

## 1

## Budshah – The Great



Ahmad, Raja, Simran, Riyan are playing. They are eagerly waiting for the evening when Dadaji shall tell them a story.

Raja: Dadaji said tonight he would narrate a wonderful story.

Riyan: Oh! No. You're mistaken. Dadaji said tonight he would tell us something about the king.

Simran: Yes, you're right. Dadaji said we always listen to stories and we don't know anything about our state, J&K.

Ahmad: Yes, Dadaji will narrate a tale about one of the greatest kings of Kashmir.

*(Dadaji arrives after spending some time with his friend.)*

Dadaji: Come children, let you guys study.

Children: Oh! No Dadaji. You promised a story about the king.

Dadaji: Oh! Yes. I forgot.

Children: So what next ?



**(Budshah's mother's Tomb constructed by Budshah)**

Dadaji: Shahi Khan was the 8<sup>th</sup> king of Shahmir dynasty known as Zain-ul-Abideen. He was the third son of Sultan Sikander. His mother was Meraj. There was a battle between his elder brother Ali Shah and him.

Raja: Who won the battle?

Dadaji: First Zain-ul-Abideen came to power for only three months as his elder brother took away the kingdom from him. Later he consolidated his forces and fought the battle which he won.

Simran: It means that he was braver than his brother.

Dadaji: Not just brave. He was also intelligent and a good human being. He had developed friendly relations with Afghanistan, Iran, Iraq, Egypt and Tibet. His reputation as a king was marked by the rulers of Bengal, Gujarat, Gwalior, Malwa and Nasik.

Raja: What's special about the king?

Dadaji: Indeed a lot. People gave him the title of Bod-shah, the greatest sovereign. In Kashmiri he is popularly called the Budshah, even



after more than five hundred years. He halved the tax paid by the people. He built many mosques and temples apart from colleges and universities. His universities at Naushahr flourished until 17<sup>th</sup> century. His priority was to provide basic facilities to his people.

Simran: What are his other achievements?

Dadaji: Dear! A king is always remembered for his contribution. He is first like a father to his people, who must ensure all have food to eat, clothes to wear and shelter to live.

Ahmad: Dadaji, You forgot one thing.

Dadaji: What?

Ahmad: Books to read.

Dadaji: Yes, of course. If we want to prosper, we must read or we will be left behind.

Riyan: How many years did Budshah rule?

Dadaji: He ruled for fifty two years and this period is known for peace and development. His period is remembered for laying of a network of canals and water courses covering different regions of the state.

Riyan: Did he also build something?

Dadaji: Yes , he built a magnificent wooden building at Naushahr which consisted of twelve stories and fifty rooms each. Unfortunately the building was gutted in fire. He also rebuilt the town of Sopore which was also consumed in flames. He repaired and partly reconstructed the great Jamia Masjid at Nowhatta.

Ahmad: It is a fine piece of architecture. I have been there with Papa to offer Eid prayers. There is a lot of hustle and bustle on Fridays.

Riyan: I will also tell Abu to take me there.

Dadaji: And children, he built some of the great bridges in Srinagar. Zainakadal is named after his name (Zain-ul-Abideen).

Simran: What were his interests?

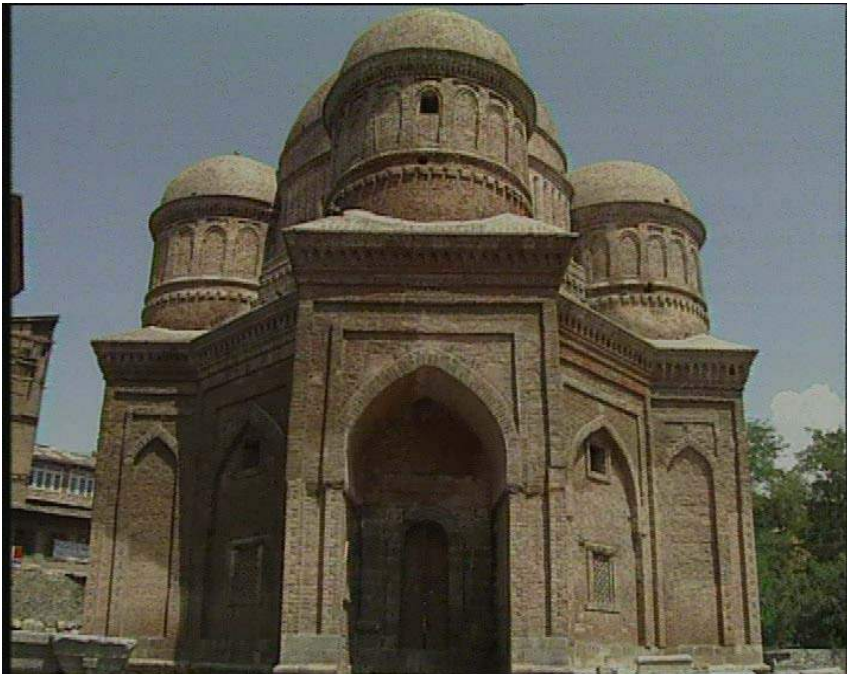


Dadaji: Budshah was influenced by Sheikh Noor-ud-Din Wali, the great sufi saint. The king was fond of language and literature. He wrote Persian prose and poetry under the pen name of Qutb.

Great works like the *Mahabharata*, *Rajtarangini*, the history of Kashmir written by Kalhana and the *Puranas* were translated into Persian. He also encouraged painting, calligraphy and music.

Raja: Who became the king after him?

Dadaji: Zain-ul-Abideen died on 12<sup>th</sup> May, 1470. Three days after his death, his son Haji Khan became the new Sultan of Kashmir.



**(Budshah's mother's Tomb at Zainakadal in Srinagar)**

### **New Words**

Narrate, tale, battle, consolidate, reputation, halved, flourish, prosper, magnificent, hustle and bustle, Abu, pen name, calligraphy.

### **Glossary**

narrate: to tell a story, often by reading aloud from a text, or to describe events as they happen.



tale: a story, especially one which might be invented or difficult to believe.

battle: a fight between armed forces.

consolidate: to become, or cause something to become, stronger and more certain.

reputation: the opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character.

halved: to reduce something by half or divide something into two equal pieces.

flourish: to grow or develop successfully.

prosper: (of a person or a business) to be or become successful, especially financially.

Magnificent: very good, outstanding

hustle and bustle: all the noise and activity.

Abu : father in Urdu.

pen name : a name chosen by a writer to use instead of using his real name in his published work.

Calligraphy : (the art of producing) beautiful writing, often created with a special pen or brush.

### Reading is Fun

**Tick the right answer and also write the correct answer in the space provided.**

1. Zain-ul-Abideen belonged to:

a) Chek dynasty  .....

b) Suri dynasty  .....

c) Shahmir dynasty  .....

2. Zain-ul-Abideen was the son of:

a) Sultan Sikander  .....





- b) Meraj  .....
- c) Both A & B  .....
3. Zain-ul-Abideen:
- a) doubled the tax  .....
- b) halved the tax  .....
- c) None of these  .....
4. Zain-ul-Abideen loved:
- a) art  .....
- b) music  .....
- c) painting  .....
- d) all of these  .....
5. Zain-ul-Abideen ruled for:
- a) 22 years  .....
- b) 32 years  .....
- c) 42 years  .....
- d) 52 years  .....
6. Zain-ul-Abideen was influenced by:
- a) Lalded  .....
- b) Samad Mir  .....
- c) Sheikh Noor-ud-Din Wali  .....
7. Zain-ul-Abideen died in:
- a) 1420  .....
- b) 1459  .....
- c) 1470  .....
- d) 1450  .....

- Why is Zain-ul-Abideen called Budshah?



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- Who wrote the *Rajtarangini*?

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- Name any three good works done by Zain-ul-Abideen:

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- What was the pen name of Zain-ul-Abideen?

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**Let's talk**

Now-a-days there are no kings. If you became the Prime Minister of your country, what are the things you would like to do for your people. Share it with your classmates.

**Let's write**

**1. Write the words which mean the same. (One is done for you.)**

- |        |               |
|--------|---------------|
| war    | <u>battle</u> |
| tale   | _____         |
| fine   | _____         |
| Dadaji | _____         |
| arrive | _____         |

**2. Write five sentences on 'If you were a king, what would you do?'**

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### Grammar Time

In *Tulip Series –Book III*, you have learnt that there are eight parts of speech. Now recall the Noun, the Pronoun and the Adjective, and underline them (at least one) if any, in the following sentences and write **N** for noun, **A** for adjective and **P** for pronoun.

1. Kashmir is among the most beautiful places in the world.
2. It is a popular tourist spot.
3. The valley of Kashmir sits in the lap of high snow capped mountains.
4. The world's largest glacier, Siachen, in Ladakh, adds to the beauty of this amazing land.
5. Ladakhis wear a long dress. They look different in it.
6. Wazwan is served in kashmiri marriages to the guests. It is a delicious feast.
7. Nunchai (tea) is taken by most kashmiris in the morning.
8. Zain-ul- Abideen is known as one of the greatest kings of Kashmir. He is popularly known as Budshah.
9. Ladakh is famous for its magnificent monasteries, also called Gompas. These are the places of worship.
10. Jammu is known as the city of temples.

#### Read Aloud

Tale	battle	reputation
Sale	prattle	refutation
male	babble	deputation

### Teacher's Notes





**Themes:**

- Qualities of a great king.
- Knowing our past.
- Peace and the prosperity.

Dear teacher, our students should have an ample knowledge of J&K and of its great ruler, Zain-ul-Abideen, Budshah of Khasa dynasty who ruled for 52 years. He is remembered and revered for his unparalleled qualities. He is held in high esteem for his service to the nation in public works (irrigation, roads, bridges and buildings). He patronized art and literature. He was greatly influenced by Sheikh Noor-ud-Din Wali (RA) , a great sufi saint of Kashmir. His period is known as the ‘golden era’ of Kashmir because the state flourished and people were not discriminated on the basis of caste, creed or religion. Peace and prosperity is the hallmark of his period. .

**Suggestions for classroom transaction:**

- Let the teacher emphasize the importance of dialogue writing – form of narration i.e. Direct and Indirect Forms.
- Group the learners into different groups. Help them to write brief dialogues and then read them aloud.
- Help children to learn new words, i.e., read and write correctly.
- Guide the learners to know about the sources of Kashmir history with special reference to Kalhan’s “Rajtarangini”. Tell students that Kashmir has a rich history of 5000 years.
- Assign each group to narrate a story of any king or queen to the whole class.
- Help the children know about synonyms of given words.
- Help the class to write a small paragraph on any theme to encourage creative writing.



- Help the learners to identify the parts of speech in the given sentences under grammar time as a recapitulation of their learning achievements in the previous class.





## The blind boy

O, say, what is that thing called light,  
Which I can ne'er enjoy?  
What is the blessing of the sight?  
O, tell, you poor blind boy!



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You talk of wonderful things you see,  
You say the sun shines bright;  
I feel him warm, but how can he  
Then make it day or night?

My day or night myself I make  
Whenever I sleep or play;  
And could I ever keep awake  
With me 't were always day



With heavy sighs I often hear  
You mourn my hapless woe;  
But sure with patience I may bear  
A loss I ne'er know.

Then let not what I cannot have  
My cheer of mind destroys;  
Whilst thus I sing, I am a king,  
Although a poor blind boy

**Colley Cibber**

**New words**

Blessing, wonderful, sighs, mourn, hapless, woe, patience, cheer, destroy

**Glossary**

**Blessing:** to ask for God's help and protection for someone or something, or to call or make someone or something holy.

**Wonderful:** extremely good.

**Sighs:** to breathe out slowly and noisily, expressing tiredness, sadness, pleasure, boredom, etc.

**Mourn:** to feel or express great sadness, especially because of someone's death.

**Hapless:** unlucky and usually unhappy.

**Woe:** extreme sadness.

**Patience:** the ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.

**Cheer:** to give a loud shout of approval or encouragement.

**Destroy:** to damage something so badly that it does not exist or cannot be used.



**Reading is Fun**

1. What is the poem about? Who is the speaker of the poem?

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2. What does the speaker in the poem enjoy?

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3. What does the speaker talk about the sun? How does he know whether it is day or night?

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How does the speaker bear the loss he has never known?

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4. Is the speaker in the poem happy at the end of the poem?

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**Let's talk**

How did you feel after reading this poem? Share it with your classmates. What are the things you want to thank your Lord for providing them to you?

**Let's write**

**1. Fill in the blanks with the help of words given below:**

**bright, sleep, patience, warmth, day, happy, blind, light**



The poem is about a \_\_\_\_\_ boy. He does not know what \_\_\_\_\_ is. He cannot see the \_\_\_\_\_ sun but he can feel its \_\_\_\_\_ when he plays it is \_\_\_\_\_ for him. When he \_\_\_\_\_ it is night for him. The boy has a lot of \_\_\_\_\_. He is still a \_\_\_\_\_ but poor blind boy.

**2. Pick out the rhyming words in the poem. Also coin some of your own rhyming words .**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Read aloud**

blessing	cheer	sigh
feeling	seer	high
singing	jeer	nigh

**Teacher's Notes**



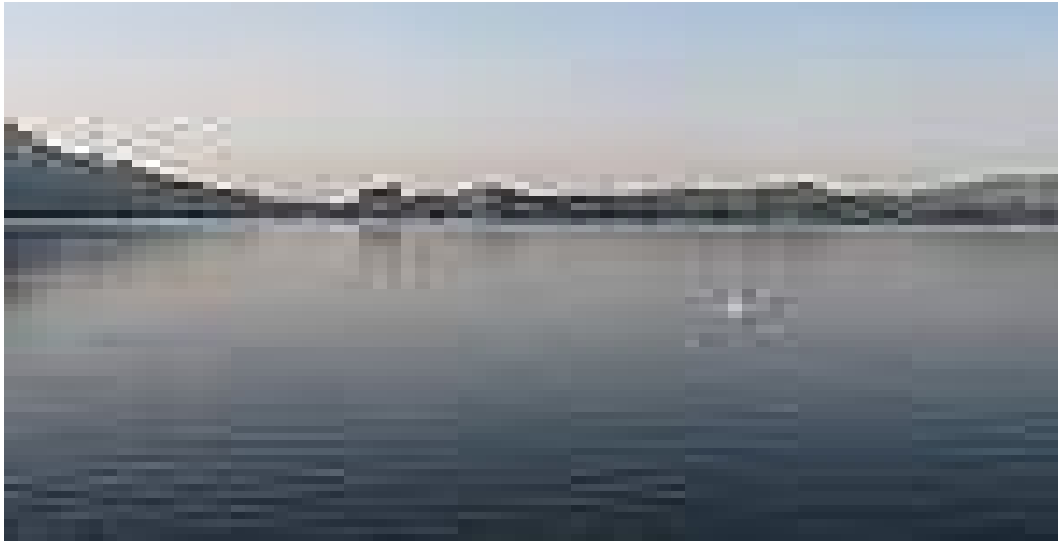


**Themes:**

- Blessings of God.
- Empathy.
- Recite the poem aloud to students with proper stress on syllables.
- Engage children in meaningful conversation, trying to encourage them to speak their mind and heart.
- Take children out in the garden and ask them to observe things around them.
- Let the children talk about the things that fascinate them.
- Now tell them to close their eyes and ask them about their feelings.
- Tell them to imagine, God forbid if they could not see, walk or hear, what their life would be like.
- Now ask them about the blind boy in the poem who seems to be depressed but overcomes his fear and trauma by his faith in God.
- The blind boy bears the loss that he has never known with all valour and bravery.
- The blind boy emerges victorious and happy at the end of the poem as he seems to defeat trauma with faith.
- Give children some idea about brail – the script through which blind can read.
- Ask children if they know any such boy/girl. How do such children make them feel? Let the children speak about it.



## 2 Mansar Lake



Mansar Lake is situated at a distance of 62 kilometers from the city of Jammu. It is surrounded by hills that are rich in forest areas. The circumference of the lake is four kms. Mansar is a popular picnic spot in Jammu apart from being a holy site for the Hindus. The J&K Tourism Department has laid the lake with stones around it and developed pathway for the visitors, who can also go for boating in the lake.



On the eastern bank of the lake, there is a shrine of Sheshnag, a mythological snake with six heads. There are some ancient temples on the banks of the lake, which are visited by the devotees. Umapati, Mahadev, Narsimha and



Durga temples are situated near the lake. Newly wed couples make three rounds around the temple as they believe it would bring them joy. Some communities of the Hindus also perform Mundan (first hair cut) of their male children.

Mansar has also gained popularity among tourists with its rich flora and fauna. There is a wildlife Sanctuary near the lake which is famous for Spotted Deer, Neelgai, Water birds such as Cranes and Ducks. The presence of seasonal birds, Tortoise and different species of fish add to the beauty of the lake.



Mansar Lake is the venue for food and crafts festival in the month of April organized by the J&K Tourism Department. Cultural festival of Dogras is organized in the Mansar in the month of May. The wrestlers of the region assemble and participate in the Chinng festival that is also held there.

### **New Words**

surround, circumference, mythological, couple, flora, fauna, sanctuary, venue, wrestlers, assemble, festival

### **Glossary**

Surround:	to be everywhere around something.
Circumference:	distance around a circle.
Mythological:	connected with ancients stories, history etc.
Couple:	husband and wife.
Flora:	plants.
Fauna:	animals.



- Sanctuary: a place where birds and animals are protected from hunting.
- Venue: place for public meeting / event.
- Wrestler: a person who participates in a sport called wrestling where two people fight and try to throw each other to the ground.
- Assemble: to come together in a single place.
- Festival: special event such as Eid, Diwali, Musical performance, etc.
- Tourist: people who come to visit some place.

**Reading is Fun:**

1. At what distance is Mansar Lake situated from the city of Jammu?

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2. Name the famous shrine situated on the bank of the Mansar Lake.

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3. Name the temples which are situated near the Mansar Lake.

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4. Name the flora and fauna of the Mansar Lake

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5. What activities are conducted in the Mansar Lake?

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**Let's talk**

J&K is famous for its lakes. Have you ever visited any lake? Share it with your friends.

Imagine you live near by a lake and it is suffering from pollution as it is full of dirt and filth. Would you like to do anything to save the lake from getting dirtier? Share it with the class.

**Let's write**

**1. With the help of your teacher, name at least six lakes of J&K taking care that all regions, i.e., Kashmir, Jammu and Ladakh are represented.**

_____	_____
_____	_____
_____	_____

**2. Put the letters in the right order. (One has been done for you.)**

Estorf	Forest
Butyea	_____
Tuoirts	_____
Nauaf	_____
Loarf	_____
Eakl	_____
Eeunv	_____
Dbir	_____
AansrM	_____
Duouar	_____

**3. What are the things you see and hear when you go to school? Write them in the space provided below. Also write what your friend sees and hears.**

**Things you see**

**Things your friend sees**

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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**Sounds you hear**

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**Sounds your friend hears**

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**4. Name the animals / birds that are in danger:**

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**5. Where do you live? Can you name one animal / bird in your region which is in danger? What is it called in your language?**

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**Draw its picture in the box:**

**Grammar Time**

In the previous unit, you have recalled the first three parts of speech. Now recall the next three parts of speech – the Verb, the Adverb and the Preposition, and circle them , at least one , if any, in the sentences given below by writing the first letter of the figure of speech in the circle.

1. Mansar Lake is situated at a distance of 62 kms from the city of Jammu.
2. It is a popular picnic spot in Jammu apart from being a holy site for the Hindus.
3. He touched the electric wire accidentally.
4. We have a very difficult time these days.
5. There are some ancient temples on the banks of the Mansar Lake, which are visited by the devotees.
6. He speaks English well.
7. It was an extremely sad scene.
8. There is a wildlife sanctuary near the Mansar Lake .It is famous for Spotted Deer, Neelgai, water birds such as Cranes and Ducks.
9. She was absolutely correct in her behaviour.
10. Maya solved the questions carefully.



11. Mansar Lake is surrounded by hills
12. Abu is driving a car.
13. Rahul is eating lunch.
14. The cat is under the table.
15. The dog jumped into the river.
16. The pen is in the bag.
17. The phone is on the table.
18. Raja is watching TV.
19. Maya is sleeping.
20. He drinks tea from the cup.

**Read aloud**

lake	rich	would
cake	witch	should
bake	ditch	could

**Teacher's Notes**



### Themes:

- Water bodies of J&K
- The land and the people.
- Habitat and its conservation.
- Mythology.

Jammu – as a part of Jammu & Kashmir – is picturesque in its own place. As one of major physical divisions of J&K, it has a special geography, culture and history. Situated at a lower altitude it has special flora and fauna, climate, dress, food habits, horticulture, agriculture in addition to places of religious, historical, cultural and tourist importance. Dogri, gojri, pahari and kashmiri languages are spoken in the region. Jammu is also known as the city of temples.

### Suggestions for classroom transaction:

- Let the children know that in each state there are districts. Inform them about the number of districts of J&K and identify the one in which Mansar Lake is situated.
- Read the text aloud with correct pronunciation, intonation and stress. Repeated readings help the children to understand the language and get familiarized to the concept easily.
- Identify and explain the new words in the lesson.
- Let the students write the names of water bodies of Jammu in addition to the names of ten lakes and rivers each of J&K region wise and a few lines on each.
- Help the children to correct the jumbled letters to form meaningful words.
- Encourage the class to write a few lines on endangered species.
- Help them to identify the verbs, the adverbs and the prepositions in the given sentences under grammar time at the end of the lesson.
- Help them to read and pronounce the words under Read aloud.
- Introduce the class to diverse culture of Jammu region in particular and J&K in general.
- Ask children to identify some places of Jammu.



Do you ever think about the beautiful world around you?  
Recite and enjoy the following poem and know the maker of the world.

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The things God made them all.



Each little flower that opens,  
Each little bird that sings,  
He made their pretty colours,  
He made their little wings.



The tall trees in the greenwood,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them everyone.



He gave us eyes to see them,  
And lips that we might tell  
How great is God Almighty,  
Who has made all things well.



**C. F. Alexander**

**New Words**



**Beautiful, creatures, wonderful, pretty, greenwood, pleasant, ripe**

**Glossary**

Beautiful: very attractive.

Creatures: large or small living thing which can move independently.

Wonderful: extremely good.

Pretty: attractive or charming.

Greenwood: forests.

Pleasant: enjoyable, attractive, friendly, or easy to like.

Ripe: (of fruit or crops) completely developed and ready to be collected or eaten.

**Reading is Fun**

1. "He gave us eyes to see them", what are the things we can see?

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2. God gave us lips so that we might \_\_\_\_\_

3. Who has made all things well?

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4. Why is God Almighty?

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**Talk Time**

1. Think about your favourite bird; tell the class why do you like it?
2. Talk about the fruits that grow in J&K.
- 3.

**Word building**



Here are adjective and their opposites. Choose those which go together:

(Example; high and low)

great      high      wise      young      tall      beautiful      bright  
dark      ugly      old      short      low      foolish      small

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Let's write**

Find out the rhyming words in the poem:

(Example: Tell, Well)

_____	_____
_____	_____
_____	_____
_____	_____

**Match the following in Column A with Column B:**

- | <b>A</b>  | <b>B</b>  |
|-----------|-----------|
| Flower    | summer    |
| Birds     | ripe      |
| Sun       | wings     |
| Fruits    | wonderful |
| Creatures | colours   |
| Things    | small     |







### Read Aloud

bright	size	sun	sings
sight	wise	fun	wings
might	rise	bun	things

### Teacher's Notes

#### Themes

- Diversity created by God.
- Appreciate beauty of nature.

There has to be difference between prose and poetry so far as reading is concerned. If prose is for eyes, poetry is said to be for ears. If prose is read, poetry is to be recited. Recite the poem to students. The recitation should be smooth and enjoyable. This can be ensured by appropriate stress at syllables and pauses at appropriate places.

- Engage children in meaningful conversation; trying to encourage them to speak.



- Take children out in the garden and ask them to observe things around them.
- Ask them about their observations and try to know what fascinated them the most- colours, chirping of a bird, rustle of a leaf etc.
- Let the children discover their likes and dislikes. Let them know themselves the kinds of flowers, insects, birds etc they like the most.
- Let the children form groups and exchange ideas about what fascinates them the most.
- Encourage children to guess the meaning of difficult words before you explain to them.
- Let the children pronounce and repeat new words as many times as possible. The motto is to get a flow in the language. Children should be able to pronounce new words without stammering. This will instill confidence in them.

The theme is to understand the diversity created by God and appreciate the beauty of nature. Try something else; which you think is more student friendly, to understand the concept.



Well children, have you heard of Ladakh? It is in the state of J&K. Let's read about this beautiful place.

It is among the most beautiful places in the world, which makes it a popular tourist spot. It is situated at a height of 3513 metres above the sea level. Ladakh has four mountain ranges – the Great Himalayan, Zaskar, Ladakh and the Karakoram passing through it. The valley of Ladakh sits in the lap of high snow capped mountains. Their height varies between 2500 metres to 7500 metres. The highest mountain in Ladakh is Saser Mountain which is 7023 metres high.

The world's largest glacier called Siachen adds to the beauty of this amazing land. This glacier is 72 km long. This decreases temperatures in Ladakh. The temperature in Drass goes as low as  $-50^{\circ}\text{C}$ . Though a mountainous region, one can find many roads between the mountains. That's what makes Ladakh – The Land of Passes. Let's learn about two specialties of Ladakh – Gurgur and Monasteries.



### **Gurgur Chai Maker**

Ladakh's food is adapted to the harsh climatic conditions of the place. Gurgur is famous tea, a unique drink, without which the trip to Ladakh is incomplete. Gurgur Chai is made of Yak butter. It is added to boiling water mixed



with salt, soda, milk and tea leaves called Zarcha. Butter is essential to maintain the body temperature. When drinking buttered tea, wait until tea cools a bit. If one wants to have more tea, it is customary to leave some tea in the bowl. If the bowl is empty, it means one does not want to have more.



A monastery is a place where monks live and worship. Buddhist monasteries are the main centre of worship and religious teachings in Ladakh, which are also popular tourist spots. The monasteries are located at isolated places which make them peaceful sites to visit. The monasteries are also called Gompas. Sculptures and scriptures add to the beauty of these monasteries. Some of the famous monasteries in Ladakh are Hemis Monastery, Alchi Gompa, Bardan Monastery, Diskit and Hunder Gompa, Karcha Monastery, etc. The monasteries are an outstanding example of architecture. It is really a treat to visit them.



**Thiksey Monastery**



**Hemis Monastery**



**Gompa Monastery**

So next time, children, plan your summer holidays in Ladakh.

**New Words**

lap, capped, amazing, speciality, adapted, harsh, unique, yolk, monk, worship, sites, outstanding, architecture, treat

**Glossary**

Lap: the top surface of the upper part of the legs of a person who is sitting down. (Here) it means in the mountains.

Capped: covered with.

Amazing: surprising



- specialty: a product or anything else such as architecture that is extremely good in a particular place.
- Adapted: to become familiar.
- Harsh: unpleasant, unkind, severe.
- Unique: being the only existing one of its type or, more generally, unusual or special in some way.
- Yolk: the yellow, middle part of an egg.
- Monk: a member of a group of religious men who do not marry and usually live together in a monastery.
- Worship: to have or show a strong feeling of respect and admiration for God.
- Sites: places.
- Outstanding: excellent; clearly very much better than what is usual.
- Architecture: the art and science of designing and making buildings; the style in which buildings are made.
- Treat: a special and enjoyable occasion or experience.

### Reading is Fun

1. Name the mountain ranges of Ladakh.

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2. What is the world's largest glacier called? How long is it?

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3. What is a pass? Why is Ladakh called the land of passes?

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4. Which is the highest mountain in Ladakh?

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5. Name some monasteries of Ladakh.

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6. How is Gurgur tea made?

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7. Which tea do you drink in the morning? What is it called in your language?

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9 Write down the preparation of your morning tea or your favourite drink.

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**Let's Talk**



Try to know something more about Ladakh. Discuss it with your classmates. (e.g. you could find the names of animals that are found in Ladakh.)

**Let's write**

**1. What single word is used in the lesson for the following?**

- A low land surrounded by hills / mountains \_\_\_\_\_
- A person who does not marry and lives in monastery \_\_\_\_\_
- Something that is very good in a particular place \_\_\_\_\_
- A path between / over mountains \_\_\_\_\_
- Mixture of water, salt, soda, milk and butter tea \_\_\_\_\_.

2. What is your favourite dish? Know its recipe from your mother / grandmother / teacher. Write it the lines below. Also draw its picture in the box.

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**Draw your favourite dish:**



3. Which is your favourite picnic spot or place? Write five sentences on it:

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4. Write true or false in the box:

- a) Ladakh is situated at a height of 1200 mts.
- b) The height of Saser Mountain is 2000 mts.
- c) Butter is added to Gurgur to lower the body temperature.
- d) Temperature in Drass lowers up to  $-70^{\circ}\text{C}$ .
- e) Sheep butter is added to Gurgur Chai.

### Grammar Time

So far you have recalled six parts of speech in the previous units. Now recall the remaining parts of speech – the Conjunction and the Interjection, and underline them in the sentences given below:

1. Jack and Jill went up the hill.
2. Oh! Is the coffee hot or cold?
3. We go to a doctor when we are ill.
4. She cannot walk without a stick because she is blind.
5. He rang the bell but no one came to the door.
6. She worked hard but she didn't succeed.
7. They are poor still they are happy.
8. Alas! The Commandant as well as his soldiers was killed.
9. Wise men prefer qualities whereas fools prefer beauty.
10. Hurrah! We have won the match.
11. Work hard otherwise you will not pass.



12. Vow! What a beautiful sight.
13. Gurgur tea and snacks is a good combination.
14. Hey !Are you O.K?
15. Oh ! This should not happen.

### Read aloud

butter	peaceful	land
shutter	graceful	sand
gutter	wonderful	band

### Teacher's Notes

**Themes:** Information about Ladakh.

Popular features of Ladakh.

Ladakh as a part of Jammu and Kashmir is very special geographically, culturally, historically – to attract the attention of learners. Let the learners know about its flora and fauna, climate, language, dress, food habits and places of religious and cultural importance. Talk about tourist attraction in J&K with special



reference to the mountain ranges, glaciers, rivers and their impact on the lives of the people.

**Suggestions for Classroom transaction:**

- Teachers as masters of situation can think of motivating students and make classes interesting, i.e., display a map of J&K and help children locate Ladakh.
- Read the text aloud with correct pronunciation and intonation.
- Identify new words and repeat them. Explain the meaning of new words and ensure that all the students have practised the pronunciation and understood the meaning of these words. Make them write and learn them.
- Help the students identify nouns, pronouns and adjectives in the lesson as a recapitulation of what they have learnt in class III about these parts of speech.
- One word substitution is given under ‘Let’s Write’. Make it as interesting and enjoyable as possible.
- Help the students to write a few sentences on their favourite dish . They may write its recipe. They may be allowed to identify different themes to write about such as their favourite picnic spot etc.
- Encourage peer learning.
- Ask children to collect pictures related to Ladakh.
- Enlighten the class about multi-lingual, multi-religious and diverse culture of Jammu and Kashmir.
- Introduce the class to diverse fauna and their habitats.
- Ask the students to find five peculiarities of Ladakh which may include its flora and fauna or places of tourist attraction.
- Ask students to write a few lines on their favourite place in their region.



- Revision is a key to easy understanding. Constant recapitulation helps in easy understanding and concept clearance. So devise your lesson plan keeping in view the need to revise.

## Resting on the Bridge

*The cock is crowing,  
The stream is flowing,  
The small birds twitter,*



*The green field sleeps in the sun;*



*The oldest and the youngest  
Are at work with the strongest;  
The cattle are grazing:*



*Their heads never raising;  
There are forty feeding like one!*

*Like an army defeated  
The snow hath retreated,  
And now doth fare ill  
On the top of the bare hill;*



*The ploughboy is whooping anon-anon.*

*There is joy in the mountains;*

*There is life in the fountains;*



*Small clouds are sailing,*



*Blue sky prevailing;*

*The rain is over again.*



**William Wordsworth**

### **New Words**

Twitter, glitter, grazing, defeated, retreated, bare, ploughboy, whooping, fountains, prevailing

### **Glossary**

Twitter: (of a bird) to make a series of short high sounds.





- glitter: to produce a lot of small bright flashes of reflected light.
- Grazing: ( of animals) to eat grass.
- Defeated: to win a victory over someone in a fight, war or competition.
- Retreated: to go away from a place or person in order to escape from fighting or danger.
- Bare: not covered by anything.
- Ploughboy: a boy working on a farm.
- Whooping: to give a loud, excited shout, especially to show your enjoyment of or agreement with something.
- Fountains: streams of water.
- Prevailing: existing in a particular place or at a particular time.

**Reading is Fun**

1. What are the people in the poem doing?

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2. Why do the cattle not raise their heads?

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3. To what does the poet compare snow with? What does it mean?

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4. What does life in fountains mean?

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**5. Tick mark the right answer:**



- a) The ploughboy is at the top / bottom of a bare hill.
- b) There is joy / sorrow in the mountains.
- c) There is water / sand in fountains.

**6. Write True or False**

- a) There is no water in the stream.
- b) The Cattle are grazing.
- c) There is water in the fountains.
- d) It is raining in the poem.
- e) The sun is shining bright in the poem.
- f) The fields are yellow.
- g) It is snowing in the poem.

**Let's Talk**

Make a group of four or five. Each student shall produce the sound of as many animals as he knows.

**Let's write**

Army is a collective noun. It means a group of people who fight. Collective noun is a noun which describes a group of things or people as unit.

**Fill in the blanks from the red apple:**





pile, shoal, heap, swarm,  
team, class, pack,  
regiment, family, herd

1. A \_\_\_\_\_ of books.
2. A \_\_\_\_\_ of bees.
3. A \_\_\_\_\_ of dust.
4. A \_\_\_\_\_ of fish.
5. A \_\_\_\_\_ of players.
6. A \_\_\_\_\_ of students
7. A \_\_\_\_\_ of wolves.
8. A \_\_\_\_\_ of four.
9. A \_\_\_\_\_ of soldiers.
10. A \_\_\_\_\_ of cattle.

**Read aloud**

twitter	glitter	bitter
grazing	blazing	amazing
bare	mare	care

**Teacher's Notes**

**Theme/s:** Observing bounties of nature.

- Recite the poem aloud to students with proper stress on syllables.



- Engage children in meaningful conversation, trying to encourage them to speak.
- Take children out for a picnic and ask them to observe things around them
- Ask them about their observations and try to know what fascinated them the most- colour of flowers, singing of birds, green velvety grass, lake, streams, tall mountains, variety of birds, cattle, cow, other animals etc.
- As a teacher you can talk about the bounties of nature and sensitise children towards beauty of nature.
- Ask children to collect pictures of flowers, animals, birds, scenic places etc. from old newspapers or magazines and ask them to paste on the walls of classroom.
- This activity shall arouse their interest in understanding the poem and help them to identify the themes very easily.
- Let the children discuss about the places they have visited, and give the description of the same to the classroom.
- The motto is to sensitise children towards nature and encourage their observation. Children should be able to connect their daily experiences with the contents so that a sense of isolation does not creep in them.
- At the same time the spirit of appreciating clean and beautiful environment could be instilled in them.

## **4 With a Little Bit of Luck**

Joe is a poor man in search of a job. Can a little bit of luck make him happy?

It was evening, Joe was going back home. ‘What I need is a little bit of luck,’ he said to himself.



He thought of his wife. She had not been well and needed a holiday. His son, John, needed a new pair of boots and his daughter, Ellie, a new frock. Joe felt helpless as he could not get these things for his family. ‘What I need is a full time job – and a new sit. But I am the most unlucky fellow in the world,’ he said to himself.

As he was walking along the roadside he saw a necklace lying on the grass. ‘My! My!’ he exclaimed. ‘A pearl necklace! It must be worth a hundred pounds. I’ll sell it. Then I can take my wife away for a holiday; buy a new pair of boots for Joe, a new frock for Ellie and a new suit for myself.’

There was a gleam in his eyes and a bounce in his walk. Suddenly, he stopped in the middle of the road as a thought struck him. ‘I can’t sell the necklace. It’s not mine. And I’m not a thief.’

He went home and asked his son to take the necklace to the police station. ‘Tell the officer I found it on the grass by the roadside.’

John ran along to the police station. He knew Mr Peters, the police inspector. He asked him hopefully, ‘Is there a reward for the finder?’ Mr Peters laughed. ‘Why – this necklace isn’t worth more than a shilling or two. It must be Martha’s. The girl is very fond of it. Her mother came in to find out if anyone had brought it in. There won’t be a reward, I’m afraid.’

John went home and gave his father the news. ‘This only shows what an unlucky fellow I am!’ said Joe.

The next morning Mr Jones, Martha’s father, came to visit them. ‘Good morning,’ he said to Joe’s wife. ‘I came to thank your husband for returning Martha’s necklace. I want him to work for me as a gardener. I want an honest fellow. My old gardener was very dishonest. Please ask him to come and see me.’ Joe went to see him the next day. Mr Jones liked Joe and gave him the job. Both Mr and Mrs Jones were kind and friendly people. Joe was all smiles when he returned home. ‘I’ve got an excellent job,’ he told his wife, ‘and my first week’s



wages in advance. Here you are – boots for John, a frock for Ellie and a dress for you. I'm the luckiest man in the world.'

'And to think that a mere necklace did all this,' said his wife. 'But no – that's wrong, Joe. It wasn't the necklace that did it. It was your honesty in taking it back when you thought it was worth a hundred pounds. You've changed our luck, Joe. You have! You have!'

She was right. Their luck turned from that very day.

(An Adaptation)

Enid Blyton

### New Words

pounds, excellent, wages.

### Glossary

pounds: the standard unit of money in the UK and some other countries.

excellent: extremely good.

wages: a fixed amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education.

### Reading is Fun

1. Why was Joe sad?



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2. What did Joe find on the roadside?

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3. What did he tell John to do?

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4. How was Joe rewarded for his honesty?

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**Let's talk**

Have you ever found anything on the roadside? What did you do with it?

Or

If you found something precious on the roadside, what would you do with it?

**Let's write**

**1. Tick and write the correct answer in the space provided:**

a) Joe found a gold coin / diamond bangle / pearl necklace on the road side.

---

b) Joe badly needed food / medicine / job. \_\_\_\_\_

c) Joe was caring / uncaring / rude father. \_\_\_\_\_

d) Joe was rewarded by offering money / clothes / a job. \_\_\_\_\_

e) Joe worked as a driver / gardener / teacher in Mr. Jones' house. \_\_\_\_\_

**2. Write the antonyms of the following:**

Old \_\_\_\_\_

Police \_\_\_\_\_



Honest \_\_\_\_\_  
Smile \_\_\_\_\_  
Take \_\_\_\_\_

Friend \_\_\_\_\_  
Right \_\_\_\_\_  
Sell \_\_\_\_\_

**3. Complete the following:**

A pair of \_\_\_\_\_

A pair of \_\_\_\_\_

A pair of \_\_\_\_\_

A pair of \_\_\_\_\_

A pair of \_\_\_\_\_

**Grammar Time**

**Sentence and its Kinds**

A Sentence is a group of words arranged in such a way so as to give complete meaning as well as sense. e.g.:

Old people walk very slowly.

**NOTE: A Sentence begins with a Capital Letter and ends with a Full Stop or a Question Mark or an Exclamatory Mark.**

Let us now learn the kinds of Sentences.

There are five kinds of Sentences and they are:

- a. Assertive or Declarative Sentence.**
- b. Imperative Sentence.**
- c. Interrogative Sentence.**
- d. Optative Sentence**
- e. Exclamatory Sentence.**

- a. Assertive or Declarative Sentence:** It's a sentence that asserts or declares or states something. In other words, in such a sentence, a statement is made, which can be Affirmative (Positive) or Negative. e.g.,





- i. I always trust God. (Positive)
- ii. All that glitters is not gold. (Negative)

**b. Imperative Sentence:** It is a sentence that expresses a command, a request or an advice. e.g.:

- i. Do as I tell you. (Command)
- ii. Please, give me a glass of water. (Request)
- iii. You should consult a good physician. (Advice)

**NOTE: Assertive and Imperative sentences need full stops at the end.**

We shall learn about other kinds of sentences in the next lesson.

Now write in the brackets what kind of sentences the following are:

- 1. Nature is the best physician. ( )
- 2. Shut your mouth. ( )
- 3. Borrowed garments never fit well. ( )
- 4. Have mercy upon them. ( )
- 5. He doesn't attend school daily. ( )
- 6. We should speak the truth. ( )
- 7. You should learn by experience. ( )
- 8. Get out immediately. ( )
- 9. The rain came down suddenly. ( )
- 10. Walk slowly lest you should fall. ( )

**Read Aloud**

mine	found	ask
fine	round	mask
shine	sound	task

**Teacher's Notes**

**Themes:**

- Honesty is the best policy.



- Don't be greedy.
- Unemployment.
- Poverty.
- Tussle between virtue and vice.
- Real joy.

Dear teacher, this is an adaptation of Enid Blyton's short story, "With A Little Bit of Luck". Short story is one of the popular literary genres and its essentials include a setting or background, characters, plot, theme etc. You may give a brief history of the development of short story as a literary genre in English. You shall impress upon the moral values like honesty and truthfulness in the class. It is expected of you, not to miss to talk about the tussle between good and bad or virtue and vice inside the man – Joe – in the short story and how he overcomes greed to remain honest. Moreover, how honesty pays him, proving that "honesty is the best policy".

**Suggestions for Classroom Transaction:**

- Read the short story aloud to the class for developing listening, speaking and reading skills.
- Let the class dramatise the story in their native language for better enjoyment and appreciation of morals.
- Encourage the class to guess about the themes.
- Tell the class about prose genres like novel as a passing reference etc.
- For enhancing creative writing, let the children write a short paragraph of four to six lines on the incident if they ever found anything precious on the roadside what would they do with that or if they ever come across a belonging of their classmate, what they should do about that.
- Tell the class about antonyms.
- Tell the learners about "sentence and its kinds".
- Acquaint students with pairs of things – pair of shoes.

**An Evening Prayer**



*Ere on my bed my limbs I lay,*

*God grant me grace my prayers to say:*



*O God! Preserve my mother dear*

*In strength and health for many a year,*

*And, O! Preserve my father too*

*And may I pay him reverence due,*

*And may I my best thoughts employ*

*To be my parents' hope and joy.*

*And, O! Preserve my brothers both*

*From evil doings and from sloth,*

*And may we always love each other*

*Our friends, our father and our mother.*

*And still, O Lord to me impart*



*An innocent and grateful heart*

*That after my last sleep I may*

*Awake to thy eternal day! Amen!*

*Samuel Taylor Coleridge*

### **New Words**

ere, grace, protect, reverence, strength, evil, sloth, innocent, impart, eternal.

### **Glossary**

Ere: before.

Grace: blessing.

Protect: to keep someone or something safe from injury, damage or loss.

Reverence: to have respect and admiration for someone or something.

Strength: the ability to do things that need a lot of physical or mental effort.

Evil: immoral, cruel, or very unpleasant.

Sloth: unwillingness to work or make any effort.

Innocent: a person who has very little experience and does not know about the bad things that happen in life.

Impart: to communicate information to someone.

Eternal: lasting forever or for a very long time.

### **Reading is Fun**

1. Who is the speaker of the poem?



2. What does the speaker of the poem want to pay his father?

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3. How many brothers does the speaker of the poem have? What does he pray for them?

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4. What does an innocent and grateful heart mean?

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**Let's Talk**

When you get up in the morning, do you pray? If yes, what do you ask your Lord to give you? Share it with your friends. What is prayer called in your native language? Learn and recite it in your group.

**Let's write**

**1. Read out the following words. What figure of speech is the underlined word? Write in the space provided. (One is done for you.)**

- a) Bed, limbs, lay, me noun
- b) Prayer, preserve, grant, say \_\_\_\_\_
- c) Health, God, mother, dear \_\_\_\_\_
- d) Both, thoughts, evil, employ \_\_\_\_\_
- e) Love, always, best, joy \_\_\_\_\_
- f) Innocent, eternal, heart, day \_\_\_\_\_
- g) Hope, grateful, year, doing \_\_\_\_\_



- h) To, may, and, awake \_\_\_\_\_  
i) Parents, from, to, due \_\_\_\_\_  
k) Beauty beautiful beautifully beautify \_\_\_\_\_  
l) To oh vow Alas \_\_\_\_\_  
m) Oh in ah Alas \_\_\_\_\_  
n) On under oh over \_\_\_\_\_  
o) Carefully care careful caring \_\_\_\_\_

2. Pick out the rhyming words in the poem. One is done for you. Also coin some of your own.

other	mother
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Read Aloud**

eve	face	reverence
sieve	lace	innocence
believe	grace	presence

**Teacher's Notes**

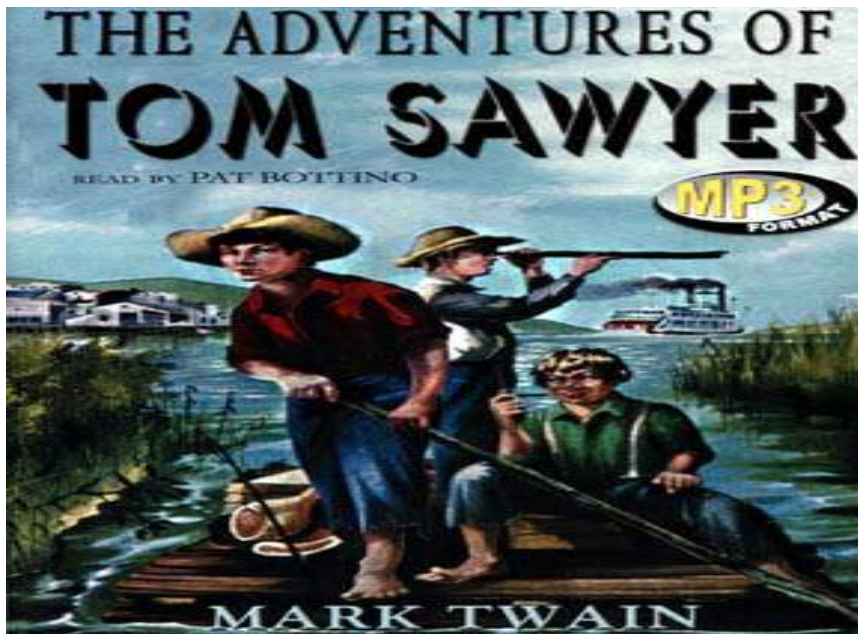
**Theme/s:**

Prayer.



Love and affection

- Recite the poem aloud to children with proper stress and intonation.
- Don't forget to tell children to recite prayer in the evening.
- Ask children to recite the poem many a time till desired pronunciation skill is achieved. This will enable children to pronounce and understand new words.
- Let the children guess the meaning of new words before you explain it to them.
- Ask children about their wishes.
- Let the children speak of things for which they are thankful to God.
- Ask children what they wish for their parents and siblings.
- Let the children speak about the prayer, for themselves.
- Ask them why do they pray for a particular prayer.
- Engage children in meaningful dialogue amongst themselves and try to gather from them about their concept of God and how do they think He can provide us with everything if He wishes to shower His blessings on us.



Tom was not feeling well. He could not eat and sleep as he used to. He did not want to run away from school. Sometimes he did not want to play. He was sad. ‘The boy is ill,’ thought Aunt Polly. ‘I must give him some medicine.’

Aunt Polly was fond of all kinds of medicine. She had a lot of books on this subject. Her newest idea was this when a boy was ill; he must bathe in cold water everyday. And so every morning she made Tom stand outside in the yard. Then she threw ice cold water over him. After that she wrapped him in a wet sheet and made him lie in bed. Tom did not get better. He got worse. Aunt Polly tried a new idea. She threw hot water over him instead of cold. That did not help Tom either.

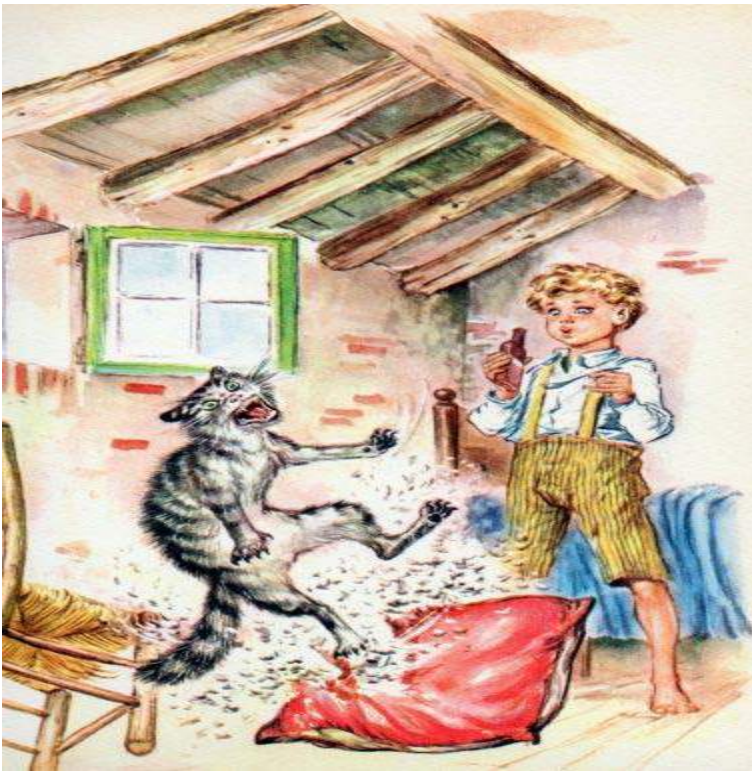
At this time, Aunt Polly heard about a new medicine. It was called pain-killer. It had the taste of fire. All the same, Aunt Polly made Tom drink it. Tom hated it and when his aunt was not looking, he quickly poured the medicine into a hole of the floor. While Tom was doing it one day, the cat came in and Tom poured some of the medicine into its mouth. At once it jumped high into the air. It started dancing on its back legs. It rushed about as if it were mad. Tom laughed and laughed. It was a long time since he had laughed so heartily. Aunt Polly heard the noise and came rushing in.

“What’s the matter?”





Tom could not speak for laughing .At last he pointed and said, “Look, look at the cat.”



“What’s the matter with it? You have been giving it that medicine?”

“I don’t know.” said Tom, still laughing.

Aunt Polly saw the bottle of painkiller, the spoon, and a saucer. She guessed the truth.

Tom expected his Aunt to be angry. To his surprise she was only thoughtful.

“It’s not a medicine for cats,” she said. “Perhaps it’s not a good medicine for boys. You need not take any more of it, Tom.” This was good news for Tom and he began to feel better.

*Mark Twain*

### **New Words**

Bathe, wrap, bitter, rush, expect, surprise

### **Glossary**



- Bathe: to wash in a bath or to wash someone in a bath.
- Wrap: to cover someone with material in order to protect them.
- Bitter: with an unpleasantly sharp taste.
- Rush: to (cause to) go or do something very quickly.
- Expect: to think or believe something will happen, or someone will arrive.
- Surprise: an unexpected event, or the feeling caused by something unexpected happening.

**Reading is Fun**

1. What had happened to Tom?

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2. Why did not Tom take the painkiller?

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3. Where did Tom pour medicine?

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4. What made Tom laugh?

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**Let's Talk**

What are the naughty things you often do? Do you enjoy them? Share it with your classmates.

**Let's Write**



**1. Write the right answer in the space provided:**

- Aunt Polly threw cold water / hot water / both cold and hot water over Tom.  
\_\_\_\_\_
- Aunt Polly gave two tea spoonfuls / three teaspoonfuls / five tea spoonfuls of pain killer after each meal. \_\_\_\_\_
- Pain killer was a bitter / sweet / sour medicine. \_\_\_\_\_
- Tom poured the medicine into the garden / cup / hole in the floor.  
\_\_\_\_\_
- Tom gave painkiller to cat / owl / monkey. \_\_\_\_\_
- Aunt Polly understood that the painkiller was good / bad / excellent medicine.  
\_\_\_\_\_

**2. Pick out ten verbs from the story:**

\_\_\_\_\_

\_\_\_\_\_

**3. Write the opposites of the following:**

Sleep \_\_\_\_\_

Sad \_\_\_\_\_

Boy \_\_\_\_\_

Cold \_\_\_\_\_

Bad \_\_\_\_\_

Hate \_\_\_\_\_

Busy \_\_\_\_\_

New \_\_\_\_\_

Come \_\_\_\_\_

Lot \_\_\_\_\_

**4. Encircle the describing words / adjectives in the following sentences:**

- a) Tom was a naughty boy.
- b) Aunt Polly tried a new idea to treat Tom.
- c) Aunt Polly put hot water on Tom.



- d) Pain killer was a bitter medicine.
- e) Aunt Polly wrapped Tom in a wet sheet.

**5. Spell the following words:**

\_\_ te                      m \_\_ d                      p \_\_ t \_\_                      \_\_ \_\_ te  
s \_\_ d                      b \_\_ t \_\_                      t \_\_ \_\_ r                      hi\_\_ \_\_  
b \_\_ t \_\_                      p \_\_ \_\_ r                      si \_\_ \_\_

**Grammar Time**

In the previous lesson, we learnt about two kinds of sentences. Now let's learn about other kinds of sentences:

**c. Interrogative Sentence:** It's a sentence that asks a question. e.g.:

- i. Do you like to go to school daily?
- ii. What is your favourite subject ?

**NOTE: Every Interrogative Sentence ends with the Note of Interrogation (?).**

**d. Exclamatory sentence:** It's a sentence that expresses some sudden strong feeling or joy or surprise. E.g.:

- i. What a beautiful rose it is!
- ii. How cold it is!
- iii. What a silly idea!

**e. Optative Sentence:** It's a sentence that expresses a wish or desire. E.g.:

- i. May they live long!
- ii. I wish I were a teacher!

**NOTE: Every Exclamatory and Optative Sentences end with the Note of Exclamation (!).**

Now write in the brackets what kind of sentences the following are. Also add the correct punctuation mark at the end of each.

1. Why don't you start your own business (                      )



2. Don't waste your time ( )
3. What pleasant weather ( )
4. How far is the airport from here ( )
5. How long shall we take to solve this question ( )
6. Lend me your pen, please ( )
7. May she become a great teacher ( )
8. Alas! He has failed ( )
9. They desire to be teachers ( )
10. May God bless them ( )

### Read Aloud

bear	eat	blow	hit	run
hear	seat	flow	bit	fun

### Teacher's Notes

#### Themes:

- Childhood.
- Medical Science.
- Primitive way of treatment.



- Relationship.

The lesson is an extract from Mark Twain’s world famous and widely read novel, *Adventures of Tom Sawyer*. It is basically a children’s novel. *The Adventures of Tom Sawyer* (1876) by Mark Twain provides a lively picture of boyhood escapades in a Missouri town on the Mississippi River it is rooted in the memories of Twain’s childhood in Hannibal. It is a hymn to boyhood. It represents an idyllic childhood .

**Suggestions for Classroom Transaction:**

- Read the text aloud to the class to help develop listening, speaking and reading skills.
- Let the class dramatize the extract in their mother-tongue for better understanding, appreciation and enjoyment.
- Tell the class about literary genres – novel and short story.
- Encourage the class to guess about the themes.
- Let the class know about the characters in the extract.
- Discuss new words with the learners.
- Encourage children to write about their own childish naughty things they do and enjoy.
- Let the learners find verbs and opposites of given words.
- Tell the students about interrogative, exclamatory and optative sentences.
- Let the pupils learn the pronunciation of the given words under a “Read Aloud” at the end.
- Revise the previous contents and concepts regularly.

## The Naughty Boy



*There was a naughty boy  
And a naughty boy was he.*

*He ran away to Scotland*

*The people there to see –*

*Then he found*

*That the ground*

*Was as hard.*

*That a yard*

*Was as long.*

*That a song*



*The people there to see –  
Then he found  
That the ground  
Was as hard.  
That a yard  
Was as long.  
That a song  
Was as merry  
That a cherry  
Was as red,  
That lead  
Was a weighty.  
That fourscore  
Was as eighty,  
That a door was as wooden  
As in England –  
So he stood in his shoes  
And he wondered,  
He wondered,  
He stood in his shoes,  
And he wondered.*

**John Keats**

**New Words**

yard, merry, weighty, fourscore, wondered

**Glossary:**

yard: an area of land in which a particular type of work is done, often one from which goods are sold.





- merry: happy or showing enjoyment.  
weighty: heavy.  
fourscore: eighty (80).  
wondered: to feel or express great surprise at something.

### Reading is Fun

1. Where did the naughty boy go?

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2. Tick mark the right answers:

- i) The ground was hard / soft / green.
- ii) The song was long / merry / sad.
- iii) The cherry was red / green / pink.
- iv) The lead was light / black / heavy.

3. What did the boy wonder about?

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### Let's talk

1. Which place have you been recently? Did you like it or not? Share it with your friends in the class.
2. Guests from outside come to your home to stay. Which places would you suggest them to visit? Make a list of the places by preference for the guests to visit.
3. Do you know a song in your language which describes your place? Learn and recite the song in the class

### Let's write



1. Pick out the rhyming words in the poem:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Pick out the describing words in the poem:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What are the following things made of? Pick the right answer from the blue ball.

wood, plastic

rubber, cloth

steel, tin

Desk	_____
Roof	_____
Pen	_____
Shirt	_____
Pipe	_____
Utensils	_____



4. Write five things made of what is written in the picture:

**Wood**

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**Plastic**

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**Cloth**

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**Steel**

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**Tin**

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**Read Aloud**

hard	long	found
yard	song	sound
card	tong	bound
bard	wrong	ground

**Teacher's Notes**

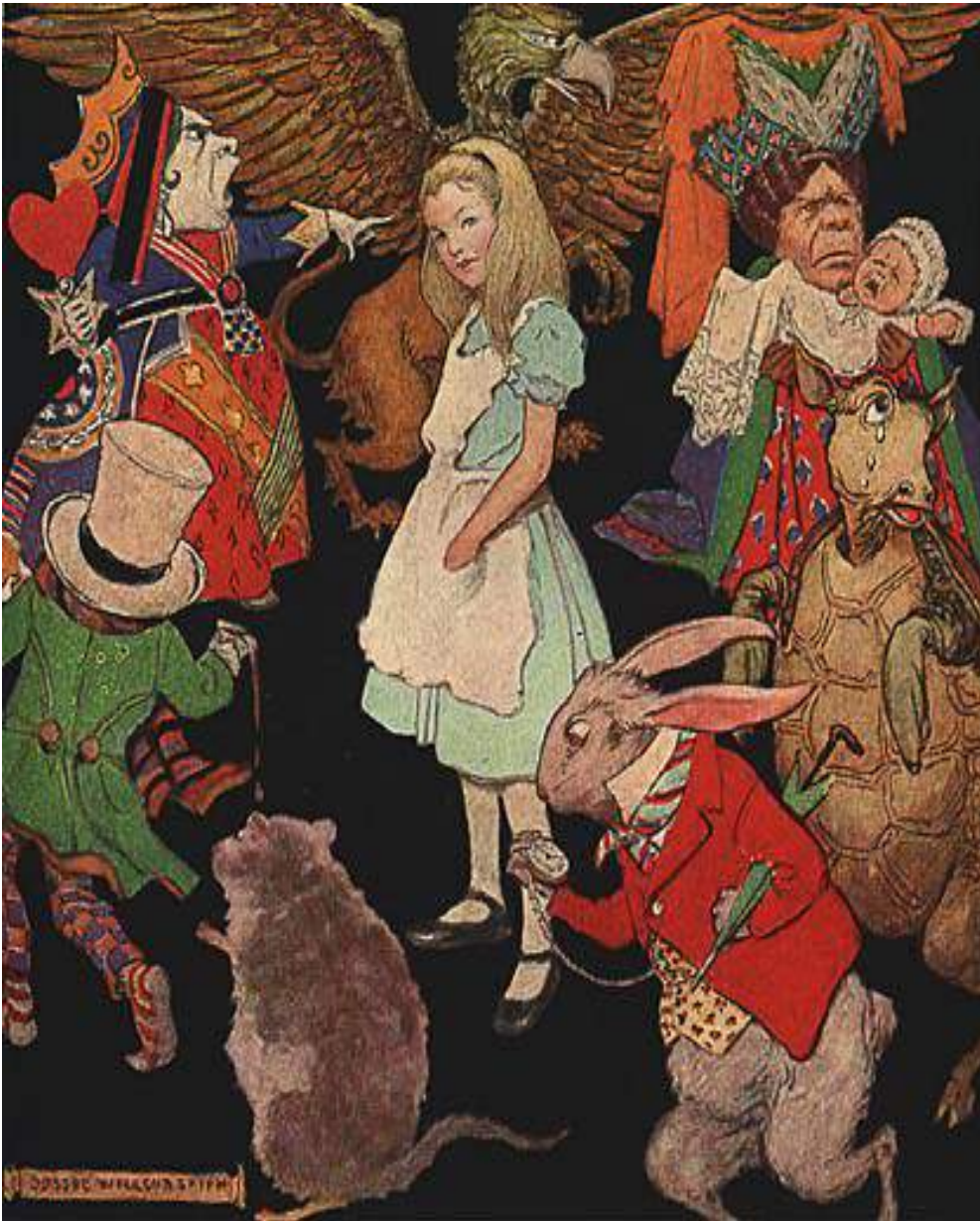
**Theme/s:** Discovering a naughty boy



- Recite the poem aloud to students. The recitation should be smooth and enjoyable.
- This can be ensured by stress at syllables and pauses at appropriate places.
- Ask children to read aloud the poem so that new words are introduced to them.
- Ask them to repeat the new words many a time. Pronunciation is often a casualty in classroom transaction. It can be improved by repeatedly pronouncing a word. The pedagogy adopted by the teacher plays a pivotal role in arresting the attention of children.
- Encourage children to guess meaning of difficult words before you explain it to them.
- First ask children what did they understand from the poem.
- Ask children what do they understand by being naughty. What are the naughty things they enjoy doing? Let the children be given a chance to speak about their innermost feelings.
- Is the boy in the poem naughty according to children? Let the children form small groups and engage in a meaningful dialogue.



## 6 From Alice in Wonderland



Alice and her sister were sitting on the bank of the river. As her sister read the book, she sat idle. Once or twice she had looked into the book her sister was reading, but it had no pictures or conversations in it, *'and what is the use of a book,'* thought Alice *'without pictures or conversation?'*

Suddenly a White Rabbit with pink eyes ran close by her.





Alice heard the Rabbit say to itself, ‘*Oh dear! Oh dear! I shall be late!*’

Then the Rabbit took watch of its WAISTCOAT- POCKET, and looked at it, and then hurried on. Alice was surprised as she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it. Out of curiosity, she ran across the field after it, and saw it go down into a large rabbit-hole. In another moment down went Alice after it.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and



to wonder what was going to happen next.



Alice saw cupboards and bookshelves; here and there she saw maps and pictures hanging on walls.

She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE JAM', but she found that it was empty. She did not drop the jar for fear of killing somebody, so she put it into one of the cupboards.







‘Well!’ Thought Alice to down, down, down.

Would the fall NEVER come to an end! ‘I wonder how many miles I’ve fallen by this time?’ she said aloud. ‘I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think—’

The fall was over; she came now on a heap of sticks and dry leaves.

The fall did not seem to end. There was nothing else to do, so Alice soon began talking again. *“Dinah’ll miss me very much to-night, I should think!”* (Dinah was the cat.) *‘I hope they’ll remember her saucer of milk at tea-time. Dinah my dear! I wish you were down here with me!’*

Alice was not a bit hurt.

She could not see the Rabbit and she found herself in a long, low hall, which was lit up by a row of lamps hanging from the roof.

There were doors all around the hall, but they were all locked; she wondered how she could get out again.







Suddenly she saw a little three-legged table, on which was lying a golden key. She tried the key but, alas! Either the locks were too large, or the key was too small, but it would not open any of locks.

However, on the second time round, she saw a low curtain and behind it was a little door about fifteen inches high: she tried the little

golden key in the lock, and to her great delight it fitted!

Alice opened the door and found that it led into a small passage. She looked through and found a beautiful garden full of bright flowers and cool fountains. She wanted to go there but she was too small to enter the doorway. She went back to the table and found the bottle on which was written DRINK ME in large letters.



She ensured that the bottle was not marked *poison*. She drank it and found herself shrinking. She was now the right size for going through the little door into that lovely garden.

Alice got into the garden but soon realized that she had forgotten the little golden key, and when she went back to the table for it, she found she could not possibly reach it.





Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a very small cake, on which the words EAT ME were beautifully marked. She ate the cake and got bigger to reach out to the golden key. Now she was too big to reach out to the door.

(Simplified & abridged)  
*Alice in Wonderland*  
By  
Lewis Carroll

(For more to know what happened to Alice and her adventures, read *Alice in Wonderland* by Lewis Carroll.)

### New Words

idle, conversation, curiosity, delight

### Glossary

idle: not working or being used.

conversation: talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information is exchanged.

curiosity: an eager desire to know or learn about something.

delight: to give someone great pleasure or satisfaction.

### Reading is Fun

1. What was Alice's sister doing?

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2. What are the things that Alice sees after she enters the rabbit hole?

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3. Who does Alice think would miss her?

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4. How did Alice enter the beautiful garden?

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**Let's talk**

Imagine you happen to be in a wonderland like Alice, and you come across certain wonders there. Talk about them and share them with your class.

**Let's write**

**1. Tick mark and write the correct answer in the space provided:**

1. Alice's sister is reading a book in a classroom / by the river / garden.  
\_\_\_\_\_
2. The white rabbit had pink / blue / brown eyes. \_\_\_\_\_
3. The white rabbit wore pants / shoes / waistcoat. \_\_\_\_\_
4. Alice had a normal / long / short fall. \_\_\_\_\_
5. Dinah is the name of rabbit / Alice's cat / Alice's friend.
6. Alice ate rice / popcorn / cake to get bigger to reach out to the golden key.  
\_\_\_\_\_
7. The rabbit went into a hole / well / car. \_\_\_\_\_



8. Alice found orange jam / mangoes / pickle while she was falling.  
\_\_\_\_\_

9. The rabbit took out ball / pen / watch out of its pocket. \_\_\_\_\_

10. 'Oh dear! Oh dear! I shall be late!' This is said by Alice/ Dinnah / Rabbit.  
\_\_\_\_\_

**2. Fill one word from the text for the following. One is done for you.**

1. Very happy Delight
2. To do something quickly or in haste \_\_\_\_\_
3. Lots of sticks \_\_\_\_\_
4. You open a lock with it \_\_\_\_\_
5. Eager desire to know something \_\_\_\_\_
6. Doing nothing \_\_\_\_\_
7. Do something two times \_\_\_\_\_

**Let's spell**

b \_\_ ig \_\_ t      c \_\_ r \_\_ ain      f \_\_ \_\_ ntains      r \_\_ \_\_ ding  
 del \_\_ gh \_\_      b \_\_ auti \_\_ \_\_ l      mo \_\_ n \_\_ a \_\_ ns      ta \_\_ k \_\_ \_\_ g  
 n \_\_ v \_\_ r      \_\_ v \_\_ r

**Circle the following words in the box: One is done for:**

sticks, plenty, saucer, end, leaves, think, idle, miss,

a	z	E	n	d	j	k	m	n	p	o	l
s	v	J	w	y	x	m	i	s	s	r	e
t	h	M	n	b	c	d	f	y	x	s	a
i	d	L	e	a	t	b	o	q	z	v	v
c	n	O	p	i	e	n	t	y	i	t	e
k	b	C	e	f	i	j	m	x	y	v	s
s	a	U	c	e	r	f	e	b	z	w	y



## Grammar Time

### Subject and Predicate

Read this sentence:

Arshi is a good writer.  
S                    P

In the above sentence, *Arshi* is Subject (S) because we are talking about Arshi and *is a good writer* is Predicate (P) because these words tell us something about Subject (Arshi).

Thus Subject is defined as that part of a sentence about which we talk and Predicate is defined as the remaining part of a sentence which tells us something about the Subject.

**NOTE: The Predicate sometimes contains only one word. E.g.:**

1. Nida Sings.  
S            P
2. Yusuf stammers.
3. Aeroplanes fly.

Now underline the Subject and the Predicate in the following sentences:

1. We should always speak the truth.
2. Tagore, an Indian writer, wrote *Gitanjali*.
3. You must do your home work daily.
4. S/he learns her/his lessons every morning.
5. The crowd was very violent.
6. We should not encourage idleness.
7. Rehan is a naughty boy.
8. The teacher likes good students.
9. We elected her our class representative.
10. Games are beneficial for health.



## Read Aloud

earth	thought	end	read
birth	bought	send	feed
mirth	sought	bend	seed

## Teacher's Notes

### Themes:

- Child's quest/curiosity .
- Fantasy and Fancy.
- Humour

### Suggestions for Classroom Transaction:

- Read the story aloud to the class for developing listening, speaking and reading skills.
- Talk about Alice and her character and her adventures in the wonderland.
- Ask the children if they have ever had fancies or fantastic dreams and let them share with the class.
- Help them to write their fancies and experiences to develop creative writing.
- Teach new words and let the class use new words in sentences of their own.
- Let the children guess about one word substitution.
- Let the children find and enjoy circling meaningful words.
- Talk about Subject and Predicate. Make children practise a lot.
- Make the concept of subject and predicate much easier by doing more and more exercises.
- Help children to observe the pictures in the text and help them to understand these for better appreciation and enjoyment.
- Don't forget to revise. Recapitulation keeps the child's memory fresh and makes the contents easier to understand.

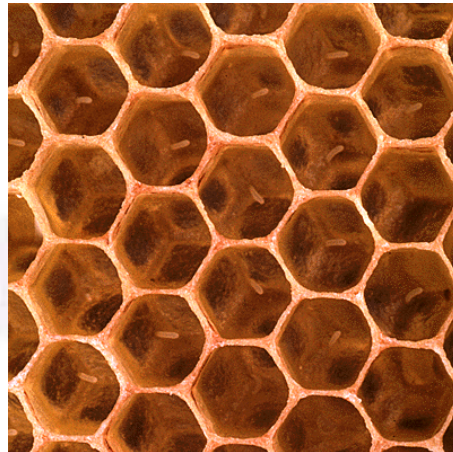


## Against Idleness and Mischief

How doth the little busy bee  
Improve each shining hour,  
And gather honey all the day  
From every opening flower!



How skilfully she builds her cell!  
How neat she spreads the wax!  
And labours hard to store it well  
With the sweet fond she makes.



In works of labour or of sill,  
I would be busy too;  
For Satan finds some mischief still  
For idle hands to do.

In books, or work, or healthful play,  
Let my first years be passed.  
That I may give for everyday  
Some good account at last.

*Lewis Carroll*







**New Words**

**Doth, shining, skillfully, labour, skill, Satan, mischief, healthful, account**

*Glossary*

doth: does.

shining: bright.

skillfully: with great skill.

labour: practical work, especially that which involves physical effort.

skill: an ability to do an activity or job well, especially because you have practised it.

Satan: the name used by Christians and Jews for the Devil.

mischief: behaviour, especially a child's, which is slightly bad but is not intended to cause serious harm or damage.

healthful: helping to produce good health.

account: a written or spoken description of an event.

**Reading is Fun**

1. What does the bee do?

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---

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2. What does the bee build?

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---

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3. What does the poet want to do?

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4. Why does the Satan make mischief?





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**5. Tick mark the Correct:**

- a) Bee builds cell / wax.
- b) Bee gathers honey from roots / flowers.
- c) Bee spreads / wastes the wax.

**Let's Talk**

Did you know that honey is good for health? One teaspoon of honey in a glass of luke warm water keeps away cold and cough. Share with your group mates what other properties does honey have.

Write the antonyms (opposites) of the following:

- Open \_\_\_\_\_
- Sweet \_\_\_\_\_
- Busy \_\_\_\_\_
- Health \_\_\_\_\_
- Hard \_\_\_\_\_
- Find \_\_\_\_\_
- Neat \_\_\_\_\_

**Find out the rhyming words in the poem. (One is done for you.)**

- hour            flower
- \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_

**Read Aloud**

favour	shining	fount
labour	ringing	mount
savour	singing	account

**Teacher's Notes**



**Theme/s:**

**Hard work.**

- As said earlier there has to be difference between prose and poetry so far as reading is concerned. If prose is for eyes poetry is said to be for ears. If prose is read poetry is to be recited. Recite the poem to students. The recitation should be smooth and enjoyable. This can be ensured by appropriate stress at syllables and pauses at appropriate places.
- Ask children to recite the poem so that they are introduced to new words.
- Ask them to repeat the new words many a time. Pronunciation is often a casualty in classroom transaction. It can be improved by repeatedly pronouncing words particularly new words introduced to pupils.
- Encourage children to guess meaning of difficult words before you explain it to them.
- Ask children if they would have only to play and do no work, how they would feel.
- Instil in them the concept of working hard. The theme of the poem is hard work..Children should be able to identify with the concept while they study.
- Let the children realize in a play way manner the fruits of hard work. It's only when the bee works hard, honey is produced. It is only when the fathers work hard, children study in schools and it is only when children work hard they pass.
- Children should know that hard work never goes waste. It bears the fruit that is very sweet.



*Robin Hood's fame spread far and wide among the people of every class. Everyone knew who he was and what he did. The common people had made him their hero.*

Once, Robin Hood and his friends were sitting under a tree in a forest. They were enjoying themselves, eating bread and butter. All of them were in a bit mischievous mood. Suddenly, they saw a man coming towards them. Robin said, "I think this fellow is a young miller."

By this time, the man had come so near that they could see him clearly; his clothes were dusted with flour. He carried a great sack of meal on his back.

As the man neared, Robin Hood's scores surrounded him, pretending to be robbers. "Beware!" said the man. "Let me tell you that you are on Robin Hood's land. If he finds you seeking to rob an honest craftsman, he will punish you."

The warning, however, did not push the scores back. The man then put his sack down and knelt on the ground. As he opened his bag, all the scores moved forward to see what he had.

Suddenly, the man threw the flour into their faces. Robin Hood laughed at the sight, and asked the man, "Who are you?"

The man replied, "I am a miller's son."

Robin Hood then praised the man for his wit and bravery and revealed his true identity.

### **New Words**

miller, sack, meal, surround, beware, kneel.

### **Glossary**

miller: a person, especially in the past, who owned or was in charge of a mill.



- sack: a large bag made of strong cloth, paper or plastic, used to store large amounts of something.
- meal: an occasion when food is eaten, or the food which is eaten on such an occasion.
- surround: to be everywhere around something.
- beware: used to warn someone to be very careful about something or someone.
- kneel: to go down into, or stay in, a position where one or both knees are on the ground.

**Reading is Fun**

1. Who was Robin Hood?

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2. Who did Robin Hood and his friends see?

---

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---

3. What did the man say to Robin Hood?

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**Let's talk**

1. If you encountered a situation like that of man, what would you do? Share it with your friend in your school.
2. Do you remember any incident where you used your wit? Share it with your class.



3. Do you read children's books? Who is your favourite child hero? Share it with your friend/s. You can read the following:

- a) *Alice in Wonderland.*
- b) *Robin Hood.*
- c) *Harry Potter.*

**Let's write**

**1. Write true or false:**

- 1. Robin Hood was a good man.
- 2. Robin Hood lived in a palace.
- 3. The man was carrying a bag of clothes.
- 4. The man was not intelligent.
- 5. The man threw flour into the faces of Robin Hood's friends.

**2. Write the rhyming words in the space provided. (One is done for you.)**

Wit Sit	He	Pink	Sack
Fair	Tell	Then	Bad
Dear	Ten	My	Beat

**3. Apply your knowledge and write one word for the following:**

- a. A place where you read . \_\_\_\_\_
- b. A place where you play cricket . \_\_\_\_\_
- c. You write with it in your copy . \_\_\_\_\_
- d. You sleep on it in the night . \_\_\_\_\_
- e. A place where you have bath. . \_\_\_\_\_
- f. A room where you read comics in the school . \_\_\_\_\_



### Read Aloud

Circle the words with zzzz sound. One is done for you

buzz	bees	balls	bats	size
praise	girls	is	boys	rice

### Grammar Time

#### Phrase

A phrase like a sentence is also a group of words that has meaning and makes sense but not complete sense. It unlike a sentence has neither a subject nor a predicate. e.g.:

- (i) at great speed.
- (ii) without any fear.
- (iii) homework regularly.
- (iv) in the ground.

**NOTE: A Phrase can be turned into a Sentence by adding some words to it. e.g.:**

- (a) I'll do my *homework regularly*.
- (b) An honest man faces everything *without any fear*.

Now write in the space provided which of the following groups of words are Sentences and which are Phrases?

1. There is a lot of noise. -----
2. A good student must be punctual. -----
3. Out of the cage -----
4. Do you like reading novels? -----
5. Three hours late -----
6. Be honest. -----
7. What a beautiful bird on that tree! -----
8. Man of wisdom -----
9. Thank you! -----
10. Last Sunday -----



## Teacher's Notes

Dear teacher, as you know, Robin Hood was a Saxon Folk hero proscribed by the Normans who lived in Sherwood Forest with Maid Marian, his love and his friends in the 11<sup>th</sup> century. He respected brave and witty people. It is an English folk lore. Every nation has its folklores. Children in particular get fascinated by folk tales and cherish the brave charismatic heroes.

### Themes:

- Bravery.
- Wit.
- Man and Environment.
- Appreciation of wit and bravery.

### Suggestions for Classroom Transaction:

- Tell about folklore to the class and encourage the children to tell tales they remember and like.
- Underline the historical and cultural importance of folktales.
- Story-telling is an art which need to be polished in learners for creative writing. Encourage them to write stories.
- Discuss the characters in this story and also from those of the stories which the students to tell or write.
- Draw out morals of bravery and sympathy from it.
- Discuss new words.
- Talk about the folk-heroes of the area you are in and those of Jammu & Kashmir.
- Talk about child heroes and children's books like *Alice in Wonderland*, *Robin Hood* and *Harry Porter*.
- Talk about one-word Substitution, homophones.
- Discuss 'phrase' under 'grammar time'.



## Foreign Lands



Up into the cherry tree  
Who should climb but little me.  
I held the trunk with both my hands  
And looked abroad on foreign lands.



I saw the next door garden lie,  
Adorned with flowers, before my eye,  
And many pleasant places more  
That I had never seen before.







If I could find a higher tree  
Farther and farther I should see,  
To where the grown up river slips  
Into the sea among the ships.



To where the roads on either hand  
Lead onward into fairy land,  
Where all the children dive at five,  
And all the playthings come alive.

*R. L. Stevenson*

### **New Words**

trunk, foreign, adorned, pleasant, farther, fairyland, alive

### **Glossary**

- trunk: the thick main stem of a tree, from which its branches grow.
- foreign: belonging or connected to a country which is not your own; unknown.
- adorned: decorated.
- pleasant: enjoyable, attractive, friendly, or easy to like.
- farther: at, to or from a great distance in space or time.
- fairyland: the place where fairies (= imaginary creatures) are said to live; a beautiful place with a charming or special quality.
- alive: living; having life; not dead.



**Reading is Fun**

1. Write true or false:

- a) The speaker of the poem climbs an apple tree.
- b) The speaker in the poem sees ugly places.
- c) The speaker holds the branches with hands.
- d) On climbing a tree, the speaker sees a house on fire.

2. What does the speaker climb and what does he see?

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3. What is a fairyland?

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4. Name the things that the speaker in the poem imagines?

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5. What does foreign land mean?

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---

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**Let's talk**

The speaker in the poem imagines many things such as river, sea, ships, fairyland, children diving and play things, etc.

Imagination means the ability to think of new ideas and form its picture in the mind.



Now imagine that you are going on a tour with your school. What are the places you would like to visit and why?

Also imagine that you have saved enough money with you, what would you do with this money? Share your ideas with your friends.

**Let's write**

**1. Pick out ten nouns from the poem:**

\_\_\_\_\_

\_\_\_\_\_

**2. Match the items in Column A with Column B:**

Column A	Column B
Sea	Flower
Tree	Door
House	Ship
Road	Nest
Garden	Car

**3. Building words**

Fairy	+	land	=	<u>Fairyland</u>
Rain	+	_____	=	_____
_____	+	night	=	_____
_____	+	bow	=	_____
good	+	_____	=	_____
moon	+	light	=	_____

**Read Aloud**

trunk	cherry	tree
drunk	merry	free



## Teacher's Notes

**Theme/s:** Fairyland.

- Recite the poem aloud to students with proper stress on syllables. Let the children also read the poem aloud and ask them to repeatedly pronounce new words till they get acquainted with them.
- Let the children guess the meaning of new words before you explain it to them. At the same time also check their vocabulary about previous words.
- Engage children in meaningful conversation, trying to encourage them to imagine their fairyland.
- Ask children what their fairyland would be like.
- Tell them to write a few lines on the things they would like to do in the fairyland.
- This will set their mind free and allow them to imagine without fear.
- The poem can be co-related with the lesson 'Alice in Wonderland'.



## 8 Be Adventurous

*Have you ever been to a forest? Who do you think lives in a forest? Do you want to see wild animals? What would you do if you were face to face with a tiger, bear or elephant in a forest? Let us see what the two boys did in the same situation. Read and enjoy....*

Zeeshan was in Gogaldara (Forest Area in Budgam, Kashmir). He was staying with his friend Atif.

Zeeshan: Gogaldara is so beautiful. It has tall plants and trees. Pine and Deodar trees are found everywhere. The leaves of the trees are green and smooth. Does an ant skate on them?

Atif: *(Smiling)* Don't be silly!

Zeeshan: Why are all the trees so tall?

Atif: That's because we get a lot of rain, snow and the soil is very fertile.

Zeeshan: Gogaldara has many forests. Are there wild animals in them?







**Atif:** Oh yes, bears, tigers, monkeys, etc. live in the forests. Next week some of us from our school are going to camp near a forest. We'll see bears and other animals.



**Zeeshan:** Will it be a real camp? Will you live in tents and cook your own food?

**Atif:** Yes, we will. And at night under the stars, we'll sing songs. It will be fun. Do come with us.

**Zeeshan:** I'd love to.

The following week Zeeshan and Atif joined the camp. One day they went out together to explore the forests. At one time they lost their way but soon they got back on track.

It was late in the evening. The boys were a long way from the camp. They were walking along the Gogaldara Nalla (a stream).



They were near a forest and could hear the cries of animals all around them.



Atif: Let's walk fast. We must go to the camp quickly.

Zeeshan: *(In an excited voice)* Will we see any bear?

Suddenly Atif stopped and held up his hand. 'Listen'! They stood still and listened.

Thump, Thump, thump, a big animal was coming towards them.

'A bear!' Atif whispered. They walked quietly on the grass and stopped behind a big tree. There was a big bear about twenty meters away.



‘He’s angry. Don’t let him hear us,’ Atif whispered. But the bear heard them. He smelled them too. He lifted his mouth towards sky and started roaring loudly.

The boys didn’t move. Atif was afraid, but Zeeshan wasn’t. He was enjoying himself.

Slowly the bear came towards them. Now he was only two or three meters away and was shaking his head in anger. ‘He’s going to attack us,’ Atif whispered to Zeeshan. ‘We must do something’. He pulled out a big brown paper bag from his pocket. There were some sweets in it. He dropped the sweets on the grass and started to blow into the bag. Soon the bag was like a big balloon. He hit it hard with his hand. It made a very loud noise. Bang!

The bear stopped, roared angrily and turned away. He walked quickly through the tall grass and soon disappeared into the forest. Both the boys heaved a sigh of relief. ‘He thought we had a gun,’ said Zeeshan, laughing, softly. ‘Yes,’ said Atif quietly. ‘Let’s run.’

### **New Words**

skate, fertile, explore, excite, whisper, roar, bang

### **Glossary**

skate: a special boot with a thin metal bar fixed to the bottom that you wear to move quickly on ice, or a boot with four small wheels fixed to the bottom so that you can move over a hard surface.

fertile: describes land that can produce a large number of good quality crops.

explore: to search and discover (about something).

excite: to make someone have strong feelings of happiness and enthusiasm.

whisper: a way of speaking very quietly, using the breath but not the voice, so that only the person close beside you can hear you.

roar: to make a long, loud, deep sound.

bang: a sudden very loud noise.

### **Reading is Fun**





1. Who was Zeeshan staying with?

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2. How did he describe Gogaldara?

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3. Why are the trees in Gogaldara tall? Give two reasons.

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4. Where were Zeeshan and Atif when they lost their way?

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5. 'Don't let him hear us.' Why did Atif say this?

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6. Why did the bear roar loudly?

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7. Why did the boys not move at all?

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8. What did Atif pull out of his pocket? What did he do?



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9. Did the bear leave them alone?

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10. Did the boys reach the camp safely?

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**Let's write**

**Choose the right answer:**

- i) Gogaldara has many:  
a) Bears                      b) Trees                      c) Forests                      d) Lions
- ii) Back on track means:  
a) On right path.                      b) Do right thing.  
c) To find the way.                      d) To correct the mistake.
- iii) The boys ran towards:  
a) the stream.                      b) the forest.                      c) the lights.                      d) the camp.

**Word building**

**A. Match the animals to their cries:**

<b>A</b>	<b>B</b>
Bear	bleat
Monkeys	roar
Lambs	neigh
Camels	moo
Dogs	chatter
Cows	grunt



Horses bark

**B. Make the sentences as in the example:**

**Example:** A monkey chatters.

**C: A game:**

A member of one team imitates the sound of one of the animals. A member of the other team identifies the animals.

**D: Join the words which go together.**

A	B
Smooth	paper bag
Brown	sight
Glossy	road
Welcome	noise
Loud	leaves

**E. Now use these groups of words in blanks below. Write one word in each blank.**

1. We were in the desert and were very thirsty. Then we saw a well. It was such a \_\_\_\_\_.
2. John fired a gun and there was \_\_\_\_\_.
3. After the rains it is a pleasure looking at the \_\_\_\_\_.
4. That shopkeeper usually gives us toffees in \_\_\_\_\_.
5. It was a pleasure driving on a \_\_\_\_\_. We did not feel any bumps.

**Let's talk**

Role – play

Situation 1: At the camp

Pupil A: Did you live in tents?

Pupil B: Yes, we did. It was a great fun.

Pupil A: Who cooked food for you?

Pupil B: We did our own cooking.

Pupil A: Did you go to nearby places on your bicycles?



Pupil B: Don't be silly. We didn't have bicycles. We went into the jungle on foot.

Work in pairs: Talk to your neighbour about what you did and didn't do. Take help of the idea box.

Situation 2: In the Jungle.

Take Photographs watch animals

Climb trees go for walks

### Grammar Time

Simple present

Read these sentences

1. The track *looks* like a snake.
2. The girls in their white dress *look* like fairies.

The words in italics describe something which do not refer to the present but also the immediate past and future; i.e. the track looked like a snake when it was made, it is still looking like a snake, and will continue to do till is destroyed.

**1. Use the correct form of the verbs given in the brackets:**

- A. Bees (suck, sucks) honey from flowers.
- B. The Jhelum (flows, flow) through Srinagar city.
- C. A supersonic plane (fly, flies) faster than the speed of sound.
- D. Cargo ship (carry, carries) goods from one place to another.

**2. Complete the following with the suitable words given at the end:**

The sun \_\_\_\_\_ the planets light and heat. The planets do not \_\_\_\_\_ any light of their own. They \_\_\_\_\_ around the sun. The earth is 150 million kilometers away from the sun. It \_\_\_\_\_ about eight minutes for the Sun's rays to reach the earth.

takes          have          revolve          gives

**3. Make sentences selecting the correct word from those given in brackets.**



1. Gogaldara (gets, get) a lot of rain.
2. Bears (live, lives) in forests.
3. They (eat, eats) fruit of trees.
4. The bear (is,are) a wild animal.
5. Almost every day my dog (hides, hide) his bone in a hole under the apple tree.
6. The eyes of a tiger (glow, glows) in the dark.
7. Wild animals (lives, live) in forests.

**Read Aloud:**

Bang	roar	whisper
Sang	boar	slipper
Rang	soar	flipper

**Teacher's Notes**



Respected teacher, it's an uncommon version of the old story of 'Two Friends and a Bear' with a different ending. It is written as a dialogue between two friends Atif and Zeeshan with a local touch, i.e., the story gets related to Gogaldara, Budgam district in Kashmir (which came into existence in 1979-80). It has a total geographical area of 1371 sq. Kms. Agriculture is the main occupation of the people.

**Themes:**

- Wit.
- Bravery.
- Man-animal conflict.
- Forest and wild-life.

**Suggestions for Classroom Transaction:**

- Ask the students to narrate the stories like A Thirsty Crow and A Greedy Dog.
- Guide them how to rethink these stories with a different ending to enhance the imagination of the learners.
- Guide the students to write brief dialogues in present simple.
- Explain the new words and help children to use these in sentences of their own.
- Help the pupils to know about the animals and their cries in addition to their young ones.
- Help children learn one-word substitution.
- Help children to learn about simple present tense and correct use of verbs.

## 8 What Animals Do



Hello, hello, do you know?  
Crows caw and Cocks Crow.



What wolves do, can you tell?  
Yes, yes, they make yell.

Cows moo and pigeons coo.  
Flies buzz when they move.



If ducks quack, what does a hawk?  
It screams and parrots talk.

Dogs bark and puppies yelp  
When they need somebody's help.



Nightingale sings and swallows twitter,  
Swans cry while Monkeys chatter.

Lions roar and Tigers growl  
Cats mew while Jackals howl



Children lisp and owls hoot,  
Hunter's aim is only to shoot.

Camels grunt and Asses bray,  
Elephants trumpet while Horses neigh





Snakes hiss and squeaks a Rat,  
Hums a Bee while screams a Bat.

Bleats a Goat and Cackles a Hen,  
This you get from War's pen.

**Ghulam Hassan War**



**New Words**

caw, yell, moo, coo, buzz, quack, scream, yelp, twitter, chatter, growl, howl, lisp, hoot, grunt, bray, trumpet, neigh, hiss, squeak, hum, bleat, cackle.

**These new words are the sounds of the animals/birds mentioned in the poem.**

**Reading is Fun**

- The poem is about:
  - Young ones of animals / birds.
  - Movement of animals / birds.
  - Home of animals / birds.
  - Sounds made by animals / birds.
- There are many wild and domestic animals mentioned in the poem. Make their list.

Domestic: Hen \_\_\_\_\_

Wild : Tiger \_\_\_\_\_
- Make a list of land, water and desert animals:

Land: \_\_\_\_\_





Water: \_\_\_\_\_

Desert: \_\_\_\_\_

4. Name the flying birds and insects mentioned in the poem:

Flying birds: \_\_\_\_\_

Insects: \_\_\_\_\_

5. Encircle/Underline the odd one out from the following as shown in the example:

- i) Tiger            Lion            Wolf            Goat            Jackal
- ii) Pigeon        Crow            Swallow        Duck            Parrot
- iii) Horse        Camel            Cow            Goat            Monkey
- iv) Bee            Fly            Mosquito        Hen            Grasshopper
- v) Crow            Cow            Camel            Cat            elephant

6. What sounds do the following make:

rat, hen, lion, owl, horse, snake, swan, goat, bee, cow, pigeon.

7. Who is a hunter?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Let's Talk**

- 1. When you came to school this morning, what different sounds did you hear? Share it with your classmates.
- 2. Imagine that a cat, a dog, a duck and a parrot are meeting for lunch. What do you think they would talk about?

**Let's Write**

**1. Find out the rhyming words in the poem? (One is done for you.)**

Coo                                  moo

\_\_\_\_\_                                  \_\_\_\_\_



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**2. What are the plurals of the following?**

Crow	_____
Fly	_____
Swan	_____
Camel	_____
Goat	_____
Child	_____
Puppy	_____
Wolf	_____

**3. Lions roar or a lion roars**

**Goats bleat or a goat bleats**

**Now write the same for the following:**

1. Cats mew or a cat \_\_\_\_\_.
2. \_\_\_\_\_ Caw or \_\_\_\_\_ Caws.
3. Monkeys \_\_\_\_\_ or a Monkey \_\_\_\_\_.
4. \_\_\_\_\_ bark or \_\_\_\_\_ barks.
5. Bees \_\_\_\_\_ or bee \_\_\_\_\_.

**Read Aloud**

<b>caw</b>	<b>yell</b>	<b>moo</b>	<b>coo</b>	<b>buzz</b>	<b>quack</b>
<b>scream</b>	<b>yelp</b>	<b>twitter</b>	<b>chatter</b>	<b>growl</b>	<b>howl</b>
<b>lisp</b>	<b>hoot</b>	<b>grunt</b>	<b>bray</b>	<b>trumpet</b>	<b>neigh</b>
<b>hiss</b>	<b>squeak</b>	<b>hum</b>	<b>bleat</b>	<b>cackle</b>	



## Teacher's Notes

### Themes:

- World of animal sounds.
- Appreciation of diversity of nature.
- Recite the poem aloud to children with proper stress and intonation.
- Don't forget to produce the sounds of animals mentioned in the poem.
- Ask children to recite the poem many a time till desired pronunciation skill is achieved. This will enable children to pronounce and understand new words.
- Let the children guess the meaning of new words before you explain it to them.
- The poem is about the sounds of animals. Ask children which sounds fascinate them the most.
- Now ask them to produce their favourite sounds.
- Create four to five groups and organise sound competition of these groups.
- Ask each group to select a representative at each turn to produce the sound of animals mentioned in the poem. If nobody in a group can do it, pass it to other group. The group shall get the marks accordingly. Inform the groups, if they produce a wrong sound, marks shall be deducted. This way, you, as a teacher shall be able to sustain interest in children which is the hallmark of effective teaching.
- Now ask children to produce different sounds such as that of train, aeroplane, motor car etc.