarative**, **Interrogative**, **Imperative** and **Exclamatory**

1. **Declarative** sentences tell something or make a statement. They use a full stop at the end of each sentence.
2. **Interrogative** sentences ask a question. They use a question mark at the end of each sentence.

3. **Imperative** sentences are either requests or commands. They tell someone to do something. They also end with a full stop.
4. **Exclamatory** sentences show a feeling and use an exclamation mark at the end of a sentence.

### Activity 8

Identify the type of sentence and write it in the given space.

1. Will the guests be late? \_\_\_\_\_
2. She scored a century. \_\_\_\_\_
3. I have completed my work. \_\_\_\_\_
4. Read this book now. \_\_\_\_\_
5. The trip was exciting! \_\_\_\_\_
6. Who went to Delhi? \_\_\_\_\_
7. Shut the door. \_\_\_\_\_
8. What a cute dog! \_\_\_\_\_
9. Butter is better than jam. \_\_\_\_\_
10. Brush your teeth. \_\_\_\_\_

### Activity 9

Identify each type of sentence and explain your answer.

1. The students went on an educational trip.

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

2. Shall we go to the Thunder Zone Theme Park?

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

3. We must try to be on our best behaviour for the next two months.

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

4. The dog ate the biscuit.

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

5. Wow, I have won the lottery!

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

6. How far away is the park from the school?

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

7. Let's go back soon or we will miss the train!

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

8. Stop asking questions.

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

9. Let's go to the party!

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

10. The students wondered why they were going to the amusement park.

**Type:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

### Learning to Listen

#### Activity 10

Listen to your teacher's instructions on how to grow a plant. Try to write as you listen. After 5 minutes, your teacher will speak again. Complete your activity while listening to the process the second time.



### You will need

1. seeds of your choice such as pumpkin seeds, sunflower seeds, lima beans or pinto beans
2. good quality soil
3. a container to hold the soil and your seeds
4. water
5. light and heat

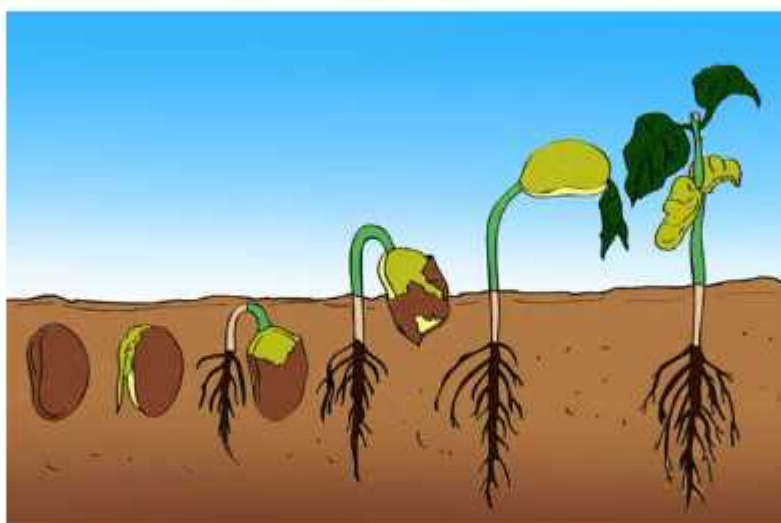
Now write all the steps with their description in the grid given below.

Steps	Description
1.	
2.	
3.	
4.	
5.	

### Learning to Speak

#### Activity 11 (Pairwork)

Based on your listening activity and your notes in the grid above, discuss with your partner the process of how a seed becomes a plant. You can also take hints from the diagram given below.



## Learning to Write

### PERSONAL LETTERS

Letters written to one's parents, relatives and friends are called personal letters.

#### Format of Personal Letters

1. **The Heading** (your address and date) : 13 Mall Road  
Ludhiana  
15 June 20\_\_
2. **The Salutation** : Dear Anu, Dear Daddy, Dear Brother, etc.
3. **The Body** : whatever your want to tell
4. **The Ending** : (For parents and siblings) Yours affectionately/Your affectionate son; Yours lovingly/Your loving son; (For friends or known) Yours sincerely

#### Specimen of a Personal Letter

Write a letter to your friend inviting him to attend the wedding party of your elder brother.

**The Heading (your address and date)**

85 Maya Nagar  
Ludhiana  
14 August 20\_\_

**The Salutation**

Dear Harish

**The Body**

My elder brother's wedding ceremony will take place on Feb 16. We will all go to Amritsar for the wedding. I want you to go with us. We have hired a bus. We shall also take out time to see the Golden Temple. Please do reach Ludhiana by Feb 15. We will be glad to see you here.

With love

**The Ending**

Yours lovingly  
Sunil

**Activity 12**

Imagine that you are Neeraj. Write a letter to your cousin telling him/her how you helped a friend to overcome his habit of using bad language. You may share with your friend the idea you used to stop him from using bad language.

**Activity 12**

Imagine that you are Neeraj. Write a letter to your cousin telling him/her how you helped a friend to overcome his habit of using bad language. You may share with your friend the idea you used to stop him from using bad language.

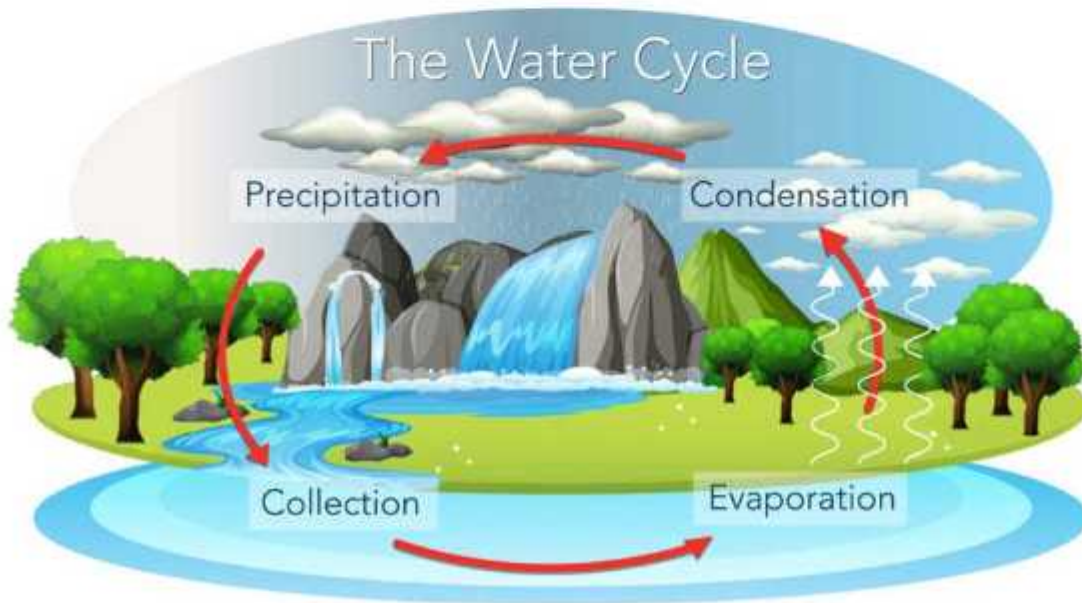
This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## Learning to Use Language

### Activity 13

Look at the picture given below. In the given space, describe what is happening in the picture.




# There was a Naughty Boy



## Pre-reading

### Dictionary Reference and 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

Scotland	ground	yard	weighty	fourscore	wondered
----------	--------	------	---------	-----------	----------

## Reading

### Let us read the poem

#### There was a Naughty Boy

There was a naughty boy,  
 And a naughty boy was he.  
 He ran away to Scotland,  
 The people there to see-  
 Then he found  
 That the ground  
 Was as hard,  
 That a yard

Was as long,  
 That a song  
 Was as merry,  
 That a cherry  
 Was as red,  
 That lead  
 Was as weighty,  
 That fourscore  
 Was as eighty,  
 That a door  
 Was as wooden,  
 As in England-  
 So he stood in his shoes  
 And he wondered,  
 He wondered,  
 He stood in his shoes,  
 And he wondered.



—John Keats

### Post-reading

### Vocabulary Expansion

#### Activity 2

The naughty boy ran away to Scotland from England to see the people there. There, he found that things in Scotland were just the same as in England. To show that things were similar, the poet uses the word 'as'. Write about the things that are similar in the space given. One example is given.

1. The naughty boy found that **the ground in Scotland was as hard as in England.**
2. The naughty boy found that \_\_\_\_\_ yard \_\_\_\_\_.
3. The naughty boy found that \_\_\_\_\_ merry \_\_\_\_\_.
4. The naughty boy found that \_\_\_\_\_ cherry \_\_\_\_\_.
5. The naughty boy found that \_\_\_\_\_ weighty \_\_\_\_\_.



6. The naughty boy found that \_\_\_\_\_ eighty\_\_\_\_\_.
7. The naughty boy found that \_\_\_\_\_ door \_\_\_\_\_.

### Activity 3

Read the following lines from the poem.

**That a door**

**Was as wooden**

The door in the poem was 'wooden'. Let us see some other things which are made of wood. Select the things in the box below that are made of wood and underline them.

table	car	mobile phone	television
boat	laptop	bed	cupboard

### Activity 4

Three words are given in each column. Fill in the blanks with the names of the material with which the things in each column are made of.

A	B	C	D
car	table	shirt	ball
spoon	desk	bedsheet	eraser
cycle	chair	curtain	balloon
_____	_____	_____	_____

### Learning to Read and Comprehend

### Activity 5

Answer the following questions.

1. Where did the naughty boy run away from?

\_\_\_\_\_.

2. Where did the naughty boy go?

\_\_\_\_\_.

3. Why did he go there?

\_\_\_\_\_.

4. What different things did the boy see in Scotland?

\_\_\_\_\_.

5. What did the boy wonder about?

\_\_\_\_\_.

### Learning Language

#### Activity 6

The poem 'There was a Naughty Boy' is very interesting. It describes many things. To describe the things, the poet uses many adjectives. The title of the poem 'There was a Naughty Boy' also has an adjective to describe the boy. Find some more adjectives from the grid given below.

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

Look at the following two sentences.

1. I am hungry.

2. I am starving.

What is the difference between 'hungry' and 'starving' here?

Here, sentence 2 tells the reader that 'I am very hungry (starving). **'Starving'** means 'very hungry'. 'Starving', 'therefore', is the **stronger adjective**.

#### Activity 7

Match the adjective in Column A with its stronger adjective in Column B.

Column A Adjective	Column B Stronger Adjective
hungry	starving
tired	beautiful
pretty	enraged
nice	exhausted
intelligent	excellent
angry	brilliant
clean	spurious
bad	hygienic
fake	dreadful

#### Learning to Listen

##### Activity 8 (Class Activity)

The teacher will speak clearly and give instructions to the students. Students will close their books and listen to the instructions and follow them.

Now repeat the same activity. The teacher will ask a student to come to the front and read the instructions to other students.



## Learning to Speak

### Activity 9 (Pair work)

Read the following pairs of words aloud with proper stress.

1. hard, yard
2. long, song
3. red, lead
4. weighty, eighty
5. found, ground

### Activity 10 (Group work)

Discuss in your group what the naughty boy would like to see in Punjab if he came to India and what he would do here.

#### Some hints:

1. The Golden Temple
2. Vaisakhi Fair
3. Giddha
4. Bhangra

## Learning to Use Language

### Activity 11 (Group work)

Discuss in your group which places would you like to see in London and why?  
Here are some pictures.



Buckingham Palace where the Queen of United Kingdom lives



Westminster Abbey and the Big Ben Clock Tower



London Eye - a giant wheel, riding on which you can see the whole of London



# Hachiko — The World's Most Loyal Dog



## 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 story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

Akita	neighbourhood	agriculture	accompany
routine	receive	haemorrhage	show up
beloved	employees	devoted	museum

## Reading

### Let us read the story

#### Hachiko—The World's Most Loyal Dog

Hachiko, the dog was more than just a pet. He was a true companion. He was very loyal and faithful. Every day, Hachiko would greet his human friend, his master, a routine the faithful dog kept, even after his owner's death.

A golden-brown of Akita breed, Hachiko was born on November 10, 1923 in a farm in Japan. In 1924, Professor Hidesaburō Ueno adopted Hachiko and brought him to live with him in Shibuya, a small town in the neighbourhood of Tokyo. Professor Hidesaburō Ueno taught in the Agriculture Department of Tokyo Imperial





University. Every morning the professor would walk to the Shibuya railway station and Hachiko would also go with him to see his master take the train to work. After finishing the day's classes, the professor would take the train back and return to the station at 3 pm. Hachiko would reach the station and wait for the professor and accompany him on his walk back to his home. The pair followed the same routine every day. Every day Hachiko would be there to receive the master at the same time.

The master and Hachiko kept this schedule until one sad day in May 1925 Professor Ueno suffered a sudden brain haemorrhage while teaching and passed away.

That day, Hachiko showed up at 3 pm as usual, but his beloved master never came back. Hachiko returned the next day at the same time, hoping that Ueno would be there to meet him. Of course, the professor did not return, but his loyal Hachiko never gave up hope.

Hachiko was at Shibuya Station the next day again at 3 pm, then the day after, and the day after that. Soon, the lonely dog began to draw the attention of the other passengers.

At first, the station workers were not friendly with the dog but after some time, people started looking out for him. Even the station employees would bring food and treats for the devoted dog and sometimes sit and keep him company. The days turned into weeks, then months, then years and Hachiko returned each day to wait. His presence made a great impression on the local people of Shibuya and for them he became a symbol of loyalty and faith, a hero.

One of Professor Ueno's former students, Hirokichi Saito was an expert on the Akita breed of dogs. He came to know of Hachiko and his routine. He decided to take the train to Shibuya to see if Hachiko would still be waiting.

When Saito arrived at the station, he saw Hachiko there waiting for his master. He wiped a tear from his cheek. He waited for Hachiko to make the next move. After a long wait, Hachiko stood up and went from there. Saito followed the dog from the station to the home of Ueno's former gardener, Kuzaburo Kobayashi who had



adopted Hachiko but Hachiko waited only for Ueno.

For nearly a decade, after his master passed away, the dog continued to show up at the same spot every day until Hachiko died at the age of eleven on March 08, 1935. The dog became a symbol of loyalty in Japan - and now for the world.

As a mark of respect and affection for the loyal dog, people started calling Hachiko "Chuken-Hachiko" which means "Hachiko - the faithful dog". In the memory of Hachiko, statues have been built in Shibuya and one at the place where he always met his master when Ueno came back from work. Hachiko's body has been preserved in the museum. Yes, you can still meet Hachiko if you go to Japan.



Hachiko Wall at Shibuya, Tokyo

### Post-reading

### Vocabulary Expansion

#### Activity 2

Write antonyms of the following words.

1. respect \_\_\_\_\_
2. affection \_\_\_\_\_
3. usual \_\_\_\_\_
4. followed \_\_\_\_\_
5. lonely \_\_\_\_\_
6. presence \_\_\_\_\_
7. master \_\_\_\_\_
8. loyalty \_\_\_\_\_



### Activity 3

Look at the following words in the grid. Identify the base words and prefixes and suffixes added to them. Write the base word and the **prefix/suffix** in the space given for each.

Word	Prefix	Base word	Suffix
companion	——	company	-ion
faithful			
owner			
adopted			
neighbourhood			
finishing			
waiting			
accompany			
followed			
lonely			
attention			
employees			
devoted			
gardener			
preserved			

### Learning to Read and Comprehend

#### Activity 4

Answer the following questions based on the above story.

1. Who was Hachiko?

\_\_\_\_\_



2. What was his breed?  
\_\_\_\_\_.
3. When was Hachiko born?  
\_\_\_\_\_.
4. Who adopted Hachiko?  
\_\_\_\_\_.
5. Where did Ueno teach?  
\_\_\_\_\_.
6. What was the routine of?  
\_\_\_\_\_.
7. What happened to the Professor one day?  
\_\_\_\_\_.
8. What did Hachiko do after Ueno died?  
\_\_\_\_\_.
9. Who adopted Hachiko after Ueno died? ↓  
\_\_\_\_\_.
10. Who went to see Hachiko after coming to know about his routine?  
\_\_\_\_\_.

### Activity 5

Choose the right answer and write in the given space.

- |   | Answer  |
|---|---------|
| 1. Hachiko was a very <b>loyal/disloyal</b> dog.    | [_____] |
| 2. Shibuya is a place <b>near/away</b> from Tokyo.  | [_____] |
| 3. Ueno always came back on the <b>3/4pm</b> train. | [_____] |

4. Hachiko would wait for Ueno at the **station/home**. [\_\_\_\_\_]
5. Hachiko lived for **11/13** years. [\_\_\_\_\_]

### Activity 6

Discuss and answer the following questions.

1. Why did people make statues of Hachiko ?
2. Why do you think Saito wiped a tear from his cheek?

### Learning Language

#### Conjugation of Verbs

Verb conjugation refers to how a verb changes to show a different person, tense, number or mood.

#### Person

In English, we have six different persons — first-person singular (**I**), second-person singular (**you**), third-person singular (**he/she/it/one**), first-person plural (**we**), second-person plural (**you**), and third-person plural (**they**). We must conjugate a verb for each person. The verb **to be** is a particularly notable verb for conjugation because it is an irregular verb.

Conjugation of the verb '**to be**'

Person	Tense		
	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

#### Tense

Verbs are also conjugated according to their tenses. Verb tense shows whether the action in a sentence is happening in the past, present or future. Regular verbs follow a standard pattern when conjugated according to tense. Look at the conjugation of a regular verb, '**to walk**' based on tense.

## Conjugation of 'to walk'

Tense	Past	Present	Future
<b>Simple</b>	I walked. You walked. He/She/It walked. We walked. They walked.	I walk. You walk. He/She/It walks. We walk. They walk.	I will walk. You will walk. He/She/It will walk. We will walk. They will walk.
<b>Continuous</b>	I was walking. You were walking. He/She/It was walking. We were walking. They were walking.	I am walking. You are walking. He/She/It is walking. We are walking. They are walking.	I will be walking. You will be walking. He/She/It will be walking. We will be walking. They will be walking.
<b>Perfect</b>	I had walked. You had walked. He/She/It had walked. We had walked. They had walked.	I have walked. You have walked. He/She/It has walked. We have walked. They have walked.	I will have walked. You will have walked. He/She/It will have walked. We will have walked. They will have walked.
<b>Perfect Continuous</b>	I had been walking. You had been walking. He/She/It had been walking. We had been walking. They had been walking.	I have been walking. You have been walking. He/She/It has been walking. We have been walking. They have been walking.	I will have been walking. You will have been walking. He/She/It will have been walking. We will have been walking. They will have been walking.

Except for 'He', 'She', 'It', in the present tense, all regular verbs in English have the same form in each conjugation in a given tense.



### Activity 7

Select the correct form of the verb given in the options and fill it in the given blank.

1. Meena \_\_\_\_\_ since morning.
  - a. has been dancing
  - b. is dancing
  - c. dances
2. I \_\_\_\_\_ in the garden when she came to my house.
  - a. am working
  - b. was working
  - c. worked
3. I \_\_\_\_\_ in the factory for two hours when Seema called.
  - a. have been working
  - b. was working
  - c. had been working
4. I \_\_\_\_\_ my exam this time next week.
  - a. will be writing
  - b. will write
  - c. would be writing
5. They had already left when I \_\_\_\_\_ home.
  - a. reached
  - b. have reached
  - c. had reached
6. If you are hungry, I \_\_\_\_\_ you something to eat.
  - a. am getting
  - b. will get
  - c. will be getting

7. Saavan \_\_\_\_\_ songs.
- a. writes
  - b. write
  - c. written
8. We \_\_\_\_\_ often go to the garden.
- a. don't
  - b. doesn't
  - c. haven't
9. We \_\_\_\_\_ to Delhi last week.
- a. went
  - b. have gone
  - c. had gone
10. The children \_\_\_\_\_ a splendid performance.
- a. gives
  - b. give
  - c. gave

### Learning to Listen

#### Activity 8

Your teacher will read out a dialogue. Listen to the dialogue and answer the following questions.

1. Which movie do these people plan to watch?
  - a. The Lion King
  - b. The Two Towers
  - c. Singham
  - d. Mowgli
2. When do they plan to watch the movie?
  - a. on the weekend
  - b. tomorrow
  - c. today evening
  - d. next Friday

3. Where do they plan to meet?
- a. at the Subway close to the mall
  - b. in front of the mall
  - c. at the coffee shop close to the mall
  - d. at home
4. What time do they plan to meet?
- a. at 7:30 pm
  - b. at 12 noon
  - c. at 1 pm
  - d. at 3:45 pm

### Learning to Speak

#### Activity 9

Look at the picture given below and describe, in your own words, what is happening.





## Learning to Write

### Activity 10

Write a letter to your cousin telling her/him about the new pet (a dog or a cat) you have adopted.

You should write in the letter

- what pet you have adopted
- what you have named it
- how you play with your pet
- how it has changed your life or routine



### Learning to Use Language

#### Activity 11

Browse the following sites for more information and also to watch a film on Hachiko. After going through the sites, write all the new information you get on Hachiko [The teacher must arrange the use of the Internet for students in the computer lab.]

<https://www.youtube.com/watch?v=rp4UxN2sPEI>

<https://www.timeout.com/tokyo/blog/10-things-you-didnt-know-about-Hachikoko-081915>

[https://www.boredpanda.com/rare-photos-of-most-loyal-dog-Hachikoko/?utm\\_source=google&utm\\_medium=organic &utm\\_campaign=organic](https://www.boredpanda.com/rare-photos-of-most-loyal-dog-Hachikoko/?utm_source=google&utm_medium=organic&utm_campaign=organic)





## Appendix I

### Listening Texts

#### Chapter 1

##### Rent for Water

Once, two brothers, Ram and Sham, were fighting over the ownership of a Mango tree. Ram said the Mango tree was his but Sham said that he owned it. Unable to find a way out, they decided to ask Birbal for help. Birbal understood the situation. He told the brothers to remove all the mangoes, share them among themselves and then cut the tree in two equal halves. Upon hearing Birbal, Ram nodded and said he agreed to the suggestion. However, Sham pleaded not to cut the tree for he had nurtured it for three whole years. Birbal found who the real owner of the tree was. He said, "The tree belongs to Sham because the very thought of cutting it down troubles him. Someone who has cared for it for three years won't cut it down."

#### Chapter 6

##### Mountaineers

1. acclimatization
2. atop
3. deter
4. felicitated
5. starved
6. adventurous
7. trek
8. climber
9. scale
10. summit

## **Chapter 7**

### **The Princess Who Never Smiled**

1. Put your right hand on your head.
2. Jump on one foot.
3. Turn around.
4. Close your eyes.
5. Snap your fingers.
6. Stand behind your chair.
7. Move back one step/two steps.
8. Raise your right/left hand.
9. Bend forward.
10. Pick up your bag.

## **Chapter 8**

### **Earthquake**

1. The building is creaking and rattling.
2. Books are falling from the bookcase.
3. Fans are swinging.
4. The bookcase falls on the floor.
5. The windows are rattling.
6. There are noises outside.
7. A car alarm sounds.
8. Dogs are barking.
9. A baby is crying.
10. People are shouting.
11. The shaking is making temple bells ring.
12. There are crashing sounds from bricks falling to the ground.
13. Trees outside are swaying.
14. Drop, take Cover and Hold On to an object.
15. Stay in the Drop, Cover and Hold On position under your desk.

## **Chapter 9**

### **Treasure Hunt**

1. ancient
2. treasure
3. swept
4. huddled
5. mounted
6. thrilling
7. braved
8. realized
9. ocean
10. galloped

## **Chapter 10**

### **A Hole in the Fence**

1. Fill the container with soil.
2. Plant the seeds in the soil.
3. Keep the container at a warm place. Sunlight is good but try to avoid too much direct sunlight. A window sill is a good spot.
4. Keep the soil moist by watering it every day.
5. Be careful not to use too much water.
6. Record your observations as the seeds germinate and seedlings begin to sprout from the seeds.



## **Chapter 11**

### **There was a Naughty Boy**

1. Close your books.
2. Stand up.
3. Touch your chin with your left hand.
4. Raise your left arm.
5. Raise your right arm.
6. Bring both your arms down.
7. Stand at attention.
8. Stand at ease.
9. Shake hands with the person next to you.
10. All the girls come to the front.
11. All the boys go to the back of the class.
12. All the girls sit on your knees.
13. All the boys bend down and touch your feet.
14. Go back to your seat walking on your tiptoes.
15. Sit down and open your books.

## **Chapter 12**

### **Hachiko—The World's Most Loyal Dog**

- Amar : What are you doing tomorrow?
- Bubble : Nothing really.
- Amar : Let's watch a movie or something.
- Bubble : What's on these days?
- Amar : I think they're playing Mowgli.
- Bubble : That sounds pretty good. Let's watch that.
- Amar : Where should we meet?
- Bubble : Let's meet at the Subway next to the mall.
- Amar : Alright. I'll meet you there at one o'clock.

## Appendix II

### Translation

1. I go to school.	1. ਮੈਂ ਸਕੂਲ ਜਾਂਦਾ ਹਾਂ।	1. मैं स्कूल जाता हूँ।
2. The children play.	2. ਬੱਚੇ ਖੇਡਦੇ ਹਨ।	2. बच्चे खेलते हैं।
3. Mother cooks food.	3. ਮਾਂ ਭੋਜਨ ਪਕਾਉਂਦੀ ਹੈ।	3. माँ भोजन पकाती है।
4. Let him speak.	4. ਉਸਨੂੰ ਬੋਲਣ ਦਿਓ।	4. उसे बोलने दें।
5. Keep silence.	5. ਸ਼ਾਂਤੀ ਬਣਾਈ ਰੱਖੋ।	5. शांती बनाए रखें।
6. Do you go to school?	6. ਕੀ ਤੁਸੀਂ ਸਕੂਲ ਜਾਂਦੇ ਹੋ?	6. क्या आप स्कूल जाते हैं?
7. Where do you live?	7. ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ?	7. आप कहाँ रहते हैं?
8. Why do you come late?	8. ਤੁਸੀਂ ਦੇਰ ਨਾਲ ਕਿਉਂ ਆਉਂਦੇ ਹੋ?	8. तुम देर से क्यों आते हो?
9. Rohit does not tell lies.	9. ਰੋਹਿਤ ਝੂਠ ਨਹੀਂ ਬੋਲਦਾ ਹੈ।	9. रोहित झूठ नहीं बोलता है।
10. We do not go late to school.	10. ਅਸੀਂ ਸਕੂਲ ਦੇਰ ਨਾਲ ਨਹੀਂ ਜਾਂਦੇ ਹਾਂ।	10. हम स्कूल देर से नहीं जाते हैं।
11. I cannot sing.	11. ਮੈਂ ਗਾ ਨਹੀਂ ਸਕਦੀ।	11. मैं गा नहीं सकती।
12. Time does not wait for anyone.	12. ਸਮਾਂ ਕਿਸੇ ਦਾ ਇੰਤਜ਼ਾਰ ਨਹੀਂ ਕਰਦਾ।	12. समय किसी का इंतज़ार नहीं करता।
13. I am proud of you.	13. ਮੈਨੂੰ ਤੁਹਾਡੇ ਤੇ ਮਾਣ ਹੈ।	13. मुझे आप पर गर्व है।
14. Children are playing.	14. ਬੱਚੇ ਖੇਡ ਰਹੇ ਹਨ।	14. बच्चे खेल रहे हैं।
15. Anju is driving a car.	15. ਅੰਜੂ ਕਾਰ ਚਲਾ ਰਹੀ ਹੈ।	15. अंजू कार चला रही है।
16. You are sweating.	16. ਤੁਹਾਨੂੰ ਪਸੀਨਾ ਆ ਰਿਹਾ ਹੈ।	16. आपको पसीना आ रहा है।

17. Is Ram helping Nishi?	17. ਕੀ ਰਾਮ ਨਿਸ਼ੀ ਦੀ ਮਦਦ ਕਰ ਰਿਹਾ ਹੈ?	17. क्या राम निशि की मदद कर रहा है?
18. When is Mohan going home?	18. ਮੋਹਨ ਘਰ ਕਦੋਂ ਜਾ ਰਿਹਾ ਹੈ?	18. मोहन घर कब जा रहा है?
19. You should take exercise daily.	19. ਤੁਹਾਨੂੰ ਰੋਜ਼ਾਨਾ ਕਸਰਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।	19. आपको रोजाना व्यायाम करना चाहिए।
20. We should obey our parents.	20. ਸਾਨੂੰ ਆਪਣੇ ਮਾਪਿਆਂ ਦੀ ਗੱਲ ਮੰਨਣੀ ਚਾਹੀਦਾ ਹੈ।	20. हमें अपने माता-पिता की बात माननी चाहिए।
21. The kids are not eating food.	21. ਬੱਚੇ ਖਾਣਾ ਨਹੀਂ ਖਾ ਰਹੇ ਹਨ।	21. बच्चे खाना नहीं खा रहे हैं।
22. Rohit is not driving the car fast.	22. ਰੋਹਿਤ ਗੱਡੀ ਤੇਜ਼ ਨਹੀਂ ਚਲਾ ਰਿਹਾ ਹੈ।	22. रोहित गाड़ी तेज़ नहीं चला रहा है।
23. It is not raining.	23. ਮੀਂਹ ਨਹੀਂ ਪੈ ਰਿਹਾ ਹੈ।	23. बारिश नहीं हो रही है।
24. He played football.	24. ਉਸਨੇ ਫੁਟਬਾਲ ਖੇਡਿਆ।	24. उसने फुटबाल खेला।
25. My mother cooked food.	25. ਮੇਰੀ ਮਾਂ ਨੇ ਖਾਣਾ ਪਕਾਇਆ।	25. मेरी माँ ने खाना पकाया।
26. You ate food.	26. ਤੁਸੀਂ ਭੋਜਨ ਖਾਧਾ।	26. आपने भोजन खाया।
27. I learnt the lesson yesterday.	27. ਮੈਂ ਕੱਲ੍ਹ ਪਾਠ ਯਾਦ ਕੀਤਾ।	27. मैंने कल पाठ याद किया।
28. The peon rang the bell.	28. ਚਪੜਾਸੀ ਨੇ ਘੰਟੀ ਵਜਾਈ।	28. चपड़ासी ने घंटी बजाई।
29. Did you go to school yesterday?	29. ਕੀ ਤੁਸੀਂ ਕੱਲ੍ਹ ਸਕੂਲ ਗਏ ਸੀ?	29. क्या तुम कल स्कूल गए थे?
30. Where is she going?	30. ਉਹ ਕਿੱਥੇ ਜਾ ਰਹੀ ਹੈ?	30. वह कहाँ जा रही है?
31. Why did they not listen to me?	31. ਉਨ੍ਹਾਂ ਨੇ ਮੇਰੀ ਗੱਲ ਕਿਉਂ ਨਹੀਂ ਸੁਣੀ?	31. उन्होंने मेरी बात क्यों नहीं सुनी?
32. I did not tell a lie.	32. ਮੈਂ ਝੂਠ ਨਹੀਂ ਬੋਲਿਆ।	32. मैंने झूठ नहीं बोला।



33. Sharan did not take the medicine.	33. ਸ਼ਰਨ ਨੇ ਦਵਾਈ ਨਹੀਂ ਖਾਧੀ।	33. शरण ने दवा नहीं ली।
34. My brother was going to school.	34. ਮੇਰਾ ਭਰਾ ਸਕੂਲ ਜਾ ਰਿਹਾ ਸੀ।	34. मेरा भाई स्कूल जा रहा था।
35. Mother was saving money.	35. ਮਾਂ ਪੈਸੇ ਦੀ ਬਚਤ ਕਰ ਰਹੀ ਸੀ।	35. माँ पैसे की बचत कर रही थी।
36. Were all learning their lessons?	36. ਕੀ ਸਾਰੇ ਆਪਣਾ ਪਾਠ ਯਾਦ ਕਰ ਰਹੇ ਸਨ ?	36. क्या सभी अपना पाठ याद कर रहे थे?
37. How was Paras celebrating his birthday?	37. ਪਾਰਸ ਆਪਣਾ ਜਨਮਦਿਨ ਕਿਵੇਂ ਮਨਾ ਰਿਹਾ ਸੀ ?	37. पारस अपना जन्मदिन कैसे मना रहा था?
38. When was Rakesh going home?	38. ਰਾਕੇਸ਼ ਘਰ ਕਦੋਂ ਜਾ ਰਿਹਾ ਸੀ ?	38. राकेश घर कब जा रहा था?
39. The birds were not flying.	39. ਪੰਛੀ ਉੱਡ ਨਹੀਂ ਰਹੇ ਸਨ।	39. पक्षी उड़ नहीं रहे थे।
40. My friend was not singing a song.	40. ਮੇਰਾ ਦੋਸਤ ਗਾਣਾ ਨਹੀਂ ਗਾ ਰਿਹਾ ਸੀ।	40. मेरा दोस्त गाना नहीं गा रहा था।
41. I will come to school tomorrow.	41. ਮੈਂ ਕੱਲ੍ਹ ਸਕੂਲ ਆਵਾਂਗਾ।	41. मैं कल स्कूल आऊंगा।
42. You will meet Ramesh tomorrow.	42. ਤੁਸੀਂ ਕੱਲ੍ਹ ਰਮੇਸ਼ ਨੂੰ ਮਿਲੋਗੇ।	42. कल आप रमेश से मिलोगे।
43. Raman will send me an e-mail tomorrow.	43. ਰਮਨ ਮੈਨੂੰ ਕੱਲ੍ਹ ਈ-ਮੇਲ ਭੇਜੇਗਾ।	43. रमन मुझे कल ईमेल भेजेगा।
44. Will you meet me tomorrow?	44. ਕੀ ਤੁਸੀਂ ਕੱਲ੍ਹ ਮੈਨੂੰ ਮਿਲੋਗੇ ?	44. क्या आप कल मुझसे मिलेंगे?
45. Did I drink water?	45. ਕੀ ਮੈਂ ਪਾਣੀ ਪੀਤਾ ?	45. क्या मैंने पानी पीया ?

46. The children will not tell lies.	46, ਬੱਚੇ ਝੂਠ ਨਹੀਂ ਬੋਲਣਗੇ।	46. बच्चे झूठ नहीं बोलेंगे।
47. You will not take leave from the school.	47, ਤੁਸੀਂ ਸਕੂਲ ਤੋਂ ਛੁੱਟੀ ਨਹੀਂ ਲਓਗੇ।	47. आप स्कूल से छुट्टी नहीं लेंगे।
48. I will go to Delhi by bus.	48, ਮੈਂ ਬੱਸ ਰਾਹੀਂ ਦਿੱਲੀ ਜਾਵਾਂਗਾ।	48. मैं बस से दिल्ली जाऊँगा।
49. My mother will be cooking food at this time.	49, ਮੇਰੀ ਮਾਂ ਇਸ ਸਮੇਂ ਭੋਜਨ ਪਕਾ ਰਹੀ ਹੋਵੇਗੀ।	49. मेरी माँ इस समय भोजन पका रही होगी।
50. How coward you are !	50, ਤੁਸੀਂ ਕਿੰਨੇ ਡਰਪੋਕ ਹੋ !	50. तुम कितने कायर हो !