

UNIT 1

The Pancake

Look at the pictures and answer the questions given below.



1. What differences do you notice between the two pictures?
2. Which of these food items do you commonly find in your area?
3. Do all people in your area have the same food habits? If no, how are they different?

Listen to the poem read by your teacher and answer the questions given below.

1. When would the food belong to you?
2. List the stages through which the food passes before it becomes yours.



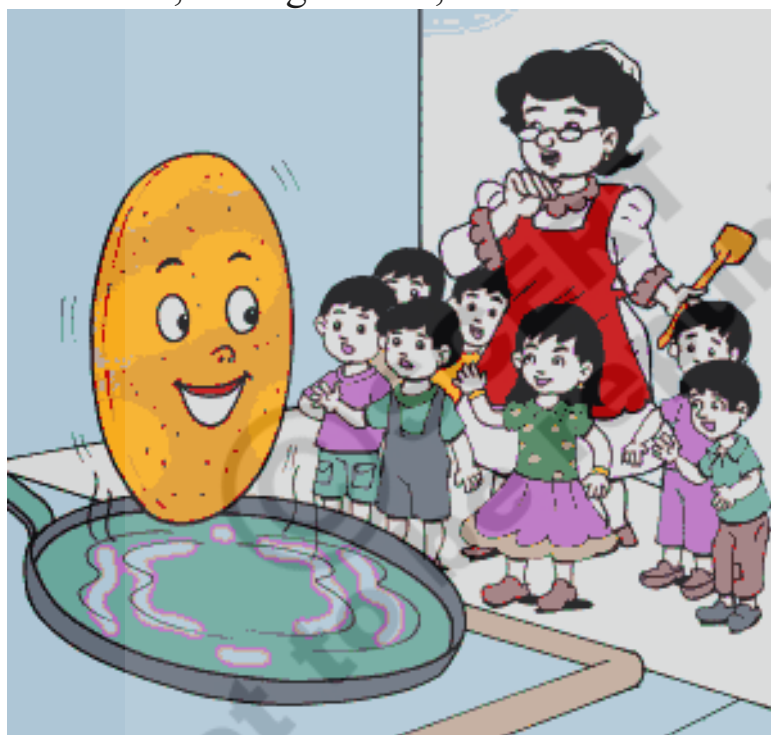
A. Reading

The Pancake

Once upon a time there was a good woman who had seven hungry children. She was frying a pancake for them. It was a sweet – milk pancake. The pancake was sizzling in the pan, bubbling, and browning and the seven children were watching and waiting with hungry eyes.

“Oh, give me a bit of pancake, Mother dear,” said one of the children.

“Oh, darling Mother,” said the second child.



“Oh, darling, good Mother,” said the third.

“Oh, darling, good, nice Mother,” said the fourth.

“Oh, darling, pretty, good, nice Mother,” said the fifth.

“Oh, darling, pretty, good, nice, clever Mother,” said the sixth.

“Oh, darling, pretty, good, nice, clever, sweet

Mother,” said the seventh.

So they all begged for the pancake, each one more sweetly than the other, because they were all so hungry.

“Yes, yes, children,” the good woman said, “Just wait a bit till it turns itself.”

The pancake was quite surprised to hear her say this.

“Why, I shall turn myself then,” it said. The pancake jumped up in the air and landed on its other side where it sizzled a bit. Then up it

jumped again, so high and so far that it landed on the floor. Then the pancake rolled out of the door.

“Oh! pancake! Stop, pancake!” cried the woman, and she chased it with the frying pan in one hand and the ladle in the other. She ran as fast as she could, and the seven children ran after her.

“Stop that pancake! Stop that pancake!” they all shouted as they tried to catch hold of it, but the pancake rolled on and on until they could no longer see it.

When it had rolled a bit farther, the pancake met a man.

“Good day, pancake,” said the man.

“The same to you, manny – panny,” said the pancake.

“Dear pancake, don’t roll so fast. Stop a while and let me take a bite of you.”

But the pancake did not stop, and as it rolled it called out, “I have rolled away from goody-poody, and her seven squalling children. And I shall roll away from you, too, manny-panny!”

Then the pancake rolled on and on until it met a hen.

“Good day, pancake,” said the hen.

“The same to you, henny-penny,” said the pancake.



“Sweet pancake, don’t roll so fast. Please stop awhile and let me have a peck at you.”

But the pancake did not stop, and as it rolled it called out, I have rolled away from goody-poody, and her seven squalling children, and manny-panny, and I shall roll away from you, too, henny-penny!”

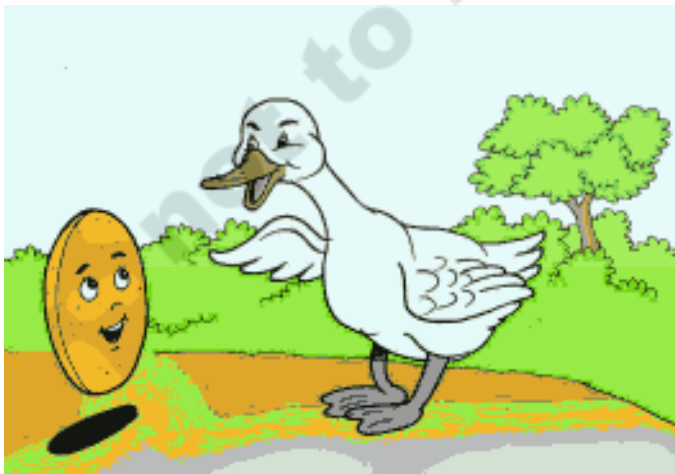
The pancake rolled down the road like a wheel. Just then it met a duck.

“Good day, pancake,” said the duck.

“The same to you, ducky-lucky,” said the pancake.

“Pancake, dear, don’t roll away so fast. Wait a bit so that I can eat you up.”

But the pancake did not stop, and as it rolled, it called out, “I have rolled away from goody-poody, and her seven squalling children, and manny-panny, and henny-penny, and I shall roll away from you, too, ducky-lucky!”



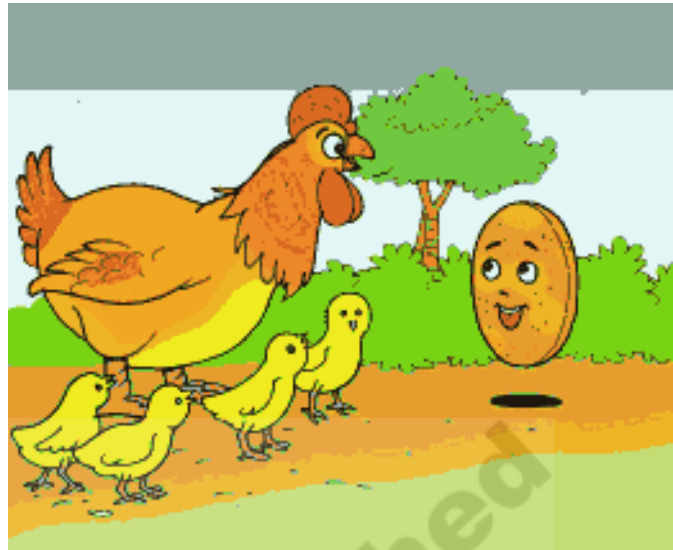
And the pancake rolled along faster than ever. Then it met a goose.

“Good day, pancake,” said the goose.

“The same to you, goosey-poosey,” said the pancake.

“Pancake dear, don’t roll so quickly. Wait a minute. I’ll eat you up.”

But the pancake kept on rolling and as it rolled it called out, “I have rolled away from goody-poody, and her seven squalling children, and



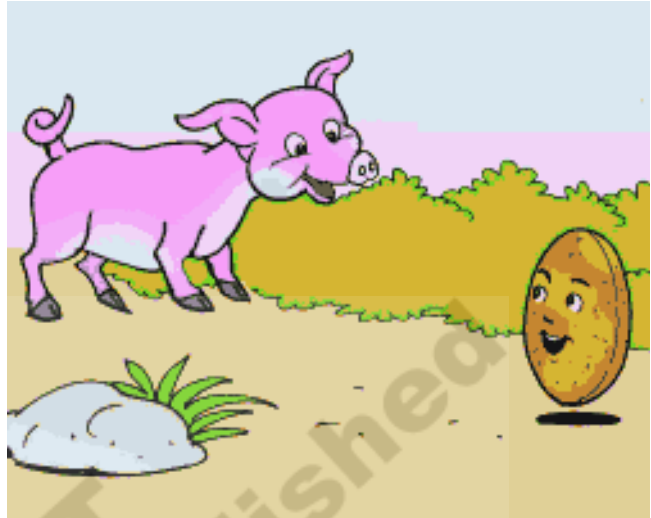
manny-panny, and henny-penny, and ducky-lucky, and I shall roll away from you, too, goosey-poosey!”

When it had rolled a long way further, the pancake came to the edge of a wood, and there stood a pig.

“Good day, pancake,” said the pig.

“The same to you, piggy-wiggy,” said the pancake.

“Don’t be in such a hurry,” said the pig. “The wood is dangerous, and we should walk together.”



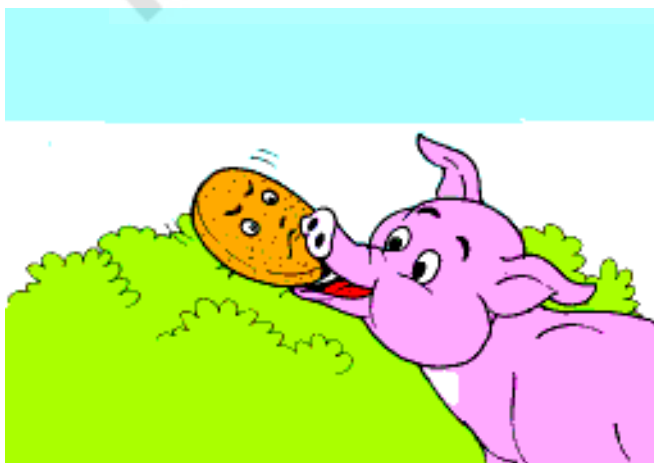
“The pancake thought, that might be true,” and so it rolled along beside the pig for a while. But when they had gone a little further, they came to a brook. The pig jumped right into the water and began to swim across.

“What about me? What about me?” cried the pancake.

“Oh, you just sit on my snout,” said the pig, “And I’ll carry you across.”

So the pancake sat on the pig’s snout.

The pig tossed the pancake up into the air, and – ouf, ouf, ouf – the pig swallowed the pancake in three bites.



And since the pancake went no further, this story can go no further either.



Glossary

sizzling (v)	:	making a hissing sound, like that made by food being fried in a very hot pan
bubbling (v)	:	rising in bubbles ; making the sound of bubbles
browning (v)	:	turning into brown colour
tossed (v)	:	threw up lightly
chased (v)	:	ran after somebody in order to catch
ladle (n)	:	a large deep spoon with a long handle
squalling (adj)	:	noisy
the wood (n)	:	the forest
snout (n)	:	the long nose and mouth of an animal
brook (n)	:	a stream of water
swallowed (v)	:	ate quickly without chewing



Comprehension



I. Answer the following questions.

1. In the story each child calls the mother differently as follows.
“Oh, give me a bit of pancake, Mother dear.”

The first child calls the mother as ‘Mother dear’. Now list how the other children called her.

- | | |
|-----------|-----------|
| (a) _____ | (d) _____ |
| (b) _____ | (e) _____ |
| (c) _____ | (f) _____ |

2. How would you call your mother to please her?
3. Why do you think the children go on adding new words to call the Mother?

4. What trick did the pig play to eat the pancake?
5. If you were the pancake, would you allow yourself to be swallowed?
If no, how would you escape?

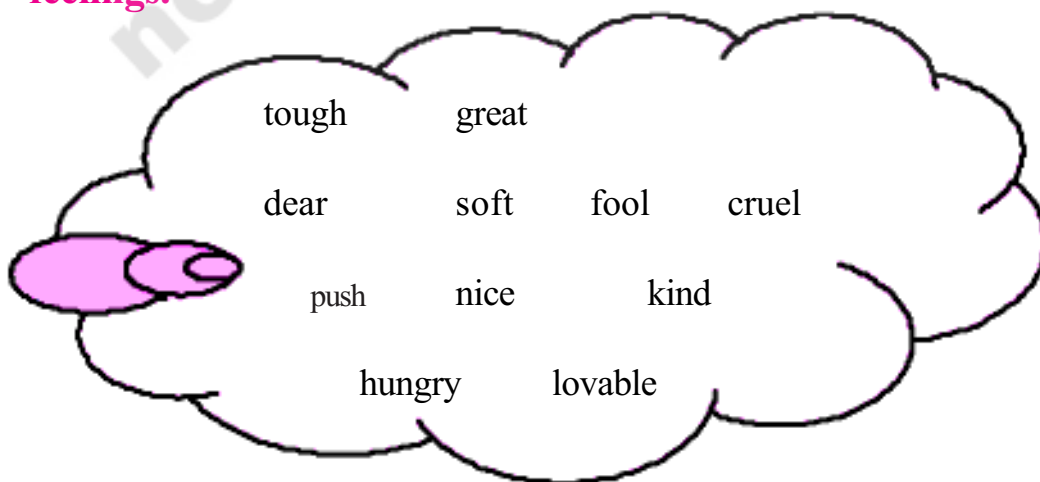
II. The pancake calls each animal with a funny name. For example it calls the hen 'henmy-penny'. If it happens to meet the following animals, what would it call them?

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



Vocabulary

I. Read the following words. Circle the words that convey pleasant feelings.



II. Read the story again and pick out from the story, words that are opposite in meaning to the underlined words.

1. I tasted a sour orange.
2. Raghu narrated a false story to impress his friends.
3. How ugly it is!
4. She thought of a foolish plan to escape punishment.
5. Rajani is always slow in doing her homework.



Grammar

I. Read the following sentences taken from the story.

1. The pancake **was sizzling**.
2. The children **begged** for pancake.

The words '**was sizzling**' in the first sentence express action that was going on in the past.

The word '**begged**' in the second sentence expresses an action that was completed in the past.

Pick out some more examples from the story and write them in the box given below.

Actions completed in the past	Actions going on in the past

II. Complete the following sentences with appropriate forms of the verbs in the brackets.

1. He was.....(write) when the bell(ring).
2. Ashok was.....(take) his bath when the postman(arrive).
3. The pilgrims were.....(sleep) when the driver suddenly(stop) the bus.
4. She.....(slip) while she was(climb) the ladder.
5. He.....(fall) down just as he was(board) the bus.

III. Complete the following sentences with the possible actions.

Example: She was watching T.V. when the postman came.

1. I met Mr. Nagaraj when I _____.
2. Aruna was reading a story when _____.
3. While Vasu was crossing the road, _____.



I. Suppose the pancake met a dog, what would it say? Write the conversation between the pancake and the dog.

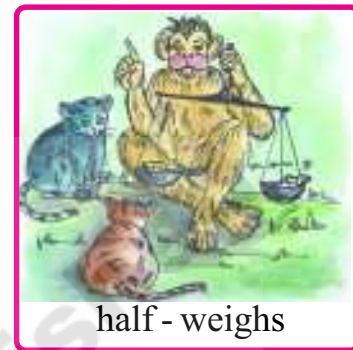
Dog : Good day, pancake!

Pancake : _____

Dog : _____

Pancake : _____

**II. Look at the series of pictures and write the story told by the pictures.
You may use the clues given below each picture.**



Write the story of the foolish cats in the space given below .

One day, two cats found a piece of bread.

The two cats went away sadly.



B. Reading

Lollipop Lady

Lollipop lady,
Lollipop lady,
Wave your magic stick
And make the traffic
Stop a while
So we can cross the street.
Trucks and cars
Rushing past
Have no time for little feet.

They hate to wait
Especially when late
But we'll be late too
Except for you.
So Lollipop lady,
Lollipop lady
In the middle of the street
Wave your magic stick
And make the traffic
Give way to little feet.

- John Agard





Comprehension

I. Answer the following questions.

1. Who do you think is the speaker ? How old is he/she might be?
Pick out the expression that suggests his/ her age.
2. Who is the Lollipop Lady according to you?
3. What is the Lollipop Lady expected to do?
4. Where are the children going?
5. Who do the words 'we' and 'you' refer to?

II. Here are some pairs of words ending with the same sound (rhyming words). Write some more pairs of rhyming words you know.

- | | | |
|------------------|----------------|--------------|
| 1. street - feet | 2. wait - late | 3. too - you |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |

The Monkeys Go Fasting

A group of monkeys decided to go on a fast one day.

“Before we begin, I think we should keep the food ready with which we’ll break the fast,” said the monkey chief. The monkeys nodded their heads in agreement. The youngsters were sent in search of food. They returned with huge bunches of delicious looking bananas. “I think each of us should keep our share of bananas with us before we begin our fast, so that we don’t spend time distributing them after we break our fast. You can imagine how hungry we all will be by then!” said the chief’s wife.

The monkeys liked the idea and they collected their share of the bananas.

“Why don’t we peel one banana and keep it ready to eat?” said one of the youngsters.



“Yes, let’s do that,” shouted a fat monkey in agreement. Just a look at the bananas made him hungry.



“All right,” said the monkey chief, “We shall peel the bananas, but under no condition should we eat them.”

So the monkeys peeled their bananas and carefully kept them ready for eating in the evening. “Can I keep the banana in my mouth? I promise not to eat it till evening, please!” a little monkey asked its father.

“Why don’t we all put a banana in our mouth? That way we can chew it immediately when we break the fast,” said his father adding, “As long as we don’t eat it, it should be fine!”

So, the monkeys put the bananas in their mouths. One by one they eyed each other uncomfortably as they began their fast and as you can imagine, within no time, the bananas disappeared down their throats. And that was the end of their fast!

A folktale from Karnataka by Meera Nair



Comprehension

Answer the following questions.

1. Who spoke the following words and to whom?

sl. no.	sentences spoken	who spoke	to whom
1.	'Keep the food ready.'		
2.	'Yes, let's do that.'		
3.	'Can I keep the banana in my mouth?'		

2. Do you think the monkeys can go on fast? Why? Why not?

3. As we can see from the story monkeys peeled the bananas before eating them. Now suggest the way we eat each of the following fruits and vegetables.

orange papaya cucumber apple melon carrot
grapes pine apple guava mango coconut

(Clues: cut, peel, break, as a whole)



Project Work

I. Look at the wrappers of any food items that you eat. Observe the details given on the wrapper and fill the table as shown in the example.

Sl. No.	Name of the food item	Ingredients	Price of the item	Date of Manufacture	Expiry date
1	Biscuits	wheat floor, sugar, oil, milk etc.	Rs. 15	3.10.12	best before 6 months
2					
3					
4					

II. Make presentation before the other groups in your class based on the following.

1. The items your group likes to eat the most.
2. The costliest and the cheapest items in the table your group has prepared.
3. Why is it important to look at the expiry date of an item?
4. Suppose you bought an item whose date had been expired, what would you do?

How well did I understand this unit?

Read and tick (✓) in the appropriate box:

Indicators	Yes	Somewhat	No
I listened to the poem, understood and talked about it.			
I read and understood the texts:			
1. 'The Pancake'.			
2. 'The Monkeys Go Fasting'.			
I can express the actions related to past.			
I read, understood and enjoyed the poem, 'Lollipop Lady'.			
I was able to write:			
1. a conversation between the dog and the pancake.			
2. a story on 'The Foolish Cats'.			

UNIT 2

The Miller, His Son and His Donkey

Look at the picture and answer the questions given below.



1. What do you think is happening in the picture?
2. Why do you think the woman is carrying a baby even though she has a pot on her head?
3. What do you think the other woman is doing? Why?

Listen to the announcement read by your teacher and answer the questions given below.

1. What is the announcement about?
2. Circle the information related to the announcement.

a. great news	d. low prices
b. buy two get one free	e. puppet show
c. dance programme	f. this Sunday only
3. Mimic any announcement that you may have heard/ seen.



A. Reading

The Miller, His Son and His Donkey



One day a miller and his son drive their donkey to market. Soon a group of girls sees them and breaks out laughing. “Look!” cries one. “Look at those fools! How silly they are to be walking on foot when the donkey can carry one of them on his back.”

This seems to make sense, so the miller lifts his son onto the donkey and marches along

happily. They walk on for a while until they meet an old man who speaks to the son angrily. “You should be ashamed of yourself, you lazy rascal. What do you mean by riding when your poor old father has to walk? It shows that no one respects age anymore. The least you can do is get down and let your father rest his old bones.”

Red with shame, the boy dismounts and makes his father get on the donkey’s back.



They go only a little further when they meet a gang of young fellows who mock at them. “What a cruel old man!” jeers one of the fellows. “There he sits, selfish and comfortable, while the poor boy has to stumble along the dusty road to keep up with him.” So the miller lifts his son up, and the two of them ride along.



However, before they reach the market place, a townsman stops them. “Have you no feeling for dumb creatures!” he shouts. “The way that you load that little animal is a crime. You two men better carry the poor little beast than he carries you!”

Wanting to do the right thing the miller and his son get off the donkey. They tie his legs together, slung him on a pole and carry him on their shoulders. Slowly, they reach a river bank on their way. When a crowd at the river bank sees this, they laugh very loudly. The donkey gets frightened, kicks through the cords that bound him. It falls off the pole into the river.





Glossary

seems (v)	:	looks like
for a while (<i>adv. phr</i>)	:	for some time
dismounts (v)	:	gets down
mock (v)	:	make fun of
jeers (v)	:	speaks in a way of mockery
selfish (<i>adj</i>)	:	caring only about oneself
comfortable (<i>adj</i>)	:	relaxed
stumble along (v)	:	walk unsteadily
townsman (n)	:	a person belonging to that village / town
dumb (<i>adj</i>)	:	one who cannot speak
beast (n)	:	animal
slung (v)	:	tied and carried
crowd (n)	:	a group of people
cords (n)	:	ropes



Comprehension

I. Answer the following questions.

1. The miller and his son tried to please everyone they met. Do you think they were right? Why? Why not?
2. In your opinion, which part of the story is most funny?
3. At the end, the miller and his son carried the donkey on their shoulders. What would you do if you were in their place?

II. Write what people did or said on the following occasions in the story.

1. The miller, his son and the donkey were walking.

Ans: _____

2. The boy sat on the donkey and the miller walked.

Ans: _____

3. The miller sat on the donkey and the boy walked.

Ans: _____

4. Both the miller and the boy sat on the donkey.

Ans: _____

5. The miller and his son carried the donkey.

Ans: _____



Vocabulary

I. Read the following sentence taken from the story.

‘The **least** you can do is, get **down** and let **your** father rest his old **bones**.’

Look, when we remove the first letters of the words in bold, they give new words (east, own, our and one). Can you identify such words from the reading passage.

Look at the following words. Write new words from them by removing the first letter in each case. Find their meanings.

Example:	price	<u>rice</u>	<u>ice</u>
1.	stable	_____	_____
2.	stone	_____	_____
3.	blink	_____	_____
4.	chair	_____	_____
5.	strain	_____	_____
6.	cheat	_____	_____



II. Find some more words of this kind and list them in the space given below:

1. _____
2. _____
3. _____

Just for fun:

Q. Which is the longest word in English?

Ans: Smiles. (The first and the last letters are a MILE away from each other)



III. Look at the words in bold in the following phrases.

a **group** of girls; a **gang** of young fellows; the **crowd** of people.

Such words are called Collective Nouns. They refer to a collection of people, things or animals. Here is a list of some more Collective Nouns.

a flight of birds



a crowd of people



a herd of cattle



an army of soldiers



a bouquet of flowers



a flock of sheep



a fleet of ships



a bunch of grapes



a bundle of sticks



a pack of wolves



Read the following paragraph and fill in the blanks using collective nouns from the list given.

Hari is a shepherd. He packed a roti and a _____ of grapes for lunch. He started from home with his _____ of sheep. He left the sheep to graze and relaxed. He looked up and saw a _____ of birds flying by. There were many colourful flowers around. He picked some flowers and made a _____ for his wife. After lunch, he collected some firewood. He tied them into a _____. In the evening, Hari started back home.



Grammar

I. Read the following sentences taken from the story.

‘The miller **lifts** his son on to the donkey and **marches** along happily. They **walk** on for a while until they **meet** an old man.’

The verbs ‘**lifts**, **marches**, **walk** and **meet**’ in the above sentences refer to actions done at the present time. When these actions refer to singular person (proper nouns, pronouns other than ‘I’ and ‘You’), the verb takes ‘-s / -es’ at the end. When they refer to more than one person (proper nouns and pronouns except ‘I’ and ‘You’), the verb does not take ‘-s / -es’.

Pick out some more sentences from the story with similar verb forms and write them here.

II. Read the following paragraph and fill in the blanks with the correct forms of the verbs given in brackets.

Everyday, Ajay _____ (get) up at 6 o'clock in the morning. He _____ (brush) his teeth and _____ (take) bath. Then he _____ (eat) his breakfast and _____ (get) ready for school. His friend Srikanth _____ (join) him. Both of them _____ (go) to school. They _____ (reach) school by 8.30 a.m. and _____ (meet) their friends.

III. Write a small paragraph on what do you do regularly on a holiday.



Look at the following pictures. Describe each picture and also add words spoken by the characters in it.

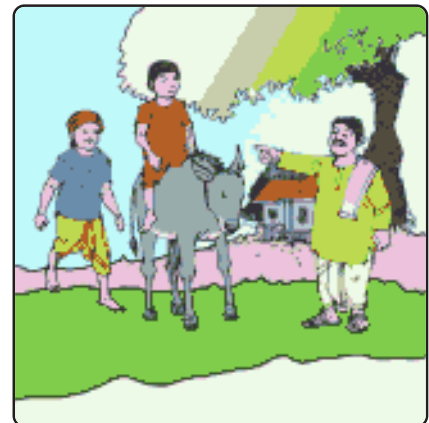
1.



Description: A miller, his son and his donkey are going to the market.
Three girls are looking at them.
One of the girls said, "Look at those fools!"

2.

Description: _____



3.



Description: _____

4.

Description: _____



5.



Description: _____

6.



Description: _____

Oral Skills

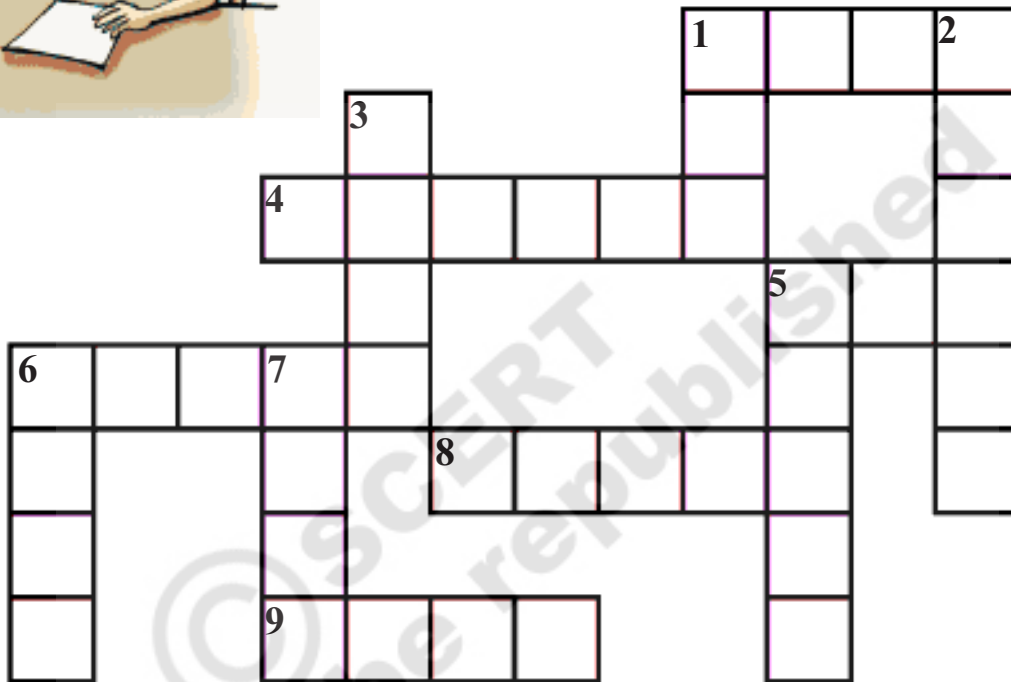
**Read the story “The Miller, his Son and his Donkey” once again.
Convert the story into a play.**

The following questions may help you.

- ◆ Where is the action taking place?
- ◆ Who are the characters in the story?
- ◆ What is their position? Where are they standing / sitting?
- ◆ What should be their actions / movements?
- ◆ What words do they speak?

Assign characters, practise the dialogues and enact the play in your classroom

Puzzle time



Across

1. The opposite of empty
4. The opposite of summer
5. The opposite of cold
6. The opposite of black
8. The opposite of blunt
9. The opposite of hate

Down

1. The opposite of near
2. The opposite of large
3. The opposite of mean
5. The opposite of sad
6. The opposite of strong
7. The opposite of short



The Little Boy and The Old Man

Said the little boy, "Sometimes I drop my spoon."

Said the little old man, "I do that too."

The little boy whispered, "I wet my pants."

"I do that too," laughed the old man.

Said the little boy, "I often cry."

The old man nodded. "So do I."

"But worst of all," said the boy, "It seems

Grown-ups don't pay attention to me."

And he felt the warmth of wrinkled old hand

'I know what you mean," said the little old man.

-Shel Silverstein





Comprehension

I. Tick (✓) what the poem is about. You can tick more than one option.

- | | |
|------------------|----------------------|
| 1. loneliness | 2. feeling neglected |
| 3. child's anger | 4. grown ups |



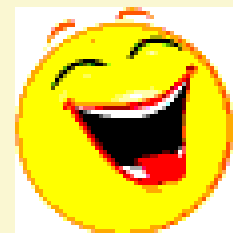
II. Answer the following questions.

1. "The little boy whispered..." Why do you think the little boy whispered?
2. Which problem according to the boy is the worst?
3. Pick out the expression from the poem that suggests 'care and affection'.
4. Which word in the poem suggests the similarity between the boy and the old man?
5. What similarities do you notice between the old man and the little boy?

Fun Time

Teacher: Ramu! your paragraph on 'My Dog' is exactly same as your brother's. Did you copy his?

Ramu: No teacher, it's the same dog.





A Man of His Word

Long long ago in Greece, there lived two friends called Damon and Pythias. One day some soldiers reported to the King that Pythias had spoken against him. The King became very angry. “Arrest Pythias at once and put him in prison,” said the King. Pythias knew that what he had



spoken was true. So he refused to take back his words. And the King ordered that Pythias must die.

Damon went to see his friend in prison. “May I help you in any way?” he asked, “I wish I could die for you.”

“I am prepared to die,” replied Pythias, “but before I die I would like to see my mother.”

Damon went to the King and begged him to allow Pythias to go home and see his mother. “I will die in his place if he doesn’t return.”

The King agreed. Pythias went home while Damon took his place in prison. The day for Pythias to die arrived. The King sent for Damon. “Where is your friend? You trusted him too far. Now you must die for your foolish mistake,” the King said. But Damon trusted his friend and said, “I know, Pythias could not come in time because of some serious problem. I am ready to die in his place.”

Then the soldiers prepared to hang Damon. Just then Pythias rushed into the palace and embraced Damon. “Thank God, I have arrived in time,” he sighed. “Many problems delayed my return. I am sorry. But here I am! Thank you for your trust and patience.”

The King was watching all this. He was moved to see how Pythias kept his word. “I have many people in my kingdom. But I have never found a man so trustworthy as you. I am glad that I have at least one person who keeps his word. I spare your life. You are free to go home now.”





Comprehension

Answer the following questions.

1. What is the story about?
2. Why was Pythias sentenced to death?
3. What did Damon beg the King for?
4. How did Pythias keep his word?
5. Why did the King spare Pythias' life?
6. Which character do you like the most in the story? Why?



Project Work

Work in Groups

In the story, the miller and his son followed every one's advice and you have seen the end they met.

Ask and answer the following questions and prepare your group's profile.

1. Whose advice do you follow (at home / at school)?
2. Why do you follow his / her advice?

I. Now fill in the following table which gives the profile of your group.

Sl. No	Name of the classmate	Whose advice do they follow(at home, at school)?	Reasons
1			
2			
3			
4			
5			

II. Present your profile in class. Listen to others' presentations also.

Whose advice do most of the members of your group follow? Give reasons.

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

How well did I understand this unit?

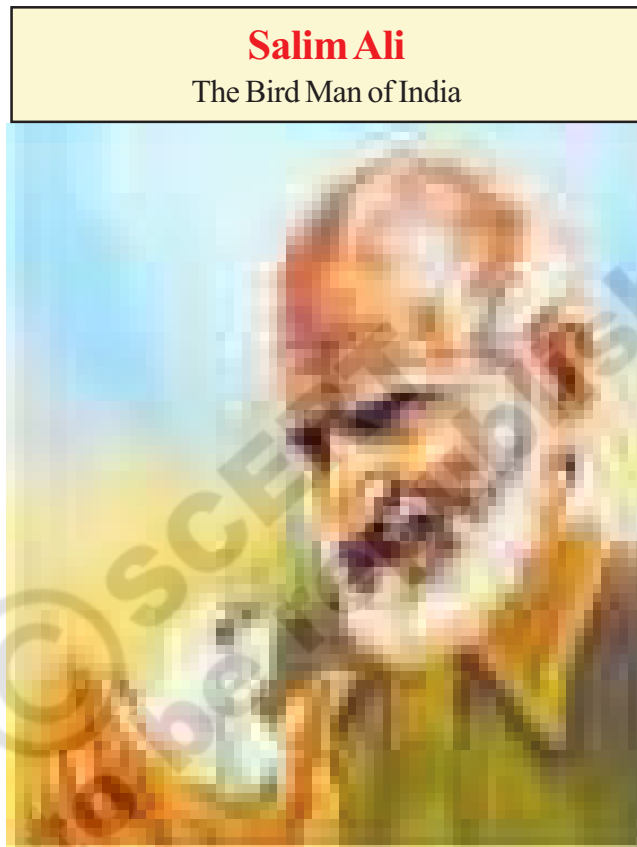
Read and tick (✓) in the appropriate box:

Indicators	Yes	Somewhat	No
I listened to the announcement, understood and talked about it.			
I read and understood the texts:			
1. 'The Miller, His Son and His Donkey'.			
2. 'A Man of His Word'.			
I understood usage of verb and noun agreement in a sentence.			
I read, understood and enjoyed the poem, 'The Little Boy and The Old Man'.			
I was able to write:			
1. descriptions of the pictures given.			
2. the routine of my holidays.			

UNIT 3

The Boy and The Catapult

Look at the picture and answer the questions given below.



1. What feelings does Salim Ali appear to express towards the bird in his hand?
2. Why do you think he is called the 'The Bird Man of India'?

Listen to your teacher and answer the questions given below.

1. Who is Dolly?
2. Why did the boy choose the puppy that could not run fast?
3. Do you think the boy was right in doing so? Justify your answer.



A. Reading

The Boy and The Catapult

The oddest fellow in my class was Bodh Raj. All of us were afraid of him. He always had a catapult in his hand and was an excellent shooter. His favourite targets were birds. He would stand under a tree, take aim and shoot a pebble from the catapult. The next moment a bird would fall down.

I lived with my parents in an old bungalow on the outskirts of the city. It had garden, full of trees and shrubs. Being far from the city, my friends rarely came to visit me. But Bodh Raj found it a good place to hunt.

Behind the house, there was a godown. This room had become a regular place of visit for birds. We hear their cooing all day.

The next time Bodh Raj came, he went straight to the godown. As usual, he had his catapult with him. He noticed that near the ventilator there was a myna's nest.



“The myna's little ones are up there,” said Bodh Raj aiming with his catapult.

I noticed two tiny yellow beaks peeping out of the nest.

Bodh Raj raised his catapult and fitted a pebble in it. I wanted to stop him, but before I

could, a large shadow moved across the room, blocking the light from the ventilator. It was a big kite.

“This must be the kite’s nest,” I said.

“No, how can a kite have its nest here? A kite always makes its nest in a tree. This is a myna’s nest.”

The chicks began fluttering their wings and shrieking. The kite perched on the beam. The birds’ frightened cries filled the air.

“The kite has been coming here every day for his meals,” said Bodh Raj suddenly. I now realized why broken wings and straw were always spread out on the floor.

Bodh Raj raised his catapult and aimed at the kite.



“Don’t hit the kite. It will attack you,” I shouted. But Bodh Raj paid no attention. The pebble missed the kite and hit the ceiling instead. The kite spread its wings wide and peered down.

“Let’s get out of here or the kite will attack,” I said, frightened.

“The kite will eat up the little ones.” This sounded rather strange coming from him. Bodh Raj quickly ran and pulled up a table standing against the wall to the middle of the room, under the myna’s nest. He climbed on the table, gently lifted the nest and slowly stepped down.

“Let’s get out of here,” he said, and ran towards the door. I followed.

We went into the garage. It had only one door and a small window in the back wall. A beam ran across its width.

He climbed on a box and placed the nest on the beam. The myna’s young had quietened down. Standing on the box, Bodh Raj had his first



peep into the nest. I thought that he would pick them both up and put them in his pocket. But he said “Get some water, the chicks are thirsty.”

I brought a glass of water. Bodh Raj fed them with drops of water.

When Bodh Raj came the next day, he had neither the catapult nor pebbles. It was clear that he was sorry about his past behaviour. He carried some seeds with him. We fed the myna’s young and spent time watching them.

- **Bhisham Sahni**



pebble (<i>n</i>)	:	a small smooth round stone
catapult (<i>n</i>)	:	a ‘Y’ shaped stick with a rubber band attached to it and used for shooting stones
excellent (<i>adj</i>)	:	very good; of very high quality
peeping (<i>v</i>)	:	looking curiously
flutter (<i>v</i>)	:	move lightly and quickly
shrieking (<i>v</i>)	:	giving a loud high shout
beam (<i>n</i>)	:	a long piece of wood which supports the roof
stepped down (<i>v</i>)	:	came down
straw (<i>n</i>)	:	dry grass
peered (<i>v</i>)	:	looked closely or carefully
perched (<i>v</i>)	:	landed and stayed on a branch
garage (<i>n</i>)	:	a place to keep vehicles
behaviour (<i>n</i>)	:	do things in a particular manner



Comprehension

I. Answer the following questions.

1. What change do you notice in Bodh Raj's behaviour towards birds? Pick out the lines that suggest the change.
2. What made the chicks flutter their wings and shriek loudly?
3. Bodh Raj was very cruel to the birds in the beginning, but in the end he became very kind. What message do you get from this change ?
4. There are two Bodh Rajs in the story. Which one do you like more and why?

II. Pick out the actions related to the birds in the story.

- | | | |
|------------|--------------|---------------|
| 1. cooing | 4. blocking | 7. standing |
| 2. aiming | 5. watching | 8. fluttering |
| 3. peeping | 6. shrieking | 9. coming |



Vocabulary

I. Read the following.

'the nest of the myna'

It can be re-written as – 'myna's nest' (using –'s). Now re-write the each group of the following words same as above.

1. the catapult of Bodh Raj _____
2. the classmate of Bhisham _____
3. the young ones of myna _____

II. Pick out the words which are used in connection with ‘hunt’ and ‘bird’ from the passage and complete the following table. One is done for you.

Sl. No.	Hunt	Bird
1.	shoot	perch
2.		
3.		
4.		
5.		



Grammar

Read the following sentences taken from the story.

- ♦ My friends **rarely** came to visit me.
- ♦ I now realized why broken wings and straw were **always** spread out on the floor.

In the first sentence the word ‘**rarely**’ talks about the verb ‘**came**’. In the second sentence the word ‘**always**’ talks about the verb ‘**spread out**’. These words (rarely, always) are called adverbs of frequency because they say how many times an action is done.

Here are some more examples of adverbs of frequency.

I **never** miss the Tom and Jerry show on T.V.

I **sometimes** watch the news.

I **regularly** watch Animal Planet.

I **usually** wait eagerly for *Chota Bheem*.

Look at the chart and read what things Sarada does. Then write the sentences as shown in the example using ‘always, rarely, never’.

Action	Mon	Tue	Wed	Thu	Fri	Sat	Sun
watches T.V.	✓	✓	✓	✓	✓	✓	✓
helps mother	✓	✓	✗	✗	✗	✗	✗
plays games	✓	✓	✓	✓	✓	✓	✓
cooks food	✗	✗	✗	✗	✗	✗	✗

Example: Sarada watches T.V. every day.

1. _____
2. _____
3. _____



Writing

I. Look at the sign boards given below:



1



2

Here are two kinds of sign boards. One with only a message and the other with a picture and message. Now think about the following questions.

1. What does the first sign board say?
2. What is the message in the second sign board?
3. What does the picture suggest in the second sign board?
4. What words are highlighted in the sign boards? Why?

Read the following.

Bodh Raj visited Bhisham's house often because it was a good place to hunt birds. To avoid the hunting of birds further, Bhisham wanted to put up a sign board.

Now prepare a sign board to avoid hunting of birds.



II. Bodh Raj and Bhisham met the next day after the incident.

Now write the conversation between them. You may begin as follows.

Bhisham : Bodh Raj, what have you got in your hands?
Bodh Raj : _____
Bhisham : _____
Bodh Raj : _____
Bhisham : _____



B. Reading

Hurt No Living Things

Hurt no living thing;
Lady bird, nor butterfly
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshoppers so light of leap,
Nor dancing gnat, nor beetle flat,
Nor harmless worms, that creep.

-Christina Rossetti



Comprehension

Answer the following questions.

1. Name the thing that the poet wants us to do?
2. Why does the poet say, 'grasshoppers so light of leap?'
3. Separate the living things mentioned in the poem into the following categories.
 - a. able to fly
 - b. not able to fly



C. Reading

Saving Birds

Scene I

(It was a country side. Four lawyers on horseback are going one behind the other.)

STITH ... STITH... STITH... they heard the sound.

Lawyer 1 : *(Looks around)*

What's the matter here?



Lawyer 2 : *(Pointing to the ground at a distance)*

Oh! It's only some old robins. The storm has blown two little ones out of the nest. So, the mother is making a great fuss.

Lawyer 3 : *(Looking at them with pity)*

Oh! What a pity! They'll die.

Lawyer 2 : Never mind, they are nothing but birds.

Lawyer 1 : Yes. Why should we bother?

(The three lawyers keep talking and laughing. But the fourth lawyer stops, gently picks the little robins up in his hands.)

Lawyer 4 : *(Looking at the birds)*

Never mind, my little fellows, I'll put you in your cozy little bed.



(He looks up to find their nest, keeps his legs into the tree holes and climbs up the tree with one hand, the other holding the birds. He put them one by one into their nest.)

Lawyer 4 : You are safe here, now!

STITH! STITH!! STITH!!!

CHEEP! CHEEP!! CHEEP!!!

Scene – II

Lawyer 1 : Where is Lincoln?

Lawyer 2 : He was right behind us!

(Looking around)

Where could he go?

Lawyer 3 : Mmm ... Do you remember those birds? It is likely that he is busy taking care of them.

(Lawyer 3 turns around and sees Lawyer 4 coming towards them.)

Lawyer 1 : There he comes!

Lawyer 2 : Where were you?

Lawyer 4 : I stopped for a minute to handover those birds to their mother.

Lawyer 3 : Well, we always thought you were a hero. Now we know it. *(All three laugh heartily.)*

Lawyer 1 : *(Looking at Lincoln)*

Why do you waste your time on such worthless young birds?

Lawyer 4 : Gentlemen, I would not sleep tonight, if I left those birds to die. *(The curtain falls)*



Comprehension

Answer the following questions.

1. When the birds were kept back in the nest, they began to chirp. What does this show?

2. What lesson do you learn from the story?
3. “We always thought you were a hero.” Do they really mean that Lincoln was a hero? Give reasons.



Project Work

Have you ever heard of a bird sanctuary?

A bird sanctuary is a place where birds are kept in their natural surroundings.

Think of ways in which you can look after birds in your surroundings. Work in a group and list the things that you can do.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1. ‘The Boy and the Catapult’.			
2. ‘Saving Birds’.			
I understood usage of expressions related to frequency of actions.			
I read, understood and enjoyed the poem, ‘Hurt No Living Things’.			
I was able to:			
1. prepare a sign board to avoid hunting of birds.			
2. write a conversation between Bhisham and Bodh Raj.			

UNIT 4

The Unlucky Face

Look at the picture and the answer the questions given below.



1. Why do you think the man said, 'You dirty cat'?
2. If you were in the man's position, how would you react?

Listen to the story read by your teacher and answer the questions given below.

1. Is Sundar right in cursing Hirachand?
2. Which of the following qualities describe Sundar?

a. friendly	c. believes in baseless things
b. proud	d. revengeful
3. Do you also believe in some superstitions? If yes, narrate at least one to your classmates.



A. Reading

The Unlucky Face

There lived a merchant called Hirachand in Delhi. It was said that anyone who saw his face early in the morning would go without food that day. Akbar heard about Hirachand. Hirachand was asked to see him. Akbar wanted to know whether the story about Hirachand was true.



The next day, Akbar was on his way to the dining room when Hirachand was brought to him. At the same time a messenger came to say that the Queen was ill. Akbar left Hirachand and spent the whole morning with his sick wife. By the time he returned to the dining room, his meal was cold. He ordered a fresh meal. It took so long to get the meal ready that Akbar began to feel ill.

The royal doctor was called for.

The doctor told Akbar to rest and not to eat anything for a day. That way, he said, the cramps would go away.

“But I haven’t eaten anything yet,” said Akbar.

“Bad luck,” said the doctor, “Whose face did you see this morning?”

Akbar told the doctor that he had seen the face of Hirachand. “I shall have him put to death,” he said, “because he has made me suffer.”



This news reached Hirachand. Hirachand was shocked. He fell at the Emperor’s feet and begged for mercy. “How can my wife and children live without me?” he pleaded. But Akbar would not listen to a word Hirachand said. The guard was summoned and Hirachand was immediately dragged off to the prison.

Poor Hirachand wailed aloud and begged the guard to find a way to set him free. “I can’t think of anything I can do,” said the guard who felt very sorry for Hirachand. “If the Emperor finds out that I have disobeyed his orders, I’ll be punished too.”

Suddenly the guard had an idea. “Let us call Birbal,” he said. “He is the only one who can save you.”



What was Hirachand’s punishment? Do you think it was right?

Hirachand told Birbal what had happened. Birbal consoled him saying, “Do what I tell you and you will be saved.”

It was time for Hirachand to go to the block. The executioner asked him if he wanted anything as his last wish.

“I would like to see the Emperor,” said Hirachand. When Akbar came, Hirachand said, “Your Majesty! Is it true that you saw my face and did not eat anything for the day?”

“Yes,” said Akbar.

“Your Majesty,” said Hirachand. “Consider my fate which is worse than yours. I saw your face and I have to die.”

“Someone has taught you to say this,” said Akbar guessing at once who it was.

“Impossible,” said Hirachand, “I don’t know anyone here.”

“Perhaps you don’t know. But you did not think of this plan yourself, did you?” asked Akbar. “You must have met Birbal.”

Hirachand confessed that he had met Birbal.

“Birbal has saved me from killing an innocent man,” said Akbar and sent Hirachand away with gifts.



Glossary

cramps (<i>n</i>)	:	painful contraction of muscles
summoned (<i>v</i>)	:	called upon to do something
wailed (<i>v</i>)	:	cried
executioner (<i>n</i>)	:	a person who carries out an action of killing
fate (<i>n</i>)	:	unavoidable event
confessed (<i>v</i>)	:	admitted one's mistake
guessed (<i>v</i>)	:	supposed
innocent (<i>adj</i>)	:	without sin, pure



Comprehension

I. Answer the following questions.

1. What did Hirachand ask Akbar?
2. What did Hirachand say about his fate?
3. How did Akbar realize his mistake?
4. Do you think Hirachand was innocent? Why?
5. Do you believe in superstitions? Do you think Hirachand's face would bring bad luck to anyone?

II. Read the following sentences and complete them by choosing the appropriate option.

1. The doctor was called _____.
 - a. to see Akbar.
 - b. to see the Queen.

2. Akbar ordered a fresh meal because _____.
- his meal was not tasty.
 - his meal was cold.
3. Akbar fell ill, because _____.
- he hadn't eaten anything the whole morning.
 - he saw Hirachand's face.

Oral Skills

Work in groups.

Ask and answer one another the questions about what you see in the picture.
One question is given.



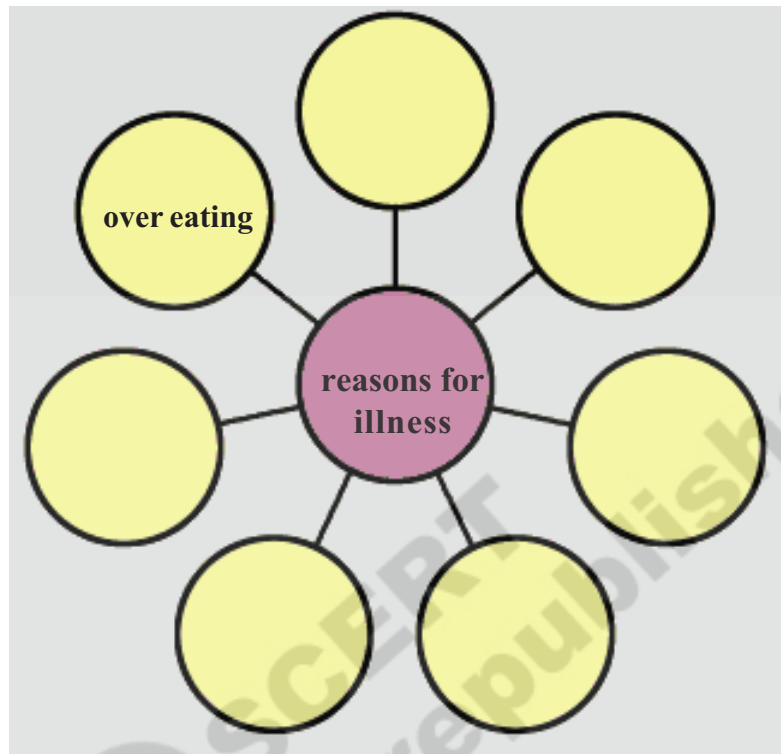
1. What are the guards doing?



Vocabulary

- I. Akbar didn't eat anything the whole morning. He fell ill. What are the other reasons for people to fall ill?**

Work in groups and complete the concept map. One is done for you.



II. Read the following paragraph. Replace the underlined words with the words from the story, which have the same meaning.

Hirachand was a businessman. Once he was called to Akbar's court. Akbar ordered to kill him. Hirachand begged for his kindness. But Akbar would not hear. Poor Hirachand cried aloud.

III. Read the descriptions of persons from the story and write their names in the space provided.

1. He was a merchant who lived in Delhi. _____
2. He was the emperor who ruled India. _____
3. He came to the king's court when Akbar fell ill. _____
4. He was ordered to drag Hirachand to be executed. _____
5. He was the wise minister at the King's court. _____



Grammar

I. Look at the following sentence.

Hirachand **told** what **had happened**.

There are two actions suggested by the verbs '**told**' and '**had happened**'. The second verb '**had happened**' talks about the action done earlier. The first one talks about action done later.

Pick out the sentences from the story that describe actions done in the past. Write them in the space provided. Circle the actions that were done earlier than the other actions

II. Complete the following paragraph using the hints from the brackets.

Ganesh packed his luggage and went to the railway station. By the time he (reach) the station, the train (come) to the platform. He searched his pocket. There was no ticket. He (understand) that he (forgot) to bring his ticket. He rang up to his wife. She (ask) what (happen)? Then she advised him to take the ticket from the internet.





Writing

I. Akbar released Hirachand. He gave him many gifts. Hirachand went to his home very quickly.

“Look, Papa has come,” Mani came running to his father. They hugged each other. What would be the conversation between Hirachand and Mani? Write the conversation and then role-play the same.



Hirachand : _____
Mani : _____
Hirachand : _____
Mani : _____

II. Akbar met Hirachand and then went to see his sick Queen. He couldn't eat anything the whole morning. So he fell ill. The doctor was called to examine him.

What in your opinion would Akbar be thinking at that time?
Write his thoughts below.



Fun with Words

I. Read the sentences taken from the story.

It was said that **anyone** who saw his face would go **without** food that day.

The words '**anyone**' and '**without**' are formed by joining two words. These words are called **compound words**.

any+one – anyone

with+out – without

Pick out some more compound words from the story and write them below.

II. Here is a list of words. Match them in as many ways as possible to form compound words.

some	thing	father	fire	no	one	mother
it	grand	what	son	her	self	how
daughter	him	fly	house	butter	where	ever

Examples: 1. something 2. someone 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____



B. Reading

Superstitions

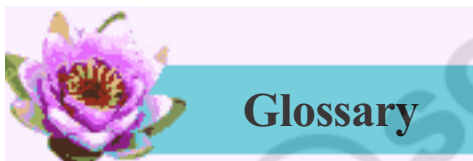
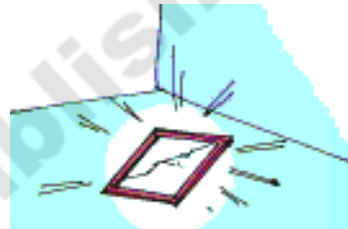
We can walk under ladders,
What's wrong with that?



And not shed a tear.
It's all just humbug,
Simply baseless fear.

We can see a number of jet black cats,
No problem with that.
We can break a million mirrors,

- Anonymous



Glossary

superstition (<i>n</i>)	:	a mere belief which has no proof
jet black (<i>n. phr</i>)	:	deep black
shed (<i>v</i>)	:	drop
humbug (<i>adj</i>)	:	nonsense
baseless (<i>adj</i>)	:	no reason



Comprehension

I. Answer the following questions.

1. Does the poem speak in favour of superstitions or against them?
2. What are the different superstitions talked about in the poem? List them.

C. Reading

Superstitions Around the World

It is very interesting to know that most superstitions have to do with luck. Some of them are very funny too. Sometimes an unlucky thing in one area is a lucky thing in another area.

In Brazil they believe that walking under a ladder brings bad luck. The Australians believe that breaking a mirror is unlucky. People in Ireland say that one should never move back and forth an empty rocking chair. In Hawaii, fishermen believe



that, bringing bananas on a boat would bring bad luck to them. And Hawaiians also believe that it is bad luck to give an empty purse to someone.



Many people say giving or taking anything with left hand brings bad luck. What if a person is a left hander? Some people also believe that evil spirits are nearby if a light blows out. But there might be an open window somewhere.

Generally people say that sneezing while starting to go to some place makes you reach the place late. What if the person who sneezes is suffering from a cold?

You know that in many parts of the world coming across a black cat is considered bad luck. But in The United Kingdom it is lucky to come across a black cat.

In many parts of the world, Friday is an unlucky day. But in India most of the people believe that Friday is auspicious.

People in Andhra Pradesh do not like to start any new work on a new moon day. But Tamilians believe that it is good to start their special events on a new moon day.

For Chinese, number nine is lucky, while the Japanese consider it very unlucky. Aren't they really funny?

Now can you say what is lucky and what is unlucky?



Comprehension

Answer the following questions.

1. List out some of the superstitions from the passage.
2. What is the funny element about superstitions?
3. List out some superstitions that are popular in your area / family.



Project Work

- I. Talk to your parents / grandparents and list out at least two superstitions that you think are popular in your family.
- II. Share some superstitions in your group and discuss. Which of them do you believe in and why?

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the narration, understood and talked about it.			
I read and understood the texts:			
1. 'The Unlucky Face'.			
2. 'Superstitions Around the World'.			
I understood usage of action related to the past.			
I read, understood and enjoyed the poem, 'Superstitions'.			
I was able to write:			
1. a conversation between Hirachand and Mani.			
2. Akbar's thoughts.			

UNIT 5

Fudi's Desert Journey

Look at the picture and answer the questions given below.



1. Where is the man standing? What is he trying to do?
2. What difficulties do people face in these situations?
3. Why do people travel on a camel?

Listen to the conversation read by your teacher and answer the questions given below.

1. What is the conversation about?
2. Whose name was chosen for the child's name?
3. How did you get your name?

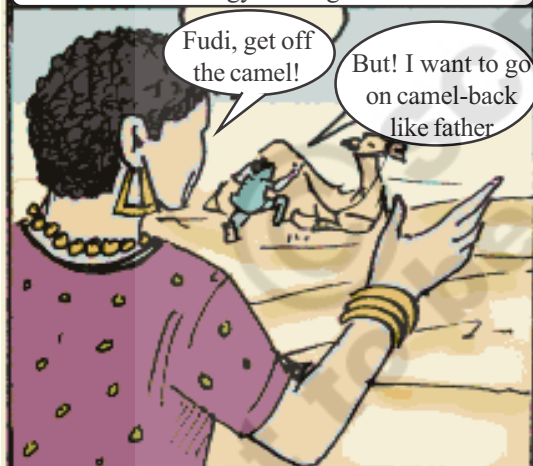
A. Reading

FUDI'S DESERT JOURNEY Part I

In a nomadic tribe of Africa, the birth of a child was being celebrated with joy.



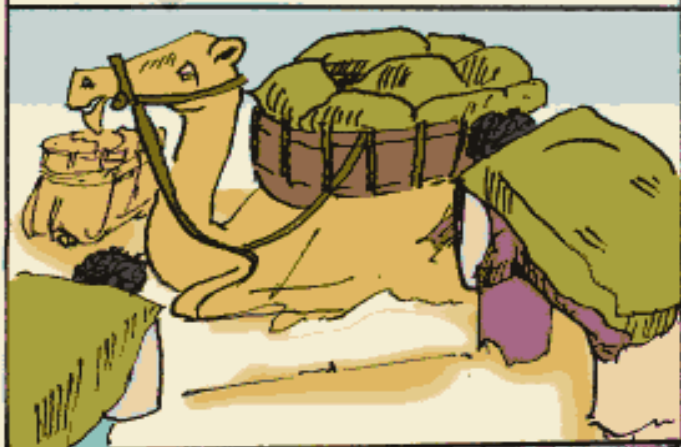
Fudi grew up to be a sprightly young lad, full of energy and vigour.



Fudi's father was the leader of the tribe. One day as he was getting ready to ride into the desert...



The tribesmen rode in a caravan to take the precious cargo of salt.



All the men in the caravan wore blue veils covering most of their face from the harsh sun.



On the return journey, the travellers brought back millet, sugar, cloth and rugs that were bought by barter.

I wish I could go with father, it looks like so much fun!

You'll go, son, when you're 16. It's not safe for women and children.



As time went by, the caravan became bigger, the goods better and both Fudi and his father grew older.

Can I go this time, mother? I am a big boy!

Hush! Not yet, don't disturb father. He's not well.



What's wrong?

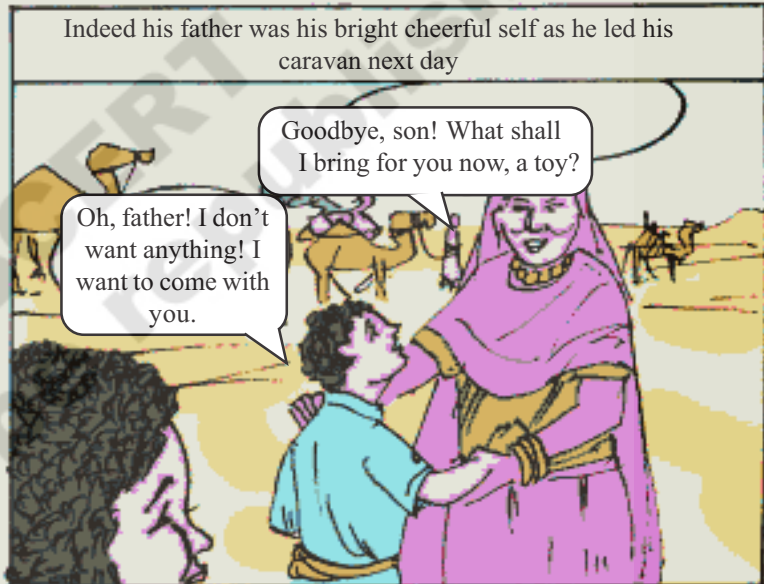
Not much! He gets blinding headaches some times. These medicines will help him recover soon.



Indeed his father was his bright cheerful self as he led his caravan next day

Goodbye, son! What shall I bring for you now, a toy?

Oh, father! I don't want anything! I want to come with you.



Fudi ran to the edge of the village till the caravan was out of sight.



His mother and he settled to their daily routine. But a week later, while cleaning up the goat hair tent his mother cried out in anguish.

Oh no! Oh no, no!

What happened, mother?







Glossary

tribe (<i>n</i>)	:	family, a group of people
sprightly (<i>adj</i>)	:	lively
vigour (<i>n</i>)	:	activeness
caravan (<i>n</i>)	:	a group of people travelling together in a desert
precious (<i>adj</i>)	:	valued
harsh (<i>adj</i>)	:	rough
edge (<i>n</i>)	:	border, outline
routine (<i>n</i>)	:	habitual, usual
pouch (<i>n</i>)	:	a small bag
anguish (<i>n</i>)	:	pain
hesitate (<i>v</i>)	:	pause/ to stop for a while
relent (<i>v</i>)	:	soften in feeling
feeble (<i>adj</i>)	:	weak
trail (<i>n</i>)	:	a path



Comprehension

I. Answer the following questions.

1. What did Fudi always want to do?
2. How did Fudi get a chance to go on a camel back?
3. How did Fudi prepare himself even before he got a chance to go on camel back?

4. Do you think his mother would allow him to go?

II. Who said these words to whom?

Sl. No.	Sentences spoken	Who spoke	to whom
1.	"We shall name him Fudi."		
2.	"What's in the bags, father?"		
3.	"Look! Your father forgot these!"		
4.	"You will go, my son, when you are sixteen."		
5.	"Don't worry, mother! I will go."		
6.	"But all the camels are gone."		
7.	"He is a seasoned desert traveller."		

III. Match the following and write sentences using the phrases.

- | | |
|--------------|-----------|
| 1. harsh | headaches |
| 2. precious | tent |
| 3. blinding | veil |
| 4. goat hair | sun |
| 5. blue | young lad |
| 6. sprightly | cargo |

B. Reading

Fudi's Desert Journey - Part II

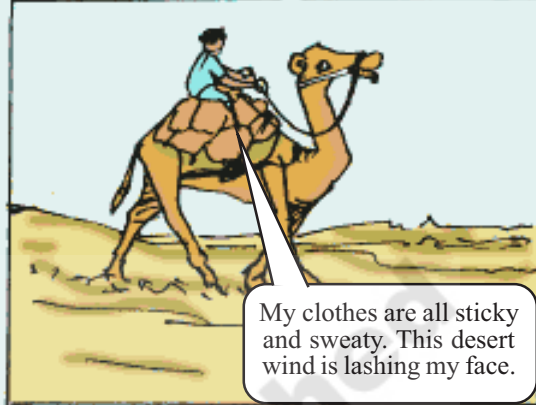
The next day his mother made enough food to last him a few days. She also gave him a pouch to carry carefully along with an old compass.

Go, my son! This will help you to keep on track.

Don't worry mother, I'll do fine!



Aided by the map and compass, Fudi set out. The sun became hotter and the wind blew faster.



My clothes are all sticky and sweaty. This desert wind is lashing my face.

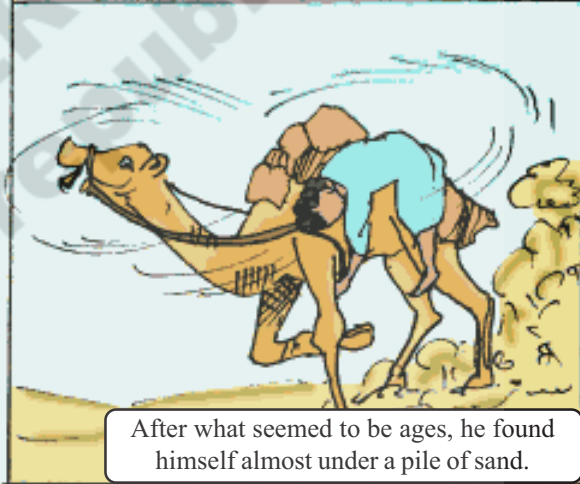
On the way he saw a strange sight.

What's that? Looks like a spinning top! Oh no! It's a whaaaao!



It was a spinning wind storm.

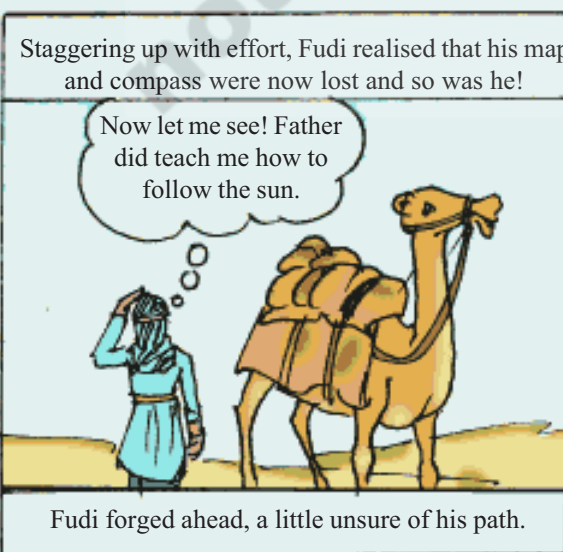
The force of the storm swept him off the camel and for a long time he was hanging on the side of the animal.



After what seemed to be ages, he found himself almost under a pile of sand.

Staggering up with effort, Fudi realised that his map and compass were now lost and so was he!

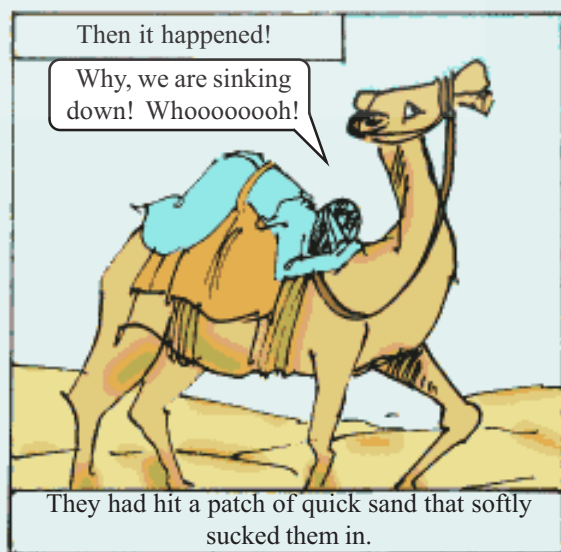
Now let me see! Father did teach me how to follow the sun.



Fudi forged ahead, a little unsure of his path.

Then it happened!

Why, we are sinking down! Whoooooooooh!



They had hit a patch of quick sand that softly sucked them in.

Down, the camel sunk deeper.
Fudi managed to jump clear.

Oh no! Now, how do I
rescue the camel? Let me
get hold of the rope.



He heaved with all his
might but with no effect.



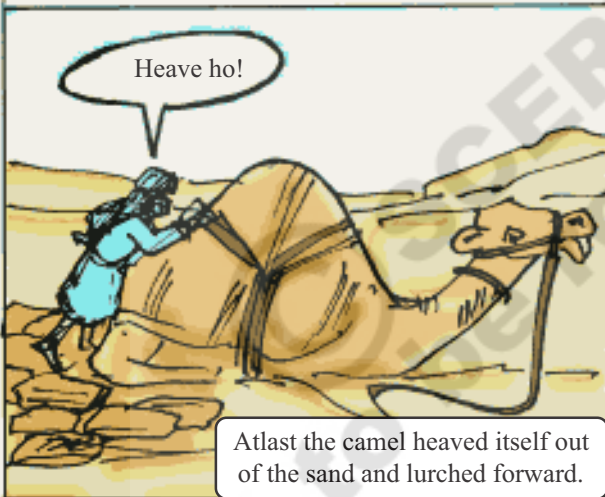
Fudi suddenly had an idea.

I'll pile the saddle
and saddle bags
behind him!



Standing behind the camel, on the
heaped up bags Fudi pushed hard.

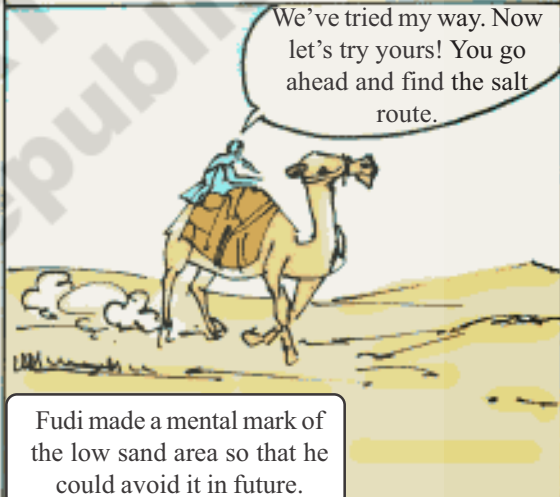
Heave ho!



Atlast the camel heaved itself out
of the sand and lurched forward.

Fudi then wearily climbed back on the camel.

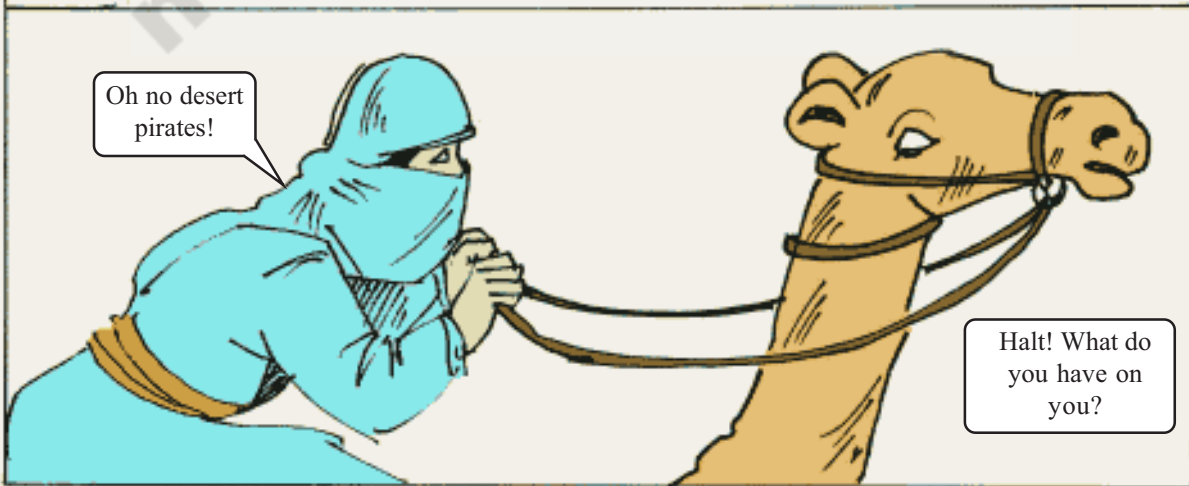
We've tried my way. Now
let's try yours! You go
ahead and find the salt
route.



Fudi made a mental mark of
the low sand area so that he
could avoid it in future.

A little ahead, two horse riders came storming towards him. They had black veils and swords held aloft.

Oh no desert
pirates!



Halt! What do
you have on
you?





Glossary

enough (<i>adj</i>)	: sufficient
lash (<i>v</i>)	: beat
staggering (<i>v</i>)	: walking slowly
forged (<i>v</i>)	: went along
rescue(<i>v</i>)	: save from danger
heaved (<i>v</i>)	: pulled up
lurched (<i>v</i>)	: moved forward with a jerk
wearily (<i>adv</i>)	: tired
pirates (<i>n</i>)	: robbers at sea or in a desert
gallop (<i>v</i>)	: run like a horse
pellmell (<i>adv</i>)	: disorder
mirage (<i>n</i>)	: false appearance of a pool of water in a desert
exhausted (<i>v</i>)	: got tired completely



Comprehension

I. Answer the following questions.

1. Why did Fudi cover his face?
2. What do you understand by the expression 'spinning wind storm'?
What happened as a result of the spinning storm?
3. What other difficulties did Fudi face during his travel?
4. How was the old camel helpful to Fudi during his journey?



II. Fudi faced many difficulties during his travel. Here is a list of those difficulties. Arrange them in the order in which they took place. One is done for you.

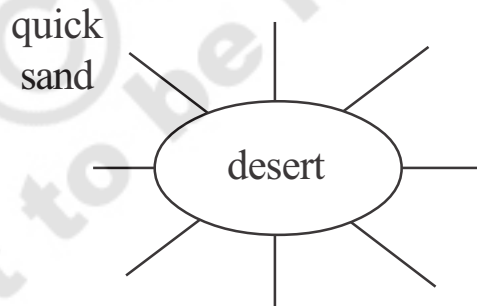
- A spinning windstorm swept Fudi away. ()
- A gang of pirates tried to attack Fudi. ()
- Desert winds lashed Fudi's face. (1)
- Fudi lost his map and compass. ()
- A patch of quick sand softly sucked Fudi in. ()



Vocabulary

I. Fudi was born in a nomadic tribe of Africa. He lived in a desert in the central Sahara.

Write all the words/phrases related to the desert from the story.



II. Write a word or phrase for each of the following descriptions.

1. A group of people travelling together in a desert _____
2. A piece of cloth worn over the face for protection _____
3. Exchanging things with each other _____
4. A person who robs others or commits violence at sea or in a desert

5. An instrument for finding directions _____



Grammar



I. Read the following sentence from the story.

“As the time went by, the caravan became **bigger**, the goods **better** and both Fudi and his father grew **older**.”

The words ‘**bigger**, **better** and **older**’ are used to compare two things in terms of the same qualities/properties. The word ‘**bigger**’ talks about size, ‘**better**’ talks about quality and ‘**older**’ talks about age.

These words are formed by adding ‘**-er**’ or by doubling the last letter and then adding ‘**-er**’ to the describing words to get the comparative forms. Some times a new word may also be used as a comparative.

example: old - older

big - bigger

good - better

Find some more comparatives from the story and write them in your note book.

II. Read how the boys are boasting. Add appropriate comparatives to complete the conversation.

Venu: We have a house _____ than a coconut tree.

Chintu: That’s nothing. Our house is _____ than a palace.

Venu: Is that all? We have a tortoise that runs _____ than a horse.



Chintu: Fine then, we have a donkey that sings _____ than a bird.

Teacher: Stop talking non-sense or I'll make you write a composition _____ than a novel.



I. At the end of the story, Fudi's father hugged him and asked him a hundred questions. But he got no answer. Fudi fell asleep as he was exhausted. He woke up in the morning.

What will his father ask him and what will Fudi say?

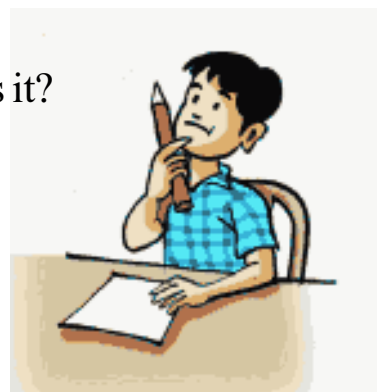
Write the possible conversation below.



Father : _____
Fudi : _____
Father : _____
Fudi : _____
Father : _____

II. Write a description of any place or village you may have visited. You may use the following clues.

1. Which place/village did you visit? When was it?
2. What did you see there?
3. What did you like there?
4. Did you notice anything special there?





C. Reading

Recite the song given below.

Travelling, Travelling

Row, row, row your boat,
Gently round the lake.
Travelling, travelling on the water,
Boats are what you take.



Drive, drive, drive your car,
Have a merry cruise.
Travelling, travelling on the road,
Cars are what you use.

Fly, fly, fly your plane,
High up in the air.
Travelling, travelling through the sky,
Planes will get you there.



Chug, chug, chug your train
Chug along the track.
Travelling, travelling on the rails,
Trains go there and back.

Stamp, stamp, stamp your feet,
Stamp them on the ground.
Travelling, travelling on your feet,
Walk to get around!



-Anonymous



Comprehension

I. Answer the following questions.

1. Who do you think the poet is? Why?
2. How is travelling fun?
3. How would you like to travel? Why?

II. Match the phrases given below with the appropriate phrases given in the box. You may choose as many possible ways as you think right. You may add a few more from your experience.

1. Row your boat
2. Fly your plane
3. Drive your car
4. Chug your train
5. Stamp your feet

along the track.
on the ground.
in the air.
round the lake.
for a merry cruise.

Example: Row your boat for a merry cruise. Row your boat round the lake.

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



Project Work

- I. What are the different places you would like to visit? List their names below:

Places I would like to travel	
1.	5.
2.	6.
3.	7.
4.	8.

- II. Work in groups and talk about the reason, why do you want to visit these places. Prepare a wall chart with the places and reasons.

How well did I understand this unit?

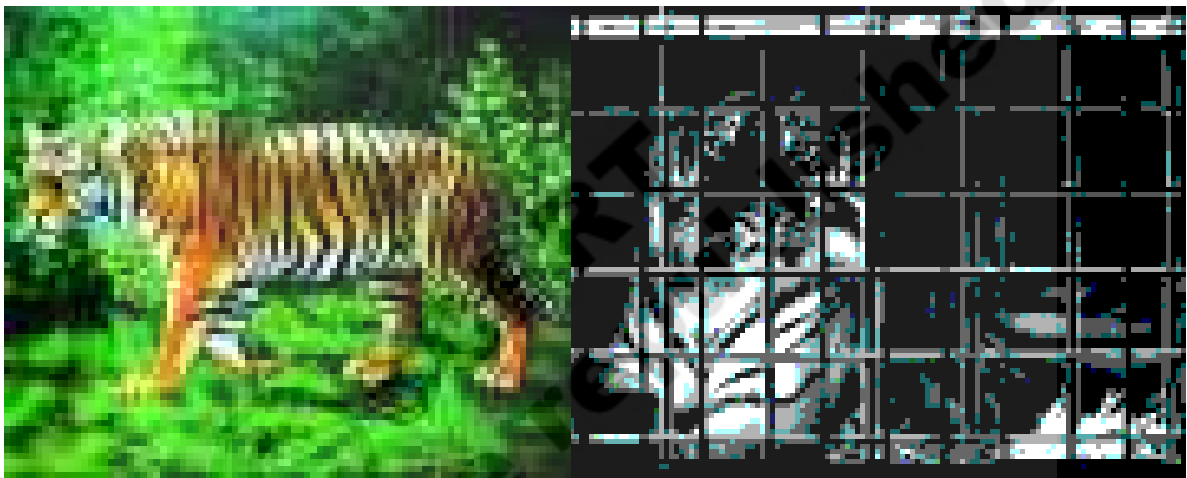
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the conversation, understood and talked about it.			
I have read and understood the text, 'Fudi's Desert Journey, Part I&II'.			
I have understood the usage of comparatives.			
I have understood and enjoyed the song, 'Travelling, Travelling'.			
I was able to write:			
1. a conversation between Fudi and his Father.			
2. a description of a place I have visited.			

UNIT 6

The Colourless Tiger

Look at the pictures and answer the questions given below.



1. Where are the tigers in the pictures?
2. Which of them do you think may be happy? Why?

Listen to the narration read by your teacher and answer the questions below.

1. Why are the children excited?
2. What is the special attraction of the zoo? Why?
3. How would you feel if you were put in a cage?



A. Reading

The Colourless Tiger

Once upon a time, there was a colourless tiger. All his shades were greys, blacks and whites. So much so, that he seemed like something out of an old black and white movie. His lack of colour had made him very famous. People who saw him exclaimed ‘How strange the tiger is!’ The world’s greatest painters came to the zoo to try to put on some colour on him. None of them could do it. Oh, the colours would always just drip down off his skin!



Then came Van Cough the crazy painter. He was a strange guy who travelled all about, happily painting with his brush. He never used any real paint, canvas or paper. He painted the air. That’s why they called him Van Cough (after the name of the great painter ‘Van Gogh’)

He entered the tiger’s cage and began whispering something in the animal’s ear. He also moved his dry brush up and down the tiger’s body. And to

everyone's surprise, the tiger's skin started to take on colour. The tiger's skin took very bright colours. Van Cough spent a long time whispering to the animal, and making some changes to his painting. The result was truly beautiful.

Everyone who was watching said, "What a beautiful tiger it has become now!" They wanted to know what the painter's secret was. He explained to them that his brush was good only for painting real life. To do that he needed no colours. He had managed to paint the tiger using a sentence which he kept on whispering in its ear:

"In just a few days you will be free again, you shall see."

The zoo officials understood how sad the tiger had been in the zoo. Now the tiger seemed joyful at the thought of freedom. They took him to a forest and set him free. The happy tiger thought, "I would never again lose my colour."





Glossary

shades (<i>n</i>)	:	colours
drip down (<i>v.phr</i>)	:	fall off
crazy (<i>adj</i>)	:	unusual
whispering (<i>v</i>)	:	speaking in a very low voice
officials (<i>n</i>)	:	persons responsible for an office (here; the zoo)



Comprehension

I. Answer the following questions.

1. Why was the tiger famous?
2. Do you think Van Cough was really a crazy painter? Why?
3. What did Van Cough do while painting the tiger?
4. Why did the zoo officials leave the tiger in a forest?
5. Do you think the tiger would lose its colour again? Why?

II. Read the following sentences. Correct the false statements and write them in your note book.

1. The colourless tiger seemed like something out of a black and white movie.
2. The world's greatest painters could put some colour on the colourless tiger.
3. Van Cough painted happily using real paint and canvas.
4. Van Cough brought colour to the tiger using the idea of freedom.
5. The zoo officials understood that the tiger had been happy in the zoo.



Vocabulary

I. Read the following sentences from the story.

‘Then came Van Cough, the crazy painter. He was a strange guy who travelled all about.’

Observe the phrases ‘crazy painter’ and ‘strange guy’. The word ‘crazy’ describes the noun ‘painter’ and the word ‘strange’ describes the noun ‘guy’. These describing words are called **adjectives**.

Pick out some more adjectives from the story and write them below.

II. Read the paragraph given below. Replace the underlined adjectives with any other suitable adjective you like.

It was June 4, a day before The World Environment Day. Rashid was ready for the painting competition at school. He is very good at drawing. He drew the picture of a thick forest with naughty monkeys, big elephants, long-necked giraffes and royal tigers. There were beautiful peacocks, scary crocodiles, white cranes, green parrots and majestic lions too.



Grammar

I. Look at the following sentences taken from the text.

1. How strange the tiger is!
2. Oh, the colours would always just drip down off his skin!
3. What a beautiful tiger it has become now!

The above sentences express sudden emotions like surprise, disappointment, and wonder. These sentences end with an exclamation mark (!). Such sentences are called Exclamatory Sentences.

Read the following paragraph and pick out the exclamatory sentences and write them in the given blanks with an exclamatory mark (!)

Last summer, I went to Hyderabad with my family. What a big city it was. We visited many places there. How busy the roads were. There were many vendors going here and there and selling things. The most wonderful place we visited was the Charminar. “Wow, how beautiful the Charminar is” I said to myself. Finally, we returned home with a lot of memories.

1. _____
2. _____
3. _____

II. What would you say in the following situations?

1. You meet / see a very tall boy more than 8 feet high.
2. You open the door and see your friend after a very long time.
3. You open your bag and find it empty.
4. You won one lakh rupees in a T.V show.
5. Your school team won the match.



Writing

I. Describe the picture given here.



II. Krishna went to the zoo with his parents. There he saw a tiger in a cage.

It seemed to be sad.

If the tiger could talk, what would it say?

What would Krishna ask the tiger?

Why do you think the tiger is sad?

Where would the tiger like to go?

Write the possible conversation between the tiger and Krishna?



Tiger :

Krishna :

Tiger :

Krishna :



His Last Message

This is odd and so it would seem
The tiger spoke to me in my dream.
“Tonight I’ll prophesy,
That if I die,
The forest will die.
If forests die,
The death of the planet isn’t
far.
So please see to it I don’t end
up
In the Skin Market,
In the Bone Bazaar.

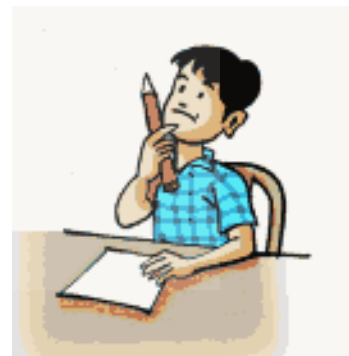


- *Keki N Daruwalla*



I. Answer the following questions.

1. How many speakers do you think are there in the poem? Who are they?
2. According to the tiger, what would happen if it dies?
3. What is the tiger’s request to people?





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UNIT 7

Ekalavya

Look at the picture and answer the questions given below.



1. Who do you think is the man under the tree? What is he doing?
2. What is the difference between your school and the school you see in the picture?

Listen to the introduction read by your teacher and answer the questions given below.

1. What is the passage about?
2. Who was Dronacharya?
 - a. a Kaurava
 - a. Pandava
 - a guru
 - a prince
3. What do you like about your school? Talk about your school in your class.



A. Reading

Ekalavya

Dronacharya was the royal teacher of the Pandavas and the Kauravas of Hastinapura. He was the master of archery. Arjuna, one of the Pandavas, was his favourite student. Arjuna worked hard and carried out every command of his *guru*. Dronacharya was very much pleased with Arjuna and said, “I shall make you the greatest archer in the world.”

Ekalavya was a young and active boy. He was the son of the chief of the jungle tribes of Nishada. One day he watched Dronacharya teaching archery to the princes of Hastinapura in *gurukula*. Ekalavya wished to learn archery. So he met Dronacharya and fell at his feet.



He said “O great teacher, I have come to learn archery from you. Kindly take me as your pupil.”

Dronacharya was very pleased.

“Who are you?” Dronacharya asked.

“I am the son of the chief of the Nishadas,” said Ekalavya.

“A tribes man?” said Dronacharya, “Don’t you know, I teach only the princes? You can go back.”

Ekalavya was very disheartened. He obeyed Dronacharya and returned to the forest. There he made a clay image of Dronacharya and offered prayers everyday. He practised archery day and night. In no time he became very skillful in the art of archery. Now he could shoot arrows even in the dark just by listening to the sound of animals.



Years passed by. One day Dronacharya, the Pandavas and the Kauravas came to the forest with a dog, for hunting. Suddenly the dog started barking at something. At that time an arrow came from somewhere and struck the mouth of the dog. Another arrow followed it, and another. Seven arrows came one after the other.

Who might have shot the arrows?

The princes were surprised. One of them said,

“Arjuna! Here is an archer more skillful than you. He has shot arrows into the dog’s mouth just by hearing its sound.”

Soon, they saw a young man with a bow and arrows.

“Who are you?” Dronacharya asked.

“Sir, I am Ekalavya, the son of the Nishada Chief.”

“Have you shot these arrows at the dog?”

“Yes Sir, I have.”

“Who is your *guru*?” said Dronacharya.

“I am your humble disciple, Sir,” said Ekalavya.

“My disciple! How can that be?” shouted Dronacharya, “When did I teach you?”

“I made a clay image of you and practised shooting arrows,” answered Ekalavya.

Dronacharya was excited and felt proud. But remembering his promise to Arjuna, he had to harden his heart.

He said, “If you are my disciple, give me my *Guru Dakshina*!”

“I am ready to give you anything you ask for,” replied Ekalavya.



“Then give me your right thumb,” said Dronacharya.

Ekalavya knew that if he cut his right thumb, he could never shoot arrows again. But, he did not hesitate even for a moment. He took an arrow and cut off his right thumb and placed it at his guru’s feet.



Glossary

archery (<i>n</i>)	:	shooting
Nishada chief (<i>n</i>)	:	the head of the Nishada tribe
humble (<i>adj</i>)	:	polite
disciple (<i>n</i>)	:	student / pupil
royal (<i>adj</i>)	:	kingly
skilful (<i>adj</i>)	:	talented
<i>Guru Dakshina</i> (<i>n</i>)	:	something offered to a teacher at the end of the course in olden days
hesitate (<i>v</i>)	:	doubt



Comprehension

I. Answer the following questions.

1. Why did Dronacharya not accept Ekalavya as his student?
2. How did Ekalavya practise archery?
3. What did Dronacharya ask Ekalavya as *Guru Dakshina*? Why?
4. Which character do you like the most- Arjuna, Dronacharya or Ekalavya? Why?

II. Tick the qualities which Ekalavya has.

hard working	humble	lazy	skilful
disobedient	kind	determined	arrogant
devoted	obedient		



Vocabulary

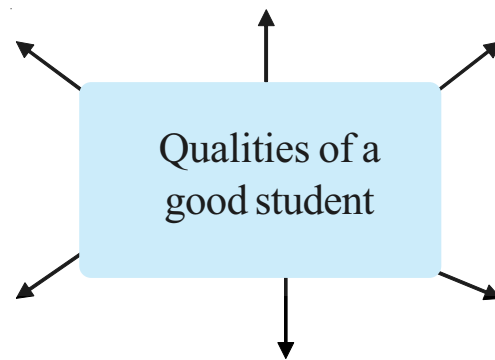
I. Read the sentences given below.

Ekalavya was a young and active boy. He was the son of the chief of the jungle tribes of Nishada. One day he watched Dronacharya teaching archery to the princes of Hastinapura in gurukula.

Look at the underlined words. The words 'Ekalavya', 'Nishada', 'Dronacharya' and 'Hastinapura' are the names of particular persons or places. These are called **Proper Nouns**. The words 'boy', 'son', 'chief', 'jungle tribes', 'archery', 'princes' and 'gurukula' are the common nouns which can be used for a class of persons, places or things.

Now, pick out proper nouns and common nouns from the story 'Ekalavya' and write them in your notebook.

II. Ekalavya was a humble and an obedient student. What other qualities do you think a good student should have? Write them below.



Grammar

I. Read the following sentences from the story.

1. Ekalavya met Dronacharya **and** fell at his feet.

Ekalavya met Dronacharya.

Ekalavya fell at his feet.

2. He obeyed Dronacharya **and** returned to the forest.

He obeyed Dronacharya.

He returned to the forest.

In the above examples, two sentences are combined into one sentence by using '**and**'. As you can understand '**and**' has been used to combine actions that happened sequentially (one after the other).

Pick out similar sentences with 'and' from the story and write them in your note book.

II. Combine the sentences using 'and' and write them in the given blanks.

1. Rajesh took out his water bottle.

He drank water from it.

2. I will go to the temple first.

I will then go to my grandpa's house later.

3. She ran to meet her father.

She asked him why he was late.

4. Vimala likes singing.

Vimala also like dancing.

5. The post man got off his cycle.

The post man gave the letter to Aruna.



Writing

I. Read the following sentences taken from the story.

“A tribes man?” said Dronacharya, “Don’t you know, I teach only the princes? You can go back.” Ekalavya was very disheartened. He obeyed Dronacharya and returned to the forest.

What would Ekalavya be thinking at that time? Write his thoughts below.

II. Ekalavya cut his thumb and offered it to Dronacharya. Then he started walking back home. His father, the King of the jungle tribes of Nishada, saw him. He came running to Ekalavya.

1. What would he ask Ekalavya?
2. What would Ekalavya answer?
3. Write the possible conversation between Ekalavya and his father.

Father : Eklavya! Why is your hand bleeding?

Ekalavya : _____

Father : _____

Ekalavya : _____

Father : _____

Ekalavya : _____

Oral Skills

Read the following conversation from the story.

“Who are you?” Dronacharya asked.

“I am the son of the chief of the Nishadas,” said Ekalavya.

This is how Ekalavya introduced himself in the story.

Look at the profile given below.

Sl.No	Name	Father's name
1.	Arjuna	Pandu Raju
2.	Dhuryodhana	Dhrutharastra
3.	Bhima	Pandu Raju
4.	Sri Krishna	Vasudeva
5.	Abhimanyu	Arjuna
6.	Draupadi	Drupada
7.	Subhadra	Balaram
8.		

If you were the characters given in the above profile, how would you introduce yourself? Form a pair with your friend and introduce yourself (by taking turn, using I am the son of .../ I am the daughter of .../ I am the sister of ...)

Fun Time

Q: What did the pen say to the pencil?

A: So, what's your point!

Q: What object is the king of the classroom?

A: The ruler.



B. Reading

Our Lips and Ears

If your lips would keep from slips,

Five things observe with care:

Of whom you speak,

To whom you speak,

And how and when and where.

If your ears would save from jeers,

These things keep meekly hid:

Myself and I

And mine and my

And how I do and did.

-Anonymous





Glossary

jeers (*n*) : rude speech

meek (*adj*) : gentle

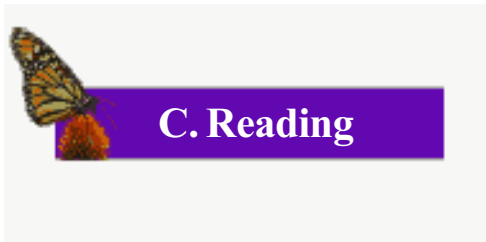


Comprehension

I. Answer the following questions.

1. What care do we need to take while speaking?
2. What are the ways suggested to escape from being laughed at?

II. Pick out phrases from the poem that suggest 'talking too much of oneself' and write them below.



Honesty

While coming back from the school, Chinna went to Chacha's shop at the corner of the street. He wanted to buy some bells for his pet dog Tommy. Chacha showed him some beautiful tinkling bells. Chinna liked them a lot. He put his hand in his pocket and said, "Oh, where is the money grandfather gave me yesterday?" He was shocked to find the money missing. He searched all the pockets but did not find his money. Feeling disappointed, he gave the bells back to Chacha and started walking home.

Kamala saw Chinna coming home. He seemed to be sad and angry. Chinna kicked his shoes to a corner. Stamping his feet, he went into the study room and dumped the school bag on the table and laid his head on the table.

Kamala, who has been watching all this, came to Chinna and asked, "What happened Chinna? Why are you so sad?" Kamala laid her hands gently on his shoulders. At once Chinna got up, hugged his mother and started crying. After a while, he wiped his tears with the shirt sleeves and told her about the missing money.

"Very sorry dear. It's ok, don't cry. I'll give you money to buy the bells. But, be careful with money hereafter," said Kamala.



“Sure *Amma*,” said Chinna smiling.

“That’s like my boy! Cheer up! Now, let’s go to the market to buy some fruits and vegetables,” said Kamala.

Kamala and Chinna went to the market. They bought apples, grapes, tomatoes and brinjals. Chinna wanted pine apples too. So they went to the pine apple store.

“What is the cost of the pine apples?” Kamala asked.

“Twenty rupees each,” said the fruit seller.



Kamala bought two of them and gave him a fifty rupee note. She told Chinna to take the remaining change and moved on. The fruit seller gave Chinna, a twenty rupee note. Chinna ran to his mother.

“*Amma*, you know, the fruit seller gave ten rupees extra by mistake. Can I buy chocolates with the money?” whispered Chinna.

“Chinna, that’s very bad. It is stealing. How did you feel when you found your money missing?”

“Felt very sad and angry!” said Chinna.

“The fruit seller will also feel the same when he comes to know. Now be a good boy,” said Kamala.

Chinna looked at his mother thoughtfully and ran to the fruit seller to return his money.



Comprehension

Answer the following questions.

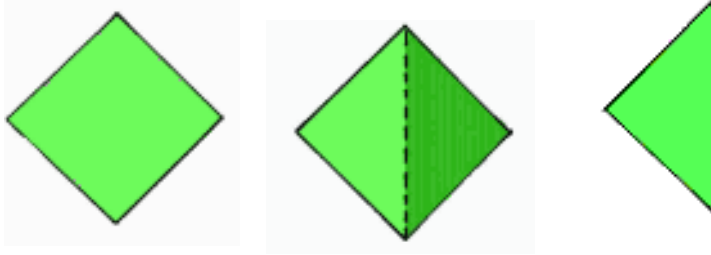
1. Why was Chinna sad and angry? How did Chinna express his anger?
2. Kamala said, “Chinna, that’s very bad. It is stealing....” Was Kamala right? Why?
3. What do you learn from the story?



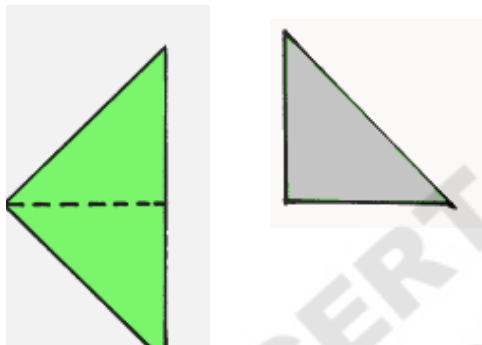
Project Work

Read the instructions given below and make a paper rabbit of your own.

1. Take a square sheet of paper and fold it in half as shown below:



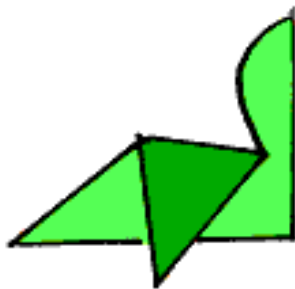
2. Fold the paper again upwards:



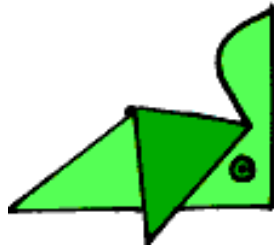
3. Cut the paper as shown below:



4. Fold the flaps downwards as shown in the picture:



5. Draw its eyes on both sides and expand the pockets to show its ears:



II. Now, write how you have made the paper rabbit.

I took a square sheet of paper.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1. 'Ekalavya'.			
2. 'Honesty'.			
I understood how to combine ideas using 'and'.			
I read, understood and enjoyed the poem, 'Our Lips and Ears'.			
I was able to write:			
1. a description of Ekalavya's thoughts.			
2. a conversation between Ekavyalavya and his father.			

UNIT 8

My Letters, My Memories

Look at the pictures and answer the questions given below.



1. What are the people in the pictures doing?
2. Which one of these actions do you like the most and why?
3. What are the other ways of sending messages?

Listen to the story read by your teacher and answer the questions given below.

1. How did Damayanthi express her love?
2. What other way could she have sent the message to Nala?
3. What are the different ways of sending messages nowadays?
Talk about them.



A. Reading

My Letters, My Memories

Mr. Narayan Rao's house is full with his son's family. They came there on a week's holiday after a long time. It is a remote place, his home town where Mr. Rao is living after his retirement. Koushik and Rushika are his grandchildren; running up and down, hiding here and there, and going to every nook and corner.

"Koushik, dear. Can you bring an inland cover from the post office? I want to write a letter to my dear friend Purna Rao, who lives in Pune," said Narayan Rao.



Koushik stopped running for a second and said, "Hey! Grand pa...everybody is using a mobile phone. Why don't you talk to your friend on phone?" Mr. Rao came closer to him, held his shoulders and said, "Hello

young boy! You may be in a fast age, but my letter is important to me. It's for a good friend of mine".

"See, grand pa...you have to spend some time to write and it takes at least one week to reach your friend. His reply reaches you after another ten days...a long time! You can make a call and talk to him and get the information early. Why this waiting and wasting of time?" Koushik exclaimed.

Mr. Rao slowly bent and sat in his armed chair. He leaned back removing his spectacles. He said, "Can you bring down my old box from the upper shelf in my bedroom?"

What is there in the box? Guess.

The boy mounted a chair as quickly as a lizard and brought the box down. "What does it contain?" he murmured and tried to open it. His sister snatched it from his hands and ran away. Noticing the worry of his grandfather, the boy ran after her and brought it back.

Mr. Rao took it into his hands and said, "My little boy, come I'll show you a few precious memories of my life." He opened the box and picked up a bunch of some old letters. He turned to the boy and said, "These are the sweetest memories your grandmother left for me. Look,



these are the memories from my friends. Look at this...it is a letter of praise sent by our Military Commander. I can recall those happy moments of my life only through these letters. Those memories are still alive in them. These are my treasures of happiness. I will never ignore them. A phone call may keep you happy at that moment, but these memories are ever lasting.”

Koushik picked up a letter and read it curiously. He travelled in his mind into the past and saw his grandfather as a young military man. The boy imagined the incidents of those days. He stared at his grandfather for a minute. He was reading the letter of appreciation from his officer, with his eyes shining and hands twisting up his moustache.

What is the boy thinking now?

The family travelled back to Hyderabad after their holidays. Few days passed.

The bicycle bell rang in front of Mr. Rao’s house. “Mr. Rao, you’ve got a letter,” shouted the postman. Mr. Rao walked as quickly as possible



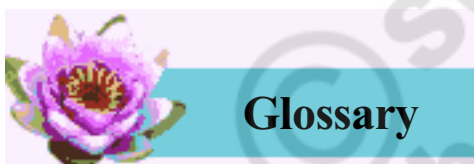
to receive it, thinking it was a letter from his old friend. To his surprise it was not from him. He opened it. His eyes became wide and wet on seeing the contents. The letter went like this:

“Dear Grandpa...

You are right. Letter writing is old-fashioned, but letters capture the past and preserve them for the future. I read your letters and found the same kind of memories of yours with my father. I saw the love and care you gave my father. I read about the childish acts of my father and the love of my grandfather. While reading those letters, I came to know the hardships you faced during those days.

Those letters filled my heart with joy. They gave me the feeling of meeting dear ones and hugging loved ones. Letters are real treasure of our memories.

Your loving grandson,
Koushik.”



nook and corner (<i>adv.phr</i>)	:	all the places in a building
era (<i>n</i>)	:	a period in history
mounted (<i>v</i>)	:	climbed
murmured (<i>v</i>)	:	spoke in a low voice
precious (<i>adj</i>)	:	of great value
ignore (<i>v</i>)	:	not to take notice of
curiously (<i>adv</i>)	:	with interest
preserve (<i>v</i>)	:	keep safe
treasures (<i>n</i>)	:	valuable memories



Comprehension

I. Answer the following questions.

1. How did the grandfather try to explain the value of letters?
2. How would Mr. Rao feel if he lost his old letters?
3. What did Koushik realize after reading the old letters?
4. Do you think Koushik will now use letters also to contact people?
Give reasons?

II. Arrange the events in the order that they happened in the story.

- a. Narayan Rao opened the box. ()
- b. Koushik came from Hyderabad. ()
- c. Narayan Rao showed the letters. ()
- d. Koushik was not willing to go to the post office. ()
- e. Koushik wrote a letter to his grandpa. ()
- f. Koushik realized the importance of writing letters. ()



Vocabulary

I. Read the following sentence.

“Grandfather’s letter filled Koushik’s heart with joy.”

How would you feel in the following situations?

1. Your father shouts at you in the presence of your friend.
2. Your teacher always praises your friend who you think is not as good as you are.
3. You have failed in the examination.
4. You saw a snake under your bed.
5. Someone slapped you.
6. You won a prize.

You may use the words from the box given below.

happy
jealous

sad
disappointed

insulted
surprised

scared
angry

II. Look at the pictures and make comparisons using 'as as'.
Use the clues given below.

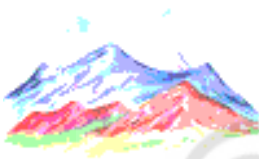
(high, beautiful, big, fast, strong)

1.



The man is as strong as iron.

2.



The _____ the Everest.

3.



The _____ an angel.

4.



The _____ a palace.

5.



The _____ a train.



Grammar

I. Read the sentences given below.

I **can** recall those happy moments.

Can you bring down my old box?

Look at the word '**can**'. Does it give the same meaning in both the sentences?

In the first sentence the word '**can**' talks about ability. In the second sentence, '**can**' talks about request.

Pick out sentences with similar usage of '**can**' from the story you have read.

II. Read the pairs of sentences. What do they express - request or ability? Write in the blanks given below.

1. Can I borrow your bicycle? _____

I can teach how to swim. _____

2. He can speak many languages. _____

Can I come with you to have lunch at Hotel Savera? _____

3. Can I take your book? _____

Raju can walk long distances without getting tired. _____



Writing

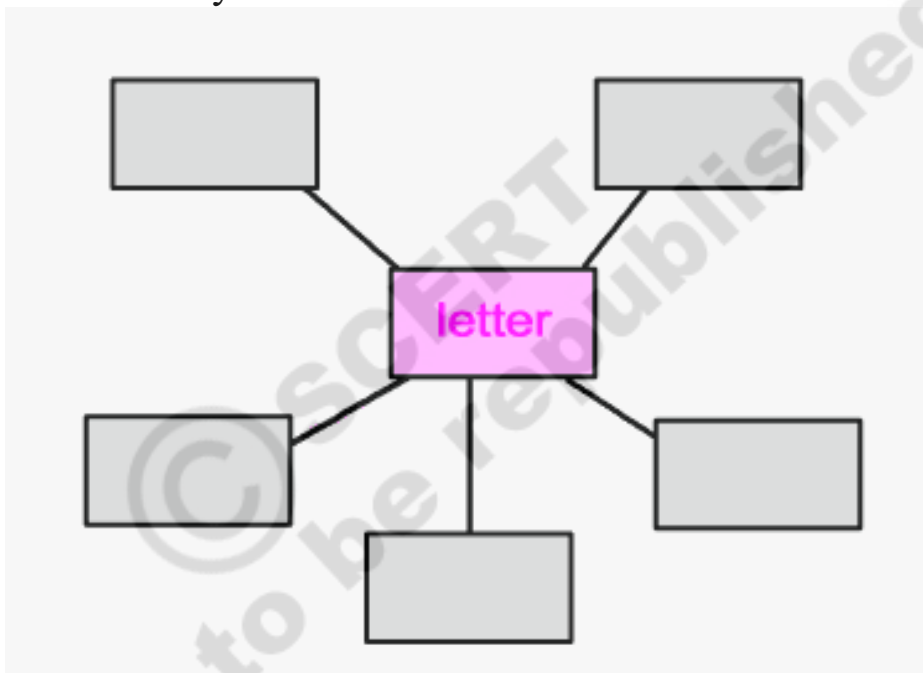
I. Describe the action happening in each of the following pictures in a sentence.



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

II. Fill the word web by using the information in the letter you have read in the story. Use the clues given here.

1. How did the boy greet the receiver of the letter?
2. How did he end the letter?
3. What was the letter about?
4. Who wrote it?
5. What else do you need in the letter?



III. Imagine yourself as Koushik. Write a letter to your friend describing your experience of having read your grand father's letter.

A large, empty rectangular box with a red border, intended for the student to write their letter.



Riddles

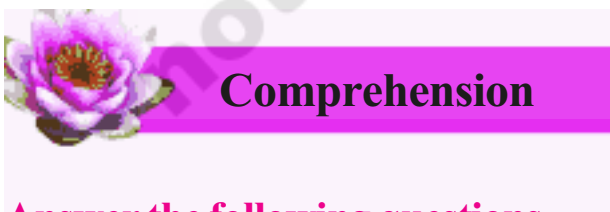
I am your old friend
Keep me as long as you can
Meet me when you get bored
I rewind your past.



I am your new trend
Hold me as long as you talk
Dial me when you want
I connect your world very fast.



I am your latest legend
See me as long as you search
Touch me when you need
I bring home all your guests.



Answer the following questions.

1. Who are the speakers in the above riddles?
2. Find out a few more riddles and tell them to your classmates.
3. Sit in groups and write a few riddles about the things that you see around you.

C. Reading

The Blind Boy

A blind boy sat on the steps of a building with a hat at his feet. He held up a sign board which said:

‘I am blind. Please help.’

There were only a few coins in the hat. A man was walking by. He took a few coins from his pocket and dropped them into the hat. He then took the sign, turned it around, and wrote some words. He put the sign board back so that everyone who walked by would see the new words.

Soon the hat began to fill up. A lot more people were giving money to the blind boy.

That afternoon the man who had changed the sign board came to see how things were. The boy recognized his footsteps and asked him.

“Were you the one who changed my sign board this morning? What did you write there?”

The man said, “I only wrote the truth. I said what you said, but in a different way. I wrote:



Today is a beautiful day, but I cannot see it.

Both messages told people that the boy was blind. But the first one simply said that the boy was blind. The second one told the people that they were blessed not to be blind. Should we be surprised that the second message was more effective?

- Fazeel Gareebou



Comprehension

I. Answer the following questions.

1. How did the man help the boy?
2. What is the difference between the first message and the second one?

II. Read the following pairs of sentences. Talk with your friends and decide which sentence is more appropriate.

For making a request:

- a. Give me a blue pen.
- b. Could you please give me a blue pen?

For giving instructions in polite way.

- a. This school is yours. Keep it clean.
- b. Do you think it is wise to throw rubbish in the school premises?
- a. Switch off your cell phone.
- b. Thank you for not using your cell phone.



Project Work

I. Here are some expressions that are used in several public places.

- Beware of dogs.
- No parking.
- Please observe silence.
- Out side food not allowed.
- Don't go near animals.

Work in groups and discuss -

1. What does each one mean?
2. Where each one of them is used?

Write a few expressions like the above for the following situations.

- You do not want your classmates to throw waste in the classroom.
- You want the children to stand in a queue.
- You do not want water being wasted at the taps in your school.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1. 'My Letters, My Memories'.			
2. 'The Blind Boy'.			
I understood the different usages of 'can'.			
I understood and enjoyed the riddles.			
I was able to write:			
1. the descriptions of the given pictures.			
2. a letter to a friend.			

Appendix I

Texts for Listening

Unit 1

The Pancake

Your food is not your food
In your plate.
Until you hold it
In your hand
Your food is not your food
In your hand.
Until you put it
In your mouth,
Until you swallow it.

Unit 2

The Miller, His Son and His Donkey

It was Saturday. A cart with ringing bells entered the village. Hearing the bells people came out of their houses. They saw the cart which always came to make announcements. It stopped in the middle of the main street and made the announcement.

Brothers and Sisters!

Good news! Great offer only for you! This Sunday only. This Sunday's market is going to be a special one. It has many attractions. Get a variety of things at very low prices. Buy any two things and get one free. Don't miss this Sunday's market. You can not only buy but also sell your goods.

Good news! Great offer only for you and your family. Remember this Sunday.

Don't miss. Don't miss the golden chance.

Unit 3

The Boy and The Catapult

A farmer had some puppies to sell. He put his sign board on the edge of his farm. One day a boy came to his farm and said, "Mister, I want to buy one of your puppies."

"Well", said the farmer, "These puppies are from a fine breed and cost a good deal of money."

The boy pulled out a handful of rupees from his pocket and said, "Is this enough?"

"Sure," said the farmer. He let out a whistle and called, "Here, Dolly!"

Out from the dog house, Dolly ran down the ramp followed by four puppies. The boy was delighted on seeing them. He also noticed a little pup trying at its best to catch up.

'I want that one,' the little boy said pointing to the weakest pup. The farmer knelt down at the boy's side and said, "Son, that puppy cannot run and play with you like other puppies."

The boy rolled up one of his trousers. He revealed his artificial limb and said, "You see sir, I don't run too well either. And the pup will need someone who understands."

Unit 4

The Unlucky Face

"Hirachand! How many times have I told you not to come out early in the morning?" shouted Sundar.

"Why... what happened?" asked Hirachand puzzled.

"Yesterday, my brother saw your face early in the morning and fell ill. He couldn't eat anything throughout the day."

"How am I responsible for that?"

"Aren't you? Wait... I will complain to the King."

"What for?"

"To ask the King to order you not to show your face to people early in the morning."

Unit 5

Fudi's Desert Journey

Children!

In a nomadic tribe of Africa, there was a happy family. The birth of a child added to the happiness. The child's grandmother took the child into her hands. All the other family members gathered around.

"Wah, how beautiful the child is!"

"Grandma! Look at his eyes. They are shining as bright as stars."

"Aren't they his mother's?"

"Let me touch his fingers... so soft and tiny!"

"Be careful. He is a new born."

"Look at his smile. It's his grandfather's, isn't it?"

"Ha... very charming!"

"Grandma! Why don't you give him a name?"

"I want to give him his grandfather's name."

"FUDI... that's a good idea."

"Fudi... Fudi... look at me."

Unit 6

The Colourless Tiger

The school bus stopped at the zoo gate. The student got down shouting, "Let's go in to the zoo." Inside the zoo, a guide came to them. "Come children, I'll take you round the zoo." The children were excited at the thought of watching real animals.

The guide started showing them wild animals in cages and talked about them. Suddenly he stopped and said, "Children! I have a great surprise for you. Have you ever seen a colourless tiger?"

"A colourless tiger!" shouted the children.

"Yes, a colourless tiger. That is our zoo's special attraction."

Unit 7

Ekalavya

Children, do you want to know how schools in olden days were? I will tell you how they were. Those schools were called gurukulas. The teacher was guru or acharya. The students were shishyas. Do you want to know what subjects they learnt there? Students learnt Languages, Mathematics, History, Geography and Arts like fighting, wrestling and shooting arrows.

Long ago there was a guru named Dronacharya. He was a royal teacher. He taught only princes. He was the guru of the Pandavas and the Kauravas. The Pandavas were five namely; Dharma Raja, Bhima, Arjuna, Nakula and Sahadeva. Kauravas were hundred; Duryodhana, Dushasana and so on. Among the shishyas, Arjuna was Dronacharya's favourite student. Do you know why? Arjuna always worked hard. He obeyed his guru and was excellent at shooting.

Unit 8

My Letters, My Memories

Children! Do you know how people use to send messages thousands of years ago? Would you like to know? Listen to this story.

Damayanthi was a beautiful young princess. One day she sat by a pond, lost in thoughts. A swan walked up to her and called her "Damayanthi!".

Damayanthi was thrilled to hear a swan talking. The swan spoke about a handsome prince Nala... about his handsomeness, his braveness and his kindness. Damayanthi fell in love with Nala.

She wanted to express her love. Damayanthi wrote a letter to Nala. Do you know what she did then? Damayanthi tied the letter to the swan's leg. The swan flew along with the letter. It carried the letter to Nala. Nala untied the letter from the swan's leg... and read it. The letter expressed Damayanthi's love for him. He felt happy and later on they got married.

Appendix II

A Note to the Teacher

The new textbooks in English have been developed basing on National Curriculum Framework (NCF) 2005 and A.P. State Curriculum Framework (APSCF) 2011 and they are in tune with Right To Education (RTE) 2009. They envisage a shift in the teaching paradigm in the sense that the focus is on knowledge and language construction rather than the reproduction of a given set of information.

The textbook for class IV has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

Learning outcomes expected at the end of the course

We expect the learners in class IV to listen to narratives, descriptions, songs and dialogues, read them and construct the following discourses both orally and in the written form.

1. Descriptions (objects, persons and places, experience)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story containing events and dialogues
4. Rhymes / songs
5. Slogans
6. Posters
7. Messages

Note: Use Teacher's Handbook for effective classroom transaction.

Salient Features of the new Textbooks

You may have noticed that the new textbook has a few features which make it different from the one that we have been using.

- Units are thematically organized with passages meant for listening and reading. activities are focus on comprehension, expansion of vocabulary and building up grammar consciousness.
- Efforts have been taken to ensure that the learners get holistic input of language rather fragmentary one, in terms of language elements, vocabulary items, etc.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment.
- A few questions and activities have been included from the point of view of continuous and comprehensive evaluation (CCE). They do not target on any fixed

responses; instead they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercise, reading and listening are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The Classroom Process

The general design of classroom transaction will be something like the following:

The Pre-Reading Session

1. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. The picture given in the beginning of the unit can be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow. The teacher can ask a few analytical questions that will elicit individual perceptions on the picture.
2. The second picture in the beginning of the unit is related to the listening input given to the learners. The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage.
3. This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book.
4. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

The next language module to be transacted is reading. This involves a number of micro-processes:

1. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronting with a few barriers, caused by the unfamiliar words or structural complexities.

2. **Collaborative reading:** Children sit in groups and share their reading experience within the group in terms of things like the following:
 - What they understood from the passage they read
 - What they did not understand
 - The parts that they liked most in the passage
3. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
4. When collaborative reading is over the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
5. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
6. A mind mapping activity may be carried out which will act as a tool for teaching the thinking process of learners. They can describe the mind maps they have developed.

The Post Reading Session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro- process of discourse construction ensures

- individual construction,
- presentation by a few individuals,
- sharing in group for refinement,
- presentation by the groups,
- and the presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their

intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading session also includes some activities meant for the expansion of vocabulary and the strengthening of specific aspects of grammar. However, these activities are not meant for teaching any grammatical points explicitly. Both vocabulary and grammar are contextually embedded.

Addressing Listening, Speaking, Reading and Writing

Traditional classrooms give a lot of importance to the writing skills of learners. The underlying assumption is that skills can be developed through practice which in due course will lead to the mastery of language. However, a major chunk of the writing task assigned to children comprises of

- Writing answers to comprehension questions;
- Doing de-contextualized exercises involving vocabulary and structural items;
- Writing guided compositions (letter writing, developing story from the given outline, etc.);
- Writing copies;

This kind of writing is in a way, 'risk-free' because in most cases there will be only one correct answer. Since the thrust is on practising skills most of what children are expected to write have a direct bearing upon the information given in the textbook. This is supposed to be necessary for avoiding or at least minimizing the possibilities of learners making errors. This being the general situation of writing tasks undertaken by the learners there is no point in sharing ideas with others. Therefore, there is hardly any scope for refining one's written work through collaboration.

Discourse Oriented Pedagogy does not address skills placing them in watertight compartments. Instead, they are treated embedding them in the context of discourses to be listened to, to be read and to be produced orally and in the written form by the learners; there is wider scope for integrating skills.

Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose **Continuous and Comprehensive Assessment** at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment **for** learning and assessment **as** learning which

are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
4. Recording assessment in terms of the indicators

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, models, art, craft, dance, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. **Happy teaching!**