

MY ENGLISH COMPANION

(An Integrated Course)

(For Class Sixth)



ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



PUNJAB SCHOOL EDUCATION BOARD
Sahibzada Ajit Singh Nagar

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ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ

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FOREWORD

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

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

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

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

Chairman

Punjab School Education Board

ABOUT THE BOOK

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

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

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

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

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

Vandana Lunyal
Author

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Lesson



The Farmhouse Cows



Pre-reading

Dictionary Reference: Learning New Words

Activity 1

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

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

appreciate	loaf	lump	creature
moving	cheese	delicious	underneath

Reading

Let us read the story

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



“What about the cows?” said his mother.

“Have you counted those?”

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

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

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

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

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

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

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

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

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

“There is no reason to be!” said Mother.

“I shall go and stand on the gate that leads to the cow fields and say ‘Thank you’ to the cows!” said Rajinder. “I did not know they were so kind!”

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



(adapted from ‘Five O’clock Tales’ by Enid Blyton)

Post-reading

Vocabulary Expansion

Activity 2

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

Two examples are given below.

a cow moos

a lion roars

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

- | | | |
|-------------|----------------------|---|
| 1. a horse | <input type="text"/> | s |
| 2. an owl | <input type="text"/> | s |
| 3. a goat | <input type="text"/> | s |
| 4. a crow | <input type="text"/> | s |
| 5. a parrot | <input type="text"/> | s |
| 6. a frog | <input type="text"/> | s |
| 7. a donkey | <input type="text"/> | s |
| 8. a duck | <input type="text"/> | s |



Activity 3

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

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

Learning to Read and Comprehend

Activity 4

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

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

Activity 5

Read the story and answer the following questions.

1. What is the name of the boy in the story?

2. Where did the boy and his family come from?

3. Where does the milk come from?

4. What present does the Mother get from the cow?

5. What does the boy say about the cow at the end of the story?

Learning Language

The Noun

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

Let us look at some sentences.

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

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



Activity 6

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

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

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

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

Let us first understand the common and proper nouns.

Common Noun

A common noun is the name of people or things in general, e.g. boy, country, river, bridge, city, evening. Let us look at some sentences.

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



All the words in bold are common nouns.

Activity 7

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

1. Common Noun: _____
Sentence: _____
2. Common Noun: _____
Sentence: _____
3. Common Noun: _____
Sentence: _____
4. Common Noun: _____
Sentence: _____
5. Common Noun: _____
Sentence: _____

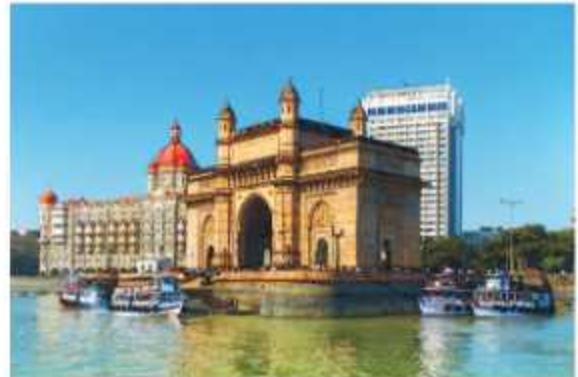
Proper Noun

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

Let us look at some sentences:

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

All the words in bold are proper nouns.



Activity 8

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

Story

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

Activity 9

Look at the given picture and list the common and proper nouns in the table given. Change the common noun to lower case.

Reading a short passage

The Right Way to Brush

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

Activity 10

Choose the correct option.

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

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

Learning to Listen

Activity 11 (Pairwork)

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

The first letter of each word is given. Examples:

- a) c _____ cow
- b) h _____ hen
- 1. l _____
- 2. g _____
- 3. h _____
- 4. r _____
- 5. k _____
- 6. d _____
- 7. m _____

Now say them aloud to your partner

Learning to Speak

Activity 12

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

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

Learning to Use Language

Activity 14

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

1.
2.
3.
4.
5.



Lesson



My Furry Friend



Pre-reading

Dictionary Reference: Learning New Words

Activity 1

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

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

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

Reading

Let us read the poem

My Furry Friend

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



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

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

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

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

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

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

Vandana Lunyal

Post-reading

Vocabulary Expansion

Activity 2

Give the rhyming words of the following words.

1. bus _____ , _____ , _____
2. light _____ , _____ , _____
3. neat _____ , _____ , _____

Activity 3

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

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

Learning to Read and Comprehend

Activity 4

Read the poem and answer the following question.

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

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 5

Read and answer.

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

What did the poet bring home?

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

What does the puppy nibble at?

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

Why does the puppy growl?

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

When is the puppy quick on his feet?

Learning Language

The Noun - Number

Study the following words in the table.

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



Now let us look at the following sentences:

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

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

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

Singular	Plural
	
	
	
	

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

Let us look at some examples:

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

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

Activity 6

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



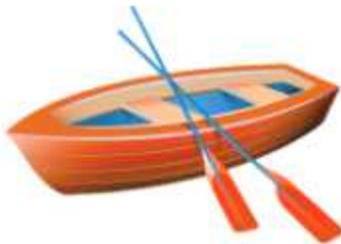


Write the plurals

Across →

Down ↓

- | | |
|------------|------------|
| 3. loaf | 1. baby |
| 7. wife | 2. leaf |
| 8. house | 4. life |
| 11. foot | 5. boat |
| 12. person | 6. child |
| 13. sheep | 7. woman |
| 16. tomato | 9. man |
| 20. fish | 10. potato |
| 21. river | 14. pitch |
| 23. spy | 15. box |
| 24. daisy | 17. city |
| 25. elf | 18. bus |
| 26. knife | 19. mouse |
| 27. wish | 22. cat |
| 29. tooth | 28. half |



Activity 7

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

S.No.	Action words

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



**Pre-reading****Dictionary Reference: Learning New Words****Activity 1**

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

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

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

Reading**Let us read the story**

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

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



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

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

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

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

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

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



"Who are you?" he asked.

"I am a messenger," replied the rabbit.

"A messenger? From whom?"

"I am a messenger from the mighty Moon."

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

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

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

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

The king of the elephants was shocked. He looked at the little rabbit. "You are right," he said. "We may have killed many rabbits on our way to the lake. I shall see that you do not suffer anymore. I shall request the Moon to forgive me for my sins. Please tell me what I should do."

"Come with me alone," replied the rabbit. "Come, I shall take you to the Moon." The little rabbit took the huge elephant to the lake. There, they saw that the Moon reflected in the still water. "There, your Majesty, Meet the Moon," said the little rabbit.

"Let me worship the Moon," said the elephant, and dipped his trunk into the water. At once the water got disturbed and the Moon in the water moved to and fro. The rabbit said, "Now the Moon is angrier than ever."

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

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

The elephant bowed his head.

"Please ask the Moon to forgive me. Never again will we touch the holy waters of this lake. Never again will we harm the rabbits who the Moon loves so much." And the king and his herd went away. Soon, there was rain and the elephants lived happily.

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

Post-reading

Vocabulary Expansion

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

Let us look at some more Collective Nouns

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



Activity 2

Match the following things/birds with their group name.

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

Learning to Read and Comprehend**Activity 3**

Tick the correct option.

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

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

Activity 4

Answer the following questions.

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

-
3. Who became the messenger?
-
4. Why did the moon in the water move to and fro?
-
5. Why did the elephant king believe that the Moon had become angrier?
-

Learning Language

Noun: Gender

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

1. Masculine Gender:

All male persons or animals are of Masculine Gender.

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

2. Feminine Gender:

All female persons or animals are of Feminine Gender.

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

3. Neuter Gender:

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

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

4. Common Gender:

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

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

Activity 5

Sometimes, the feminine gender is formed by adding -ess to the masculine gender. Some examples are given in the table. Complete the ones that have been left blank in the table [The teacher must help].



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

**Activity 6**

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



Masculine	Feminine
bull	cow
son	daughter
horse	mare
uncle	
nephew	
sir	



brother	
father	
male	
husband	wife
goose	gander

Activity 7

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

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

Activity 8

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



Masculine	Feminine
hero	heroine
lad	lass
bridegroom	
widower	
sultan	
czar	
magician	

Activity 9

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

pilot	friend
bird	parent
baby	teacher
doctor	member
child	candidate

Activity 10

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



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

Activity 11

Fill in the blanks using the correct option.

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

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

Activity 12

Write the opposite gender.

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

7. president - _____
8. queen - _____
9. goose - _____
10. princess - _____

Reading a short passage

Activity 13

Read the story and do as directed.

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

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

A week later, the minister came to the palace.

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

"Yes, my Lord", the minister replied "But I will show.

You the horse on any day other than Sunday, Monday, Tuesday, Wednesday, Thursday, Friday or Saturday."

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

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

A. Write the meanings of:

- a. outsmart _____
b. issue _____

B. Answer the following:

- a. Why was the king angry?

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

C. Choose the right option.

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

Activity 14 (Pairwork)

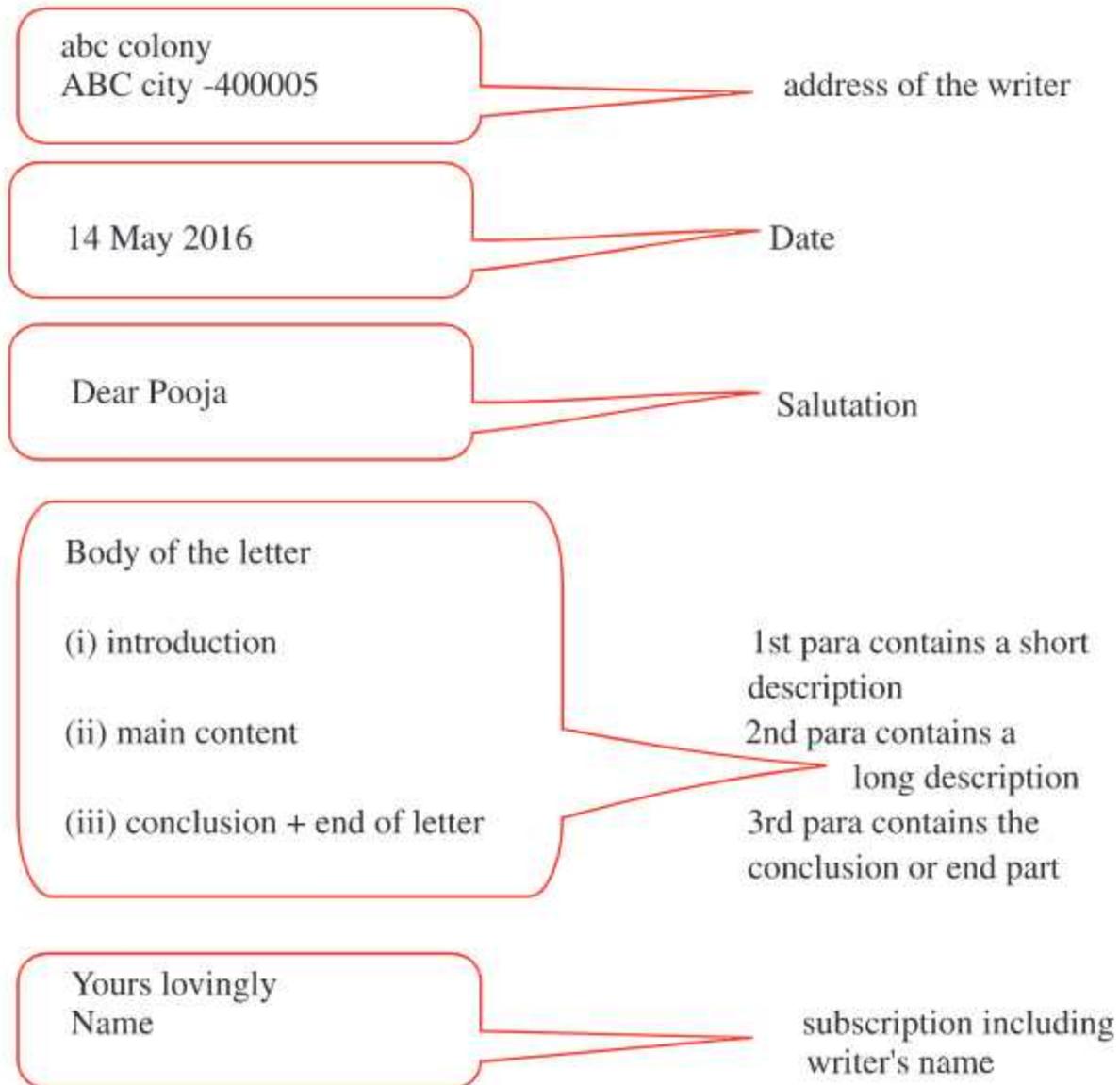
Write as many words as you can think of that rhyme with the following words. One rhyming word is given for each word. Practise speaking them with your partner.

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

Learning to Write

Letter writing (Informal)

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



Activity 15

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

**Pre-reading****Dictionary Reference: Learning New Words****Activity 1**

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

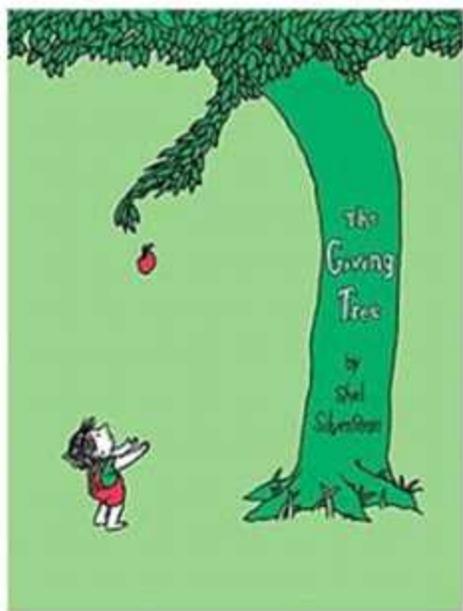
1. Meaning of the word as used in the lesson (adjective/noun/ verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

swing (verb)	trunk	branches
business	sail	resource

Reading**Let us read the story**

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

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



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

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

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



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

Shel Silverstein

Post-reading

Vocabulary Expansion

Activity 2

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

1. climb up

2. cut off

3. cut down

4. stay away

5. take away

Learning to Read and Comprehend

Activity 3

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

For example:

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

Answer: Yes, he did.

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

Activity 4

Answer the following questions.

1. Who would come and play with the tree?

2. Who was too big to climb and play?

3. Why did the boy want a boat?

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

5. What did the tree say in the end?

Activity 5

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

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

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

Activity 6

Write the opposites of the given words in the given space.

Word	Opposite
1. happy	_____
2. give	_____

3. sell _____
4. come _____
5. quiet _____
6. climb up _____

Activity 7

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

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

1. want _____
2. climb _____
3. play _____
4. sail _____
5. rest _____



Learning Language

Pronoun

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

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

There are three main kinds of pronouns:

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

Personal Pronoun

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

For example:

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

There are three kinds of personal pronouns.

1. Pronouns of the First Person

Singular

I, my, mine, me, myself

Plural

we, our, ours, us, ourselves

2. Pronouns of the Second Person

Singular

you, yours, yourself, your

Plural

you, yours, yourselves, your

3. Pronouns of the Third Person

Singular

he, she, it, him, her

Plural

them, their, theirs

Activity 8

Fill in the blanks using personal pronouns.

- _____ often reads until late at night.
 - he
 - we
 - I
 - they
- _____ is running up and down the stairs.
 - we
 - she
 - they
 - you
- _____ is from Mumbai.
 - his
 - him
 - he
 - they
- Have _____ got a dog, Meena?
 - anyone
 - they
 - someone
 - it



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

Demonstrative Pronoun

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

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

This was my mother's ring.

That looks like the car I used to drive.

These are nice shoes, but they look uncomfortable.

Those look like riper than the apples on my tree.

Activity 9

Fill in the blanks using demonstrative pronouns.

Choose the best answer to complete each sentence.

- _____ was such an interesting experience.
 - that
 - these
 - those
 - such
- Are _____ your shoes?
 - that
 - them
 - those
 - this
- You'll have to get your own pen. _____ is mine.
 - that
 - those
 - such
 - this
- There is no end to _____.
 - such
 - those
 - this
 - none
- Because of their bad behaviour, _____ of the children were given allowances.
 - none
 - that
 - those
 - them

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

Interrogative Pronoun

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

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

What - used to ask questions about people or objects

What do you want for dinner?

What is your name?

Which - used to ask questions about people or objects.

Which of these seats would you like?

Which of these ice cream flavours is your favourite?

Who - used to ask questions about people

Who is that man over there?

Who is the strongest in the class?

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

You should ask **whom** to meet.

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

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

Whose sweater is this?

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

Activity 10

Fill in the blanks with an interrogative pronoun.

- _____ threw the football?
 - who
 - what
 - which
 - whose
- _____ would you prefer, coffee or tea?
 - who
 - whom
 - which
 - whose
- _____ time is the scheduled to be at the station?
 - which
 - what
 - whose
 - whom
- _____ is that bike?
 - whom
 - whose
 - what
 - who

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

Learning to Write

Activity 11

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

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

Learning to Listen

Activity 12

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

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

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

Learning to Speak

Activity 13 (Roleplay)

The children will work in pairs.

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

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

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

Learning to Use Language

Activity 14

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



Lesson



How Beautiful is the Rain!

Pre-reading

Dictionary Reference: Learning New Words



G3V7U2

Activity 1

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

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

fiery	lane	clatter	gushes	tramp
hoofs	swift	overflowing	spout	roars

Reading

Let us read the poem

How Beautiful is the Rain!



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

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

H W Longfellow

Post-reading

Vocabulary Expansion

Activity 2

Pick up words from the poem that rhyme with the following words.

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

Learning to Read and Comprehend

Activity 3

Read the poem and write answers to the following.

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

2. Which are the places where the rain falls?

3. Why does the poet repeat the first line?

4. What gushes and struggles out?

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

Activity 4

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

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

Learning to Listen

Activity 5

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

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

Learning to Speak

Activity 6 (Think-Pair-Share)

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

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

Learning to Write

Activity 7

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

Learning Language

Punctuation

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

- Capital Letters
- Full stop (.)
- Comma (,)
- Question Mark (?)
- Exclamation Mark (!), etc.

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

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

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

1. The first word in a sentence:

Examples:

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

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

Examples:

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

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

Examples:

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

4. Product names:

Examples:

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

5. Calendar items:

Examples:

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

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

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

6. Main words in titles:

Examples:

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

Activity 8

Use capital letters wherever needed in the following sentences.

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

Activity 9

Look at the following sentences carefully and do as directed.

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

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

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

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

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

Examples:

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

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

a. Usha runs like a horse.

b. The girl sings like a nightingale.

1. Rustam was strong like a lion.
2. Sunder was greedy like a pig.
3. Meena ate like a sparrow.
4. The blood came out of the wound like water.
5. Nisha climbed the tree like a monkey.

Lesson



The Peacock and the Crow



Pre-reading

Dictionary Reference: Learning New Words

Activity 1

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

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

feathers	perching	collected
reflection	ignoring	humiliated
accepted	realized	apologized

Reading

Let us read the story

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

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

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



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

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

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



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

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

Post-reading

Vocabulary Expansion

Activity 2

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

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

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

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

Learning to Read and Comprehend

Activity 3

Read and write answers.

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

Activity 4

Who said to whom?

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

Activity 5

Complete the sentences in the following blanks.

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

Learning Language

Prepositions

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



The cat is **on** the table.



The cat is sitting **in front of** the chair.



The cat is **under** the table.



The cat is **between** the chair and the table.

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

Punctuation

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

Full Stop (.)

The full stop is used in the following cases:

- to mark the end of an assertive or imperative sentence such as
 1. The child is sleeping. (assertive or positive)
 2. Don't make a noise here.(imperative- order or request)
- to mark the abbreviations such as M.A., P.M.
- to mark the initials such as Mr J.D. Lunyal, Mrs R. Sharma

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

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

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

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

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

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

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

Activity 6

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

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

Reading a short passage

Activity 7

Read the following story.

Self Realisation

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

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

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

Answer the following.

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



Fill in the blanks using a word from the passage.

1. The cub realised that it was not a _____ but a _____.
2. We should try to realise our _____ and _____ skills.
3. One should keep _____ to realise one's _____ and hidden _____.

Choose the correct option:

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

Learning to Listen

Activity 8

Dictation of words

The teacher will dictate 10 words from the text. Students will write them in their notebooks.

Learning to Speak

Activity 9 (Pairwork)

Speak the words used for dictation aloud with proper pronunciation.

Learning to Write

Activity 10

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



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

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



V3A5E1

Pre-reading

Dictionary Reference: Learning New Words

Activity 1

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

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

repeat	formed	breath
touched	international	tournament

Reading

Let us read the passage

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

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

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



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

Post-reading

Vocabulary Expansion

Activity 2

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

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

He took a deep breath and jumped into the water.

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

He is a member of the football team.

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

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

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

The game continued for two hours.

Learning to Read and Comprehend

Activity 3

Read and write answers.

1. What qualities are needed to play Kabaddi?

2. When is a person out in Kabaddi?

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

4. Which team wins the game?

5. Is Kabaddi a local or an international game?

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

Activity 4

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

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

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

Learning Language

Articles

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

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

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

Look at some more examples:

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



Activity 5

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

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



Activity 6

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

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

Using 'The'

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

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

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

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

Activity 7

Select the right article and underline it.

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

Activity 8

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

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

Activity 9

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

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

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

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

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

Activity 11

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

Conversation 1

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

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

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

It has a **mane**.

Rohit: Oh, I know what it is.

It is a **leopard**.

Father: You are right, Rohit.

It is a **leopard**.



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

a fox

a wolf

a bushy tail

Conversation 2

Rohit: Papa, is that _____?

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

A _____ does not have a

_____.

Rohit: I know what it is.

It is _____.

Father: That's right, Rohit.

It is a _____.

Activity 12

Guided Composition

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

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

Learning to Use Language**Activity 13**

Read the following information about Kabaddi.

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

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

KABADDI

**Pre-reading****Dictionary Reference: Learning New Words****Activity 1**

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

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

clearly	anxious	travels
blot	envelope	turn over

Reading**Let us read the poem****I am Writing a Letter**

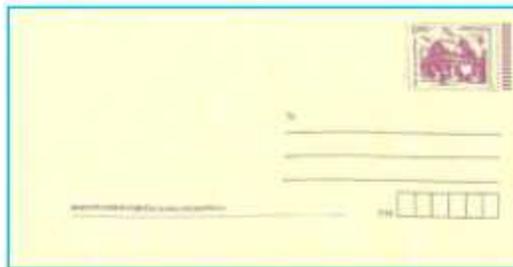
I am writing a letter
 To send by the evening post;
 It is to the person
 I care for the most.

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



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

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



Margaret G Rhodes

Post-reading

Vocabulary Expansion

Activity 2

Make meaningful sentences of the following words.

1. anxious _____
2. envelope _____
3. blotting paper _____

Learning to Read and Comprehend

Activity 3

Answer the following questions.

1. Who is the poet writing the letter to?

2. What did the poet write on the envelope?

3. Why was the poet anxious?

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

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

Learning Language

Adverbs

Look at the underlined words in the following sentences.

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

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

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

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

Activity 4

Pick out adverbs in the following sentences.

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



Adjectives

Adjectives are used to say something about the 'noun' or the pronoun in a sentence. It describes the noun. It is also called the describing word.

Examples:

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



Activity 5

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

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

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

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

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

Activity 6

Make sentences about yourself using adjectives.

My name is _____.

1. I am _____.
2. I live in a _____.
3. I have a _____ house.
4. It is a very _____ house.
5. I study in a _____ school. It is _____ school in my city.
6. My school has many _____ and _____ trees.

Paste your picture here

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

Examples:

1. Harry is a strong boy.
2. Monu is stronger than Harry.
3. Vicky is the strongest.

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

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

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

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

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

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

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

Activity 7

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

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

Activity 8

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

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

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

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

Adverbs

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

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

Activity 9

Underline the adverbs in the following sentences.

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

Activity 10

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

S.No.	Verb	Adverb
1	kept	carefully
2		

3		
4		
5		
6		
7		
8		
9		
10		

Learning to Read and Comprehend

Activity 11

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

Learning to Speak

Activity 12

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

1. L^{etter} (R is silent)
2. P^{ost}
3. M^{ost}

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

Learning to Write

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

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

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

What is a message?

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

Important points to remember:

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

Message Format

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

Activity 13

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

Navneet: Hello. Is that 2626068?

Vineeta: Yes.

Navneet: Am I talking to Harneet?

Vineeta: May I know who is calling?

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

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

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

Vineeta: You can give me the message.

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

Vineeta: I will tell her.

Navneet: Thank you.

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

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

Learning to Use Language

Activity 14

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

**Pre-reading****Dictionary Reference: Learning New Words****Activity 1**

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

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

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

Reading**Let us read the story**

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

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

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

The Kabuliwala was now a daily visitor to Mini's house. They would sit and chat for hours and crack jokes with each other.

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



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

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

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

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

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

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

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

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

Rabindranath Tagore

Reading

Let us read the story

Activity 2

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

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

Learning to Read and Comprehend

Activity 3

Choose the correct option to answer the following questions.

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

Activity 4

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

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

Activity 5

Complete the following sentences.

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

Learning Language

Conjunction

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

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

Let us see how they are used.

1. I missed the train.
I was late.
We can combine these two sentences by using 'because'.
I missed the train because I was late.
2. She wants coffee.
I want tea.
We can combine these two sentences by using 'but'.
She wants coffee but I want tea.

Activity 6

Underline the conjunctions in the following sentences.

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

Activity 7

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

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

Activity 8

Match the columns to make meaningful sentences.

Column A

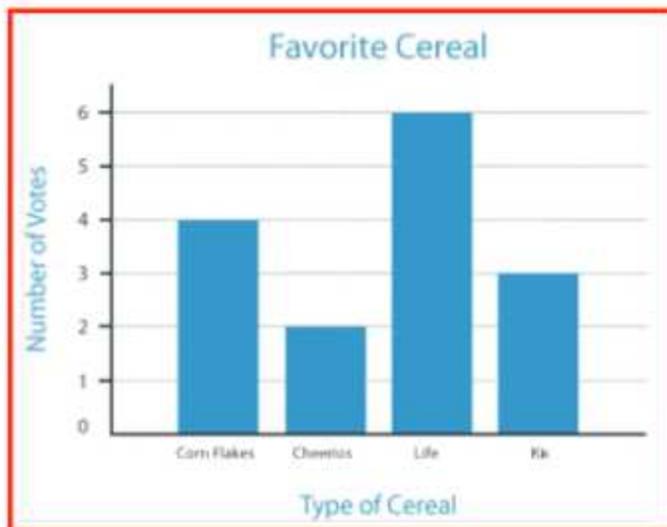
1. He worked hard
2. Amrit likes coffee
3. I went to see my mother
4. Run fast
5. Tanu and Manu came home

Column B

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

Activity 9

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



1. What are the names of 4 cereals that children like?

2. Which cereal is the most favourite of children?

3. How many votes has it got?

4. How many votes have Corn flakes got?

5. How many votes has Kix got?

6. Which cereal has got the least number of votes?

Learning to Listen

Activity 10

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

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

Learning to Speak

Activity 11

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

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

My Questions

- 1.
- 2.

My Partner's answers

- 1.
- 2.

Activity 12

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

- | | |
|---------------|-----------------|
| 1. quieten | 2. conversation |
| 3. lively | 4. clouds |
| 5. crime | 6. recognise |
| 7. ceremonies | 8. terror |
| 9. chatterbox | 10. tenderly |

**Pre-reading****Dictionary Reference: Learning New Words****Activity 1**

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

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

water-bearer	delivered	perfect
ashamed	planted	apologised

Reading**Let us read the story**

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



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

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

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

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

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



Post-reading

Vocabulary Expansion

Activity 2

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

Example: Flowers

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

crack _____

planted _____

seeds _____

river _____

pot _____

house _____

Learning to Read and Comprehend

Activity 3

Read the story and answer the following questions.

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

Activity 4

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

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

Activity 5

Who said to whom?

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

Activity 6

Select the right option from the three given.

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

Learning Language

Tenses

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

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

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

Examples:

She **writes** letters.

She is **writing** letters.

She **has written** letters.

She **has been writing** letters.



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

Present Tense

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

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

We use V_1 for I, You and a Plural subject.

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

We use $V_1 + s/es$ for a singular subject.

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

Fill in the blanks with simple present tense.

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

Activity 7

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

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

Activity 8

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

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



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

This activity requires you to follow instructions.

Activity 9

Each student takes a piece of paper and the teacher reads the instructions. As you hear the instructions, you will perform the task. For this, you must

- close your eyes
- not ask questions

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

Learning to Speak

Activity 10 (Group Work)

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

Example:

Question: Do you like biscuits?

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

Question: Do you think India will win the game?

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



Question	

Learning to Write

Using the following format, write an application for sick leave.

Addressed to
The Principal [Name of the school] [Address] [Date]

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

Now, write an application to your Principal for

1. remission of fine
2. change of section

Use the leave format given above.

Learning to Use Language

Activity 11 (Pairwork)

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



J1G4Q5

Pre-reading**Dictionary Reference: Learning New Words****Activity 1**

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

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

mirror	index finger	confident
precious	being	matter

Reading**Let us read the poem****I'm Happy with who I am**

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



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

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



Vandana Lunyal

Post-reading

Vocabulary Expansion

Activity 2

Pick up words from the text rhyme with the following words.

1. me _____, _____
2. mirror _____, _____

Activity 3

Read the following words and use them in meaningful sentences.

1. precious _____
2. confident _____

Learning to Read and Comprehend

Activity 4

Read the poem and answer the following question.

What does the poet see in the mirror?

- _____
- _____
- _____

Activity 5

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

- _____
- _____
- _____

Learning Language

Activity 6

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

Look at these sentences :

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

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

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



Learning to Listen

Activity 7 (Pair work)

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

Students can use phrases as

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

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

Learning to Speak

Activity 8

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

Positive Things to Say to Myself

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

Learning to Write

Activity 9

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

'What I like about myself'

60-70 words.

Learning to Use Language

Activity 10

Complete the following worksheet.

My name _____

My age _____

My height _____

My colour _____

My hair _____

My hobby _____

My favourite Book _____

My favourite Sport _____

My dream _____

My Picture



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

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

Our names are different. My name is _____ . His/her

name is _____ . Our age is different. I am _____ years.

He/She is _____ years old. Our heights _____



Pre-reading

Dictionary Reference: Learning New Words

Activity 1

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

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

ripples	dangerous	run past	merged
herbivore	creature	scared	monster

Reading

Let us read the story

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

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

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

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



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



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

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

"OK tell me your name", said Nessy.

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

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

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

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

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

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

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

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

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

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

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

Post-reading

Vocabulary Expansion

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

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

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



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

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

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

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

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

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

Activity 2

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

monster

creature

merged

herbivore

dangerous

Activity 3

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

1. wood _____

2. two _____

3. board _____

4. site _____

5. no _____

What did you notice ?

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

Such pairs of words are called homophones.

1. Write 5 more pairs of homophones.

2. Choose the correct word for each.

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

Learning to Read and Comprehend

Activity 4

Answer the following questions.

1. Where did Rosy go?

2. What is Loch Ness?

3. Where did Rosy go when she felt bored?

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

5. Who did Rosy find in the lake?

Activity 5

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

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

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

Activity 6

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

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

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

Learning Language

Past tense

Look at the following passage from the story.

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

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

Activity 7

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

Once an elephant _____ (live) in a village. He _____ (become) friends with a tailor. The elephant used to _____ (go) to a river for a bath. After drinking water and taking a bath it _____ (pass) by a tailor's shop and the tailor _____ (give) it something to eat. One day the tailor _____ (be) in an angry



mood. The elephant _____ (come) that day as usual. The tailor _____ (prick) the elephant's trunk with his needle. The elephant _____ (feel) pain. He _____ (make) up his mind to teach a tailor a lesson. He _____ (go) to the river, _____ (have) his bath and then _____ (fill) up its trunk with muddy water. He _____ (stop) at the tailor's shop and _____ (throw) the muddy water on the clothes in the shop. The clothes were _____ (spoil) with mud. He _____ (feel) sad for his misdeed. But it _____ (be) too late.

Past Tense explained

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

The past tense in English is used to talk about the past.

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

Past simple: I worked.

to talk about the past:

1. Ram lived in Mumbai.
2. Seema worked in a bank.
3. The elephant felt pain.

Activity 8

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

1. A STRONG EARTHQUAKE JOLTS UTTARAKHAND.
2. AMITABH BACHCHAN WINS THE BEST ACTOR FILMFARE AWARD.
3. INDIA OUTPLAYS WEST-INDIES IN CRICKET.
4. SALMAN ALI WINS THE INDIAN IDOL.
5. BACHENDRI PAL BECOMES THE FIRST INDIAN WOMAN TO SCALE MOUNT EVEREST.

Activity 9

Read the following passage and answer the questions that follow.

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

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



1. Now answer the questions.

a. Which are the highest mountains in the world?

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

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

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

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

2. Give meanings of the following words :

a. myth _____

b. footprints _____

c. climbers _____



Learning to Listen

Activity 10

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

1. go straight ahead

2. turn right

3. go down (the road)

4. go past (the toy shop)

5. take the exit

6. turn left

Look at the following symbols.



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

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

Listen carefully to two phone messages. Your teacher will read them twice.

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

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

Message 1	Message 2

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 a dictionary or a mobile phone for correct pronunciation.)
3. Spellings

stared	ageing	cataract	anxiety
recovery	brimming	confident	matters
transport	bother	burden	partial

Reading**Let us read the story**

"Bebe, you need an eye surgery. How I wish I could have been there for you!" Sunny spoke as he was trying to control his tears. "Are you crying, puttar?" Bebe stared at the phone screen and began to weep.

For the last fifteen years, Sunny flew down from Canada every year to meet his ageing mother. His wife and two young daughters would also travel with him. They used to spend a lovely time together at their old family house in Talwandi, a village in Punjab. His elder sister, Khwahish lived nearby in Ludhiana and she would also come to the family get together with her husband and sons. Bebe had been waiting for



Sunny to come and manage her admission to the hospital and surgery. But it was difficult for him to come this year, for all the flights had been cancelled due to Covid-19 around the world.

Khwahish rushed to comfort her mother, "Why are you crying Bebe? I am there for you."

Being the elder sister, Khwahish had always wanted to take care of her mother, especially after the death of her father. She tried hard to bring her to live with her but Bebe believed that married daughters belong to their husband's family. So, she never disturbed Khwahish with any request for help.

Khwahish looked at the phone screen and said to her brother Sunny, "And you stop worrying too. I can take care of Bebe's eye surgery and we can meet when the flights are allowed again. Have I not looked after you when you were a little kid?"

Sunny replied, "Yes, didi. How can I forget that I am sixteen years younger than you! You have loved me not only as an elder sister but have always taken care of me like a parent. You were the one to teach me how to ride a bicycle. I used to finish my homework on time because of you. But this time it is different. Bebe would never agree to get the eye operation done when I am not there. And I feel bad for her because she is not able to see clearly. The cataract in both her eyes is getting worse." "Sunny, I can feel your anxiety. But do not worry I will get Bebe's eye surgery done." Khwahish ended the video call.

Khwahish was pleased having convinced Bebe for the eye surgery without Sunny being around. Bebe knew if she wanted to continue living alone, her eyes needed to be perfectly fine. Khwahish got to work. She talked to the doctor and fixed an appointment for the operation. Then she went to the bank to withdraw money to pay the hospital bills. Khwahish also got a separate room ready at home for her quick recovery.



The surgery was successful. Khwahish had never felt so happy before.

But Bebe had mixed feelings.

She thought, "I am proud to see my daughter brimming with confidence. She puts eye drops in my eyes and gives me medicines in time. She manages the house so well. Even her sons take help from her in matters of their transport business. But I feel bad about bothering her family with my eye surgery."

Bebe recovered within a month and decided to return to her home.

Khwahish said to her mother once again, "Bebe, please live here with us. I will be glad to give you the same love and care that I have got from you."

Bebe could not refuse this time. She held her daughter close and said, "Khwahish, how could I forget the wish I had asked for my entire life? True to your

name, you are the child I have always wished for. I am sorry for being partial in the way I treated both Sunny and you. Yes, this is my home and I will live here with you, my child."

Post-reading

Vocabulary Expansion

Activity 2

Give opposites of the words given below. The first two have been done for you.

Word	Opposite
1 lovely	ugly
2 together	separate
3 quiet	_____
4 elder	_____
5 hard	_____
6 stop	_____
7 crying	_____
8 forget	_____
9 lucky	_____
10 comfort	_____

Activity 3

Write meaningful sentences using the words given below. The meanings and picture cues are also given.

1. tears (noun) drops of water that come from your eyes when you cry



Sentence: The sad story brought **tears** to our eyes.

2. **elder** (adjective) older person



Sentence : _____

3. **cancel** (verb) to stop something that was planned



Sentence : _____

4. **disease** (noun) illness of the body



Sentence : _____

5. **surgery** (noun) an operation



Sentence : _____

6. **confident** (adjective) sure of one's abilities



Sentence : _____

Learning to Read and Comprehend

Activity 4

Read the story and answer the following questions.

1. Why was Sunny's flight cancelled?

2. Where was Bebe's old family house located?

3. Why did Bebe need an eye surgery?

4. Who got Bebe's eye surgery done?

5. What does the name 'Khwahish' mean?

Activity 5

Write 'True' and 'False' for the statements given below:

1. Sunny lives in Ludhiana with Bebe. _____

2. Khwahish is sixteen years older than Sunny. _____

3. Bebe is unable to meet her son this year due to the travel ban. _____

4. Sunny has two daughters. _____

5. Bebe happily agrees to get her eye surgery done in Sunny's absence. _____

Learning Language

Prepositions

My birthday is **in** May.

You can find your hat **on** the shelf.

The bird flew **over** the tree.

Read the above sentences carefully. Look at the words in **bold**.

These words show **where** something is (like – **on** the shelf, **over** the tree) or **when** something happens (like – **in** May).

Do you know what are these words called?

These words are called **Prepositions**.

Prepositions are words that tell us where a noun or a pronoun stands in relation to another.

Prepositions are often placed before a noun or a pronoun to show a place, direction, or method.

Activity 6

Choose the correct preposition from the bracket and fill in the blank.

1. I cannot write **with** this pen. (in/with)
2. He is good _____ Mathematics. (at/on)
3. The bus moves _____ the busy roads. (from/on)
4. Do not laugh _____ anyone. (on/at)
5. We have heard a lot _____ cricket. (about/under)
6. He is different _____ his brother. (from/of)
7. The king ruled _____ a vast empire. (in/over)

Activity 7

Underline the prepositions in the note given below.

A picnic is being organised **for** students of Class VI on August 10, 20__ __. The bus will leave the school at 8 a.m. sharp. The picnic hours will be from 8 a.m. to 3 p.m. Students must be dressed in their school uniform. Those who are interested to go

should give their names and also a sum of Rs. 300/- to their class monitors latest by August 1, 20.....

Activity 8

Your teacher will tell you a story. Listen to the story carefully and match the columns in the table given below to form correct sentences from the story. The first one has been done for you.

1	My name is Amandeep Kaur	A	we played together.
2	A girl or a boy plays any sport	B	teach us the right way to live.
3	We all became good friends because	C	we should never give up until we succeed.
4	I believe that sports	D	they think only about winning the game to win.
5	I fell frequently	E	but I never gave up.
6	In the same way, we make mistakes in our lives but	F	and I love playing football.



Learning to Speak

Homophones

Homophones are words that sound the same, but have different meanings and spellings.

For example

The wind **blew** hard and the sky was **blue**.

She **ate** biscuits in the meeting. It was held at **eight** in the morning.

The context of the word can help you decide which homophone should be used.

Activity 9

Complete each sentence by choosing the correct word from the homophones given in the brackets and read it aloud:

1. I ate an egg and two slices of bread for my breakfast yesterday. (ate/eight)
2. My favourite book is 'The Jungle Book' _____ Rudyard Kipling. (buy/by)
3. Farmers _____ their crops at the market. (cell/sell)
4. There is no _____ in the container. (flour/floor)
5. The strong door was made up of _____. (steal/steel)
6. She became _____ after illness. (week/weak)

Learning to Write

Slogan Writing

What is a Slogan?

A slogan is a short and an attractive phrase (group of words) that highlights a theme/central idea. The idea of a slogan is to leave a message in people's minds and attract their attention.

It should be easy to remember. In general, the slogan is used for spreading business, social, or political ideas.

Here are a few examples:



How can we write a Slogan?

Here are some points to keep in mind while writing a slogan:

- understand who you are writing the slogan for – what is their age, background gender, and how your slogan is related to them
- keep it short
- highlight the main idea
- try to use more verbs
- try to link to a proverb or a well-known expression, if possible

Activity 9

Write a slogan for each of these pictures in not more than 10 words. Remember, you are writing the slogans for your school friends.

One has already been done for you.



Your Slogan :



Your Slogan :

Everyone can cook!



Your Slogan :



Your Slogan :



Your Slogan :