



Government of Karnataka

ENGLISH THIRD LANGUAGE (REVISED)

SEVENTH STANDARD



Karnataka Textbook Society (R.)
100 Feet Ring Road, Banashankari 3rd Stage
Bengaluru - 560 085

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are designed on NCF – 2005 and KCF 2007, Textbooks are prepared in 12 languages, and seven of them serve as the media of instruction.

In view of the low standard of attainment of Kannada medium students in English, the Government of Karnataka introduced English from standard I in the year 2005. A series of books was prepared and they have been in use ever since with the introduction of the new textbooks in all subjects. The Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are-

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge by learners
- making education relevant to the present and future needs.

The new books are called Practice Books. Children learn spoken English through activities relating to their immediate environment and personal experiences. The books are full of attractive pictures in four colours. These pictures represent objects which the learners encounter in their life around them. Learners begin learning English by naming objects to begin with and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions (notions and function) in the simplest possible form. Then come simple stories which they listen to and enjoy. Telling stories by the learners and simple conversations follow.

Then they begin to read pictures, words and simple sentences off the black board and from the Reader. The learners are slowly introduced to writing the letters of the English alphabet by the end of standard I. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read the materials given in the Practice Book.

There is not going to be the Teachers Source Book as we used to have for the earlier package of Practice Books. All the instructions are given in the Practice Book itself (For example 'Word to the teacher :- ask the pupils to name the dresses and make them repeat the same' etc.

In books for classes I and II a number of Rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begin half way through I year and continue throughout the course (four years). In class I the teachers may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses gratitude to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

Prof G. S. Mudambadithaya
Co-ordinator
Curriculum Revision and
Textbook Preparation

Nagendra Kumar
Managing Director
Karnataka Textbook Society®
Bengaluru

Dear teacher,

This textbook is prepared for class seven children who study English as their third language, based on the guidelines of NCF 2005. The contents of the textbook are for both the semesters. It has eight units, four units per semester with supplementary reading materials to be used for both the semesters.

Each unit consists of a prose text and a poem with a pre-reading task, and lots of simple post-reading activities/exercises. To make the text interactive, there are while-reading activities too. You can use the clues given in the bubbles to make the class more interactive, and help children relate to the text. The activities are designed keeping in view the children's age and exposure to the English language. Children should be able to do it by themselves with a little support from you.

As you are aware, listening plays a crucial role in language learning. Simple listening activities are included in the textbook, and you are expected to read the text aloud for the children. Take care to read them with proper pause and intonation to help them comprehend well.

Simple grammar exercises related to the text are given without actually using terminologies. Every grammar exercise has a simple explanation followed by an example.

Children are encouraged to develop their writing skills through simple guided compositions, gradually leading to free compositions.

Good effort has been taken to include exercises on all language elements after every lesson.

Allow the children to be creative and let them experience the joy of learning a language.

Happy teaching!

Vijayalakshmi .K

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*"Education is the most powerful weapon
which you can use to change the world."*

– Nelson Mandela

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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UNIT - I

Pre-reading Activity:

Read the passage and answer the questions that follow:

Harish is studying in 7th standard in a Government school. Both his legs are attacked by polio but he is as happy as any other child of his age. He says that his friend Satish takes him to school every day on his bicycle, his other friends help him climb the stairs to the classroom which is on the first floor. They play with him and have never made him feel that he has problem with his legs.

1. What kind of friends does Harish have?
2. Why doesn't Harish feel that he has a problem with his legs?

THEY ALL CAME FIRST



This was a different kind of race. There were eight children taking part in the race. Each child had one problem or the other.

Some of them had problems with their legs or feet. Two of the children had poor eye sight, while two of them couldn't hear properly. One of them couldn't see at all. They were differently abled children.

Which sport do you like the most?

Reena, the girl who couldn't see properly tripped and fell down. "Ouch!" she cried. The cry was loud enough for the other participants to hear. They turned back, went up to Reena and gently picked her up. Then they all held hands and started running towards the winning post. All of them reached the winning post together. They all came first.

Have you participated in any sports activity? Share your experience with your friend.

The crowd, that was watching, stood up and cheered them. Everyone felt happy and it was a great lesson for the grown-ups too. They all realized how important it is to help the needy come up in life.

How do you feel after reading this story? Share it with your friend.

Glossary:

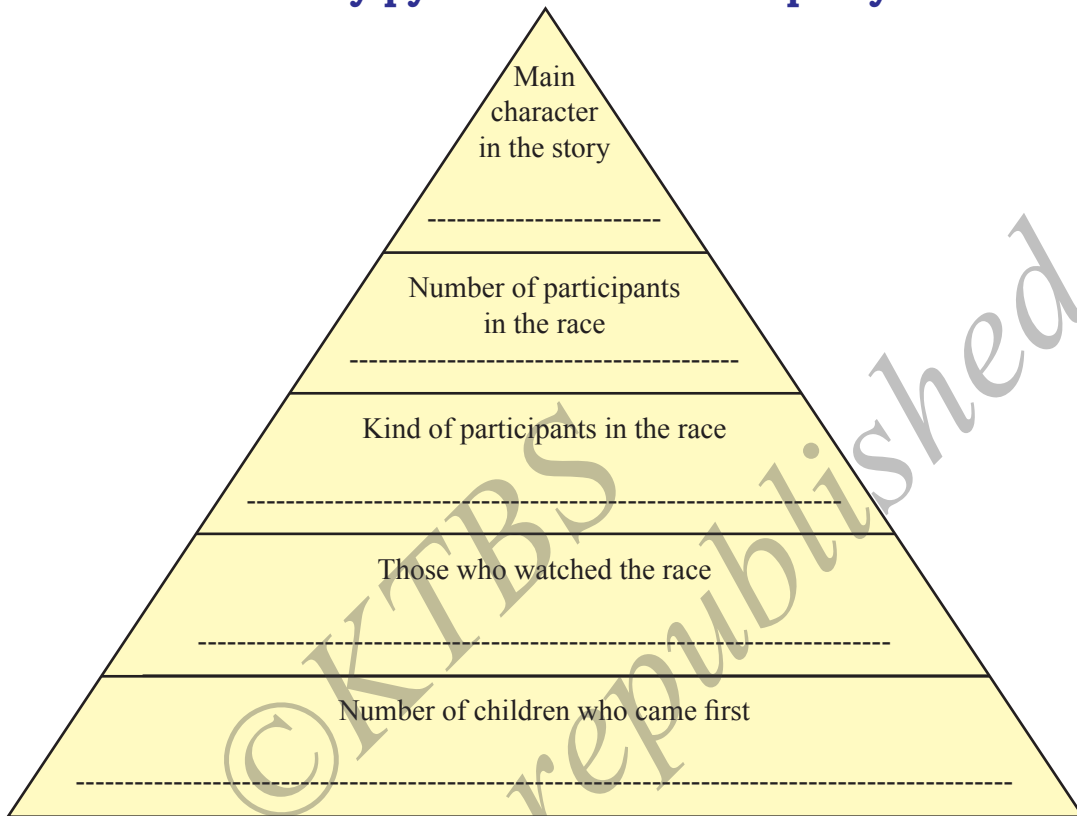
eye sight	:	a person's ability to see
tripped	:	fall over something
participants	:	people who take part in an event
gently	:	softly, not harsh
special	:	someone who is not ordinary
winning post	:	finishing line

A. Comprehension:

I. Answer the following questions:

1. How many children took part in the race?
2. What happened to Reena?
3. What did the children do when Reena cried?
4. How did the children run towards the winning post?
5. Why did the crowd cheer them?
6. What lesson did the grown-ups learn?
7. Why do you say it was a different kind of race?

II. Fill in the story pyramid with the help of your friend :



(the grown-ups, eight, Reena, all, differently-abled)

B. Writing

III. Complete the story in your own words :

1. There was a _____ race. _____ children participated in it. _____ children came first.

IV. Write four or five lines on how you will help a friend who is sitting next you, if she/he had problem in copying from the black-board.

C. Vocabulary:

V. The person shown in the picture below has some problems. The problems are indicated with the help of an 'X' mark. Look at the pictures under column 'A' and match with the words in column 'B'.

'A'

'B'



a. speech impaired



b. physically challenged



c. visually challenged



d. hard of hearing

VI. Arrange the following words in the alphabetical order:

Head, eye, ear, nose, mouth, lips, neck, hands, stomach, legs.

D. Spoken English:

VII. Read the following conversation and practise it with your friend.

Shaziya : Where are you going?

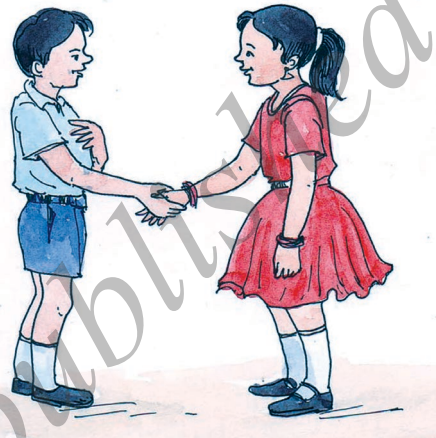
Rahul : I am going to
watch a football
match.

Shaziya : Where is it?

Rahul : It is in our
school's
playground.

Shaziya : Can I join you?

Rahul : Yes, you can. Come
let's go.



VIII. Now develop the conversation by filling in the blanks:

Mathew : Hello! What are you _____?

Priya : I am writing a story.

Mathew : Oh! Can you write _____?

Priya : Yes, I _____. It's an interesting hobby.

Mathew : Which story are you _____?

Priya : I am writing the story of a visually challenged boy.

Mathew : Well, will you teach me how to _____ a story?

Priya : Yes, I _____.

Now, taking roles, practise the dialogue with your friend.

E. Language in Use:

IX. Read the following sentences.

1. Ramesh is a good boy. He goes to school every day.
2. Smitha is a clever girl. She does her work correctly.

In the above sentences, the words like 'She' and 'He' are used to avoid the repetition of names like 'Ramesh' and 'Smitha'. There are other words like; I, We, You, It and They, which are used to avoid repetitions. These words are called 'Pronouns'.

Fill in the blanks using the correct words given in brackets:

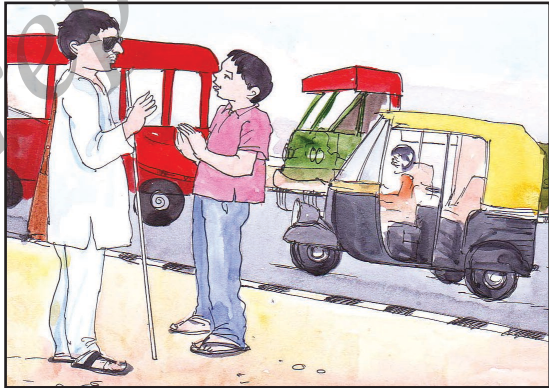
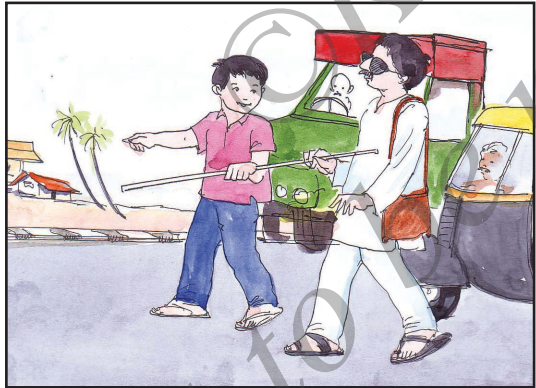
- 1) I am Rakesh. _____ am an Indian. (I,/You)
- 2) You and I are studying in the same class. _____ are classmates. (We/They)
- 3) Ramu is a singer. _____ sings very well. (He/She)
- 4) Reshma is a dancer. _____ dances very well. (He/ She)
- 5) Shafi and Raju are good friends. _____ go to school daily. (We/They)
6. I have a pencil box. _____ is very beautiful. (They/It)

X. Read the following story: Use suitable pronouns for the underlined words:

Rama and Sita went to a forest. Rama and Sita saw a golden deer. Sita wanted that deer. Sita asked Rama to get the deer. Rama went behind the deer but, Rama was not able to get the deer.

F. Reading skill:-

XI. Look at the following pictures and write at least one sentence about each of them in the space provided below:



G. Suggested Reading:

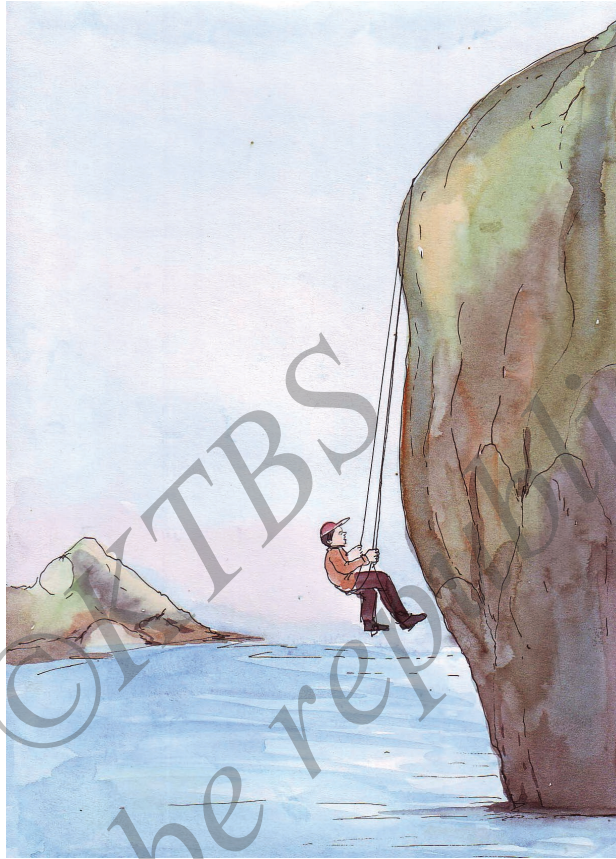
A short biography of Helen Keller and Stephen Hawking.

H. Project work:

Collect pictures of different indoor and outdoor games.

DON'T GIVE UP

- Anonymous



If you keep on going,
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small,
But if you don't give up,
You can overcome them all.
So keep on going,
Try not to stop,
When you keep on going,
You can make it to the top.

A. Comprehension :

I. Answer the following Questions :

1. How can one make it to the top?
2. What does the poet mean by, “Life is full of mountains, some are big and some are small”?

II. Do these in your exercise book :

1. Make a list of pairs of words from the poem that end with the same sounds.
2. How many times has the word ‘keep’ been repeated?
3. How many times has the word ‘going’ been repeated?
4. Draw the picture of a mountain, both big and small.

III. View the surroundings from a tall building and share your experience with your friend.

JUST FOR FUN

Try answering these riddles

1. What has scales but cannot weigh things?
2. What fruit has many eyes?
3. What is it that is seen better as it grows darker?
4. What is it that wipes its face with two hands all day?
5. What is that which we swallow and live, but when it swallows us we die?

fish, pineapple, star, clock, water.

UNIT - II

Pre-reading Activity:

Ragav's father is a traffic constable. He wears a white and khaki uniform. His main duty is to control and regulate traffic. He generally stands on a raised platform and regulates the traffic by making certain signs with his hands. If any driver goes against the rules, he blows his whistle and stops him. He fines her/him accordingly. He also fines people who do not wear helmets while riding two wheelers and people who do not wear seat belts while driving.

Answer the following questions:

1. What is the duty of a traffic police person?
2. Why are people fined by the traffic police?

ROAD SAFETY



One day the grandparents of Anitha and Anish come to the city from a village to stay with their son and grandchildren. This is their first visit to a big city. They are amazed by the

crowd, big shops and displays. As they move from the railway station to their home, they watch the traffic police and signals and are very surprised to see all these things. They ask their grandchildren several questions.

Grandfather : So many vehicles! How do people walk on the roads here, Anish?

Anish : Grandpa, people do not walk on roads. They walk on 'pavements' or 'footpaths'.

Grandmother : It should be difficult to cross the roads then?

Anitha : Grandma, if we follow the traffic rules, it shouldn't be difficult at all.

Grandfather : What? Traffic rules?

Anish : Yes, Grandpa, look at how the people are crossing the road. First, we should wait till the road is clear, then look to the right and to the left and to the right again. When the road is clear, we should cross.

Anitha : See those white-lines? They are called 'zebra crossings'. While crossing the road, it is safe to cross only there.

Anish : Grandma, look at those poles with coloured lights. Those are signal lights; one is red which says 'STOP'. Yellow says 'GET READY', and green says 'GO'.

Anitha : If we follow them, we can avoid accidents.

Grandma and Grandpa : Oh children, we have quite a lot to learn from you.

Are there occasions when
elders learn
from you?

Anitha : Don't worry. We will teach you.
Anish : If you stay here for a few days, you'll
learn all by yourself.

Would you like to have your
grandparents
stay with you?

Glossary :

clarify : to make something clear and easy to understand
pavements : raised path along each side of the road
pedestrian : a person who walks on the footpath or pavement.
zebra crossing : broad white and black alternate lines across the road for pedestrians to cross
signal : any sign or action used for communicating some information
amazed : surprised

A. Comprehension:

I. Answer the following questions:

1. Where did the grandparents come from?
2. What did they see while going home?
3. Where should people walk in the city?
4. How should one cross the road?
5. What is a Zebra Crossing?
6. What do the lights on the signal post indicate?

II. State whether the following statements are true or false by marking (✓) or (X) against each statement given below:

1. Yellow light means 'stop'.
2. The grandparents knew how to cross the road.
3. People should cross only using the Zebra Crossing.
4. People should always walk on the left.
5. We need to follow traffic rules to avoid accidents.
6. Green light means 'go'.

B. Vocabulary:

III. Change the first letter to form meaningful words :



Example: 1. Cake-Make

IV. Make as many words as possible from the given word. The words may be of three, four or five letters. Do not use the letters from the given word more than once in a word.

PEDESTRIANS

3 Letters	4 Letters	5 Letters


Spoken English :

V. Read the following conversation and practise it with your friend :

Raghu : Why are these boards put up everywhere?

Ramya : They are called sign boards; the traffic police puts them to inform and make the public aware of traffic rules and avoid accidents.



Raghu : Why is there a “P” and a line across it? 

Ramya : It means parking of vehicles is not allowed, as it may obstruct vehicle movements or pedestrians. We should park the vehicles only where they are meant to be parked.

Raghu : Oh!

VI. Now write a short dialogue between you and your friend, on learning to ride a bicycle.

Just for Fun

Solve these riddles:

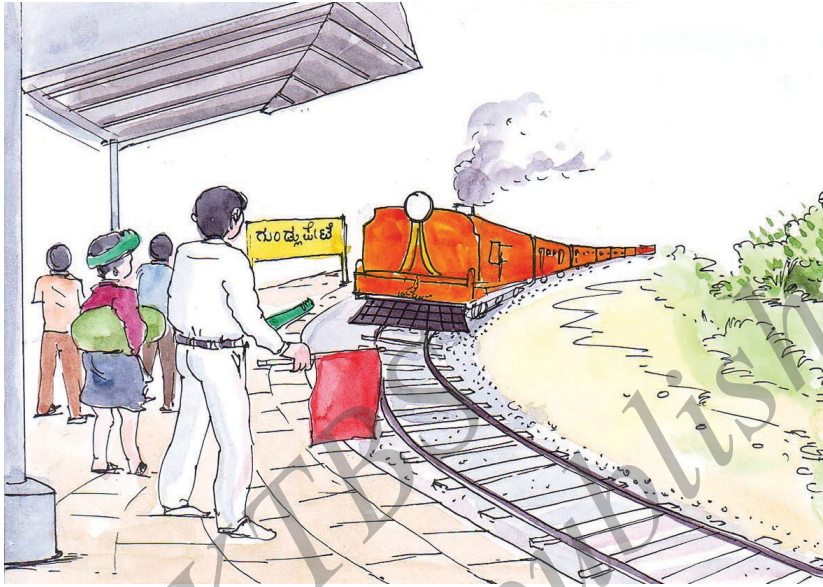
- I run all day and never walk
Often murmur, never talk
I have a bed yet never sleep
I never eat, but have a mouth.
- It flew away without feathers and wings,
With only a thread tied to its neck.

Ans. Clue : REVIR

VII. Collect some pictures of road signs and make a chart out of it.

TRAINS

- James Sterling Tippet



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

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

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

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

Comprehension :

I. Answer the following questions :

1. Where does the train come from?
2. What are the various things carried by the train?
3. When does the train move?

II. Identify and write the words that end with the same sounds from the poem.

Example: Loads : roads

- a. plains : _____
- b. mail : _____
- c. on : _____

III. Draw a picture of a public transport that you like to travel in and share the reasons for your preference with your friend.

Project work :

Draw a picture of a train. Add as many compartments / Bogies, as the number of friends you have. Write their names on each of the compartments. When you have completed, you can see a train of friendship.

* * * *

UNIT - III

Pre-reading Activity :

1. Were there days when you didn't want to go to school?
2. Why didn't you want to go?
3. What reason/s did you give your parents for not going?
Discuss with your friends.

TOM'S SORE TOE

(A re-telling of a story by Mark Twain.)



Tom Sawyer was unhappy. It was 7 o' clock on Monday. He wished he could stay at home. Suddenly, he discovered something. One of his teeth was loose. He was about to start groaning, when he remembered something. If he complained about a bad tooth, his aunt would pull it out. That would hurt. No, that would not work. Then he found a sore toe. A good excuse.

He lay in bed, groaning loudly. Sid, Tom's brother, woke up.

“What’s the matter, Tom?”, He asked.

“Oh, Sid, don’t touch me,” groaned Tom.

“What’s the matter, Tom? I must call Aunty.”

“Don’t call anybody. It will all be over soon.”

“But I must. Don’t groan like that, Tom. It’s terrible.”

“I forgive all the bad things you’ve done to me, Sid,” said Tom, still groaning.

“Oh, Tom! Tom, please don’t die.”

Sid ran downstairs and shouted.

“Oh, Aunt Polly, Tom’s dying.”

“Dying?”

“Yes. Come quickly.”

“Don’t be silly. I don’t believe it.”

But she ran upstairs, with Sid and Mary close behind her.

“Tom, what’s the matter with you?” she said.

“Oh, Aunty, it’s my sore toe. It’s dead.”

“Oh, Tom. What a fright you gave me! Now stop this noise and get out of bed.”

“Aunt Polly, it seemed dead, and it hurt so much that I even forgot about my sore tooth,” replied Tom.

“Your tooth, what’s the matter with your tooth?”

“It’s loose and it hurts.”

“Open your mouth and let me see,” said his aunt. “Yes, there is a loose one there, but you’re not going to die because of that. Mary, get me a silk thread and a piece of coal from the kitchen fire.”

“Oh, please Aunty, don’t pull it out. It doesn’t hurt any more. Please don’t, Aunty. It’s not that I want to stay at home from school.”

“Oh, so that’s why you were making so much noise. You thought you’d be able to skip school. You’re a bad boy, Tom.”

By this time, Mary had returned. The old lady tied one end of the thread to Tom’s tooth, and the other end to the bed-post. She took the piece of hot coal and suddenly pushed it almost into the boy’s face. Tom quickly pulled his head back, and now the tooth was out, hanging on the thread by the bed-post.

Glossary :

- groaning : making noises as if in pain
- sore : painful
- discover : find out, make known
- terrible : dreadful
- fright : sudden or violent fear
- bed-post : top edge of a cot

A. Comprehension :



I. Look at the picture and answer the following questions

1. Who is lying down in the picture?
2. Who is the lady in the picture?
3. Who are the two children standing nearby?
4. What is the boy suffering from?
5. What is the lady doing?

II. Answer the following questions:

1. Why didn't Tom complain about his loose tooth?
2. What did Sid advise Tom when he was groaning?
3. Why did Aunt Polly not believe Tom?
4. Why did Aunt Polly call Tom a bad boy?
5. How did Aunt Polly pull out Tom's loose tooth?

III. Check your understanding

Choose the right answer and put a (✓) tick mark against it.

1. Tom started groaning because _____
 - a. he was in great pain
 - b. he had a sore toe
 - c. he wanted someone to hear him
 - d. he wanted to wake Sid
2. Tom said, "It will all be over soon" because
 - a. he was sure he was going to die very soon
 - b. he was sure the pain would go away soon
 - c. he wanted everybody to feel sorry for him
 - d. he was unable to bear the pain
3. Aunt Polly asked Mary to get a silk thread and a piece of coal from the kitchen fire because, she wanted
 - a. to frighten Tom
 - b. to pull out Tom's loose tooth
 - c. to stop Tom's groaning
 - d. to teach him a lesson

IV. Read the given statement and answer the questions that follow :

1. "Oh, Tom! Tom please don't die."
 - a. Who made this statement?
 - b. When was it made?
 - c. Why did Sid think Tom was dying?
2. "Don't be silly, I don't believe it."
 - a. Whom does the "I" refer to?
 - b. Why does the speaker not believe him?
 - c. What does "it" refer to?
3. "I don't want to stay at home."
 - a. Who said this?
 - b. Whom was it said to?
 - c. When was it said?

V. Some important events in the lesson are given in a jumbled order. Write them in the order in which they are in the text :

1. One of his teeth was loose.
2. Suddenly he discovered something.
3. She asked Mary to get her a silk thread, and a piece of coal from the kitchen fire.
4. One day, Tom wished to skip school.
5. The old lady tied one end of the thread to the tooth and the other to the bed-post.
6. Then he quickly pulled back his head and the tooth was out.

7. She took the piece of hot coal and suddenly pushed it almost into the boy's face.
8. He told his Aunt Polly about his toothache.
9. Aunt Polly noticed the loose tooth.

B. Language in use :

VI. Match the words and construct sentences. One example is given :

1. sixty	days	the sky
2. seven	stars	a year
3. eleven	letters	a week
4. twelve	months	an hour
5. twenty six	players	a cricket team
6. number of	minutes	the English alphabet

1. **There are** sixty minutes **in** an hour.

2.

3.

4.

5.

6

VII. Written sentences make sense when we use punctuations like capital letters, full stops, commas, question marks, exclamatory marks, inverted commas, etc.

Use the appropriate punctuation marks in the following sentences. One example is given.

1. what is your name What is your name?
2. tom sawyer was unhappy _____
3. oh what a beautiful flower _____
4. his aunt said open your mouth _____
5. oh Sid don't touch me groaned Tom. _____

C. Vocabulary :

VIII. Look at the pictures and fill the empty boxes:



c				r
---	--	--	--	---



b



b				e			y
---	--	--	--	---	--	--	---



n

t			e
---	--	--	---

IX. Five words related to the classroom are hidden in the grid. Find them and write them down in the space given. One example is given.

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

eg.

1. BOOK

2.

3.

4.

5.

D. Reading

X. Read Kiran's timetable and complete the following sentences. See the example.

Class	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dance	✓	-	✓	-	-	-	-
Painting	-	✓	-	-	✓	-	-
Music	-	-	-	-	-	✓	-
Drawing	-	-	-	✓	-	-	✓
Driving	-	-	-	-	-	-	✓

eg.: Kiran attends dance classes twice a week.

1. Kiran attends painting classes _____ a week
2. Kiran attends music classes _____ a week
3. Kiran attends drawing classes _____ a week
4. Kiran attends driving classes _____ a week.

E. Spoken English

XI. Talk to your friend about the breakfast she/he had this morning.

XII. Complete the following dialogue with words from the given list. Practise it with your friend.

hungry, meal, salt,
fruit, ready-made, pizza,
coffee, worried

Sagar : What is wrong, Sanjay?

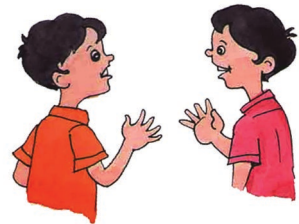
Sanjay : I'm a bit _____ about my health. I feel tired all the time.

Sagar : What do you have for breakfast?

Sanjay : A cup of _____ and a piece of cake.

Sagar : Breakfast is the most important _____ of the day. You should eat cereals with milk and _____

Sanjay : I get so _____ by eleven o' clock. Then I start eating crisps and chocolate.



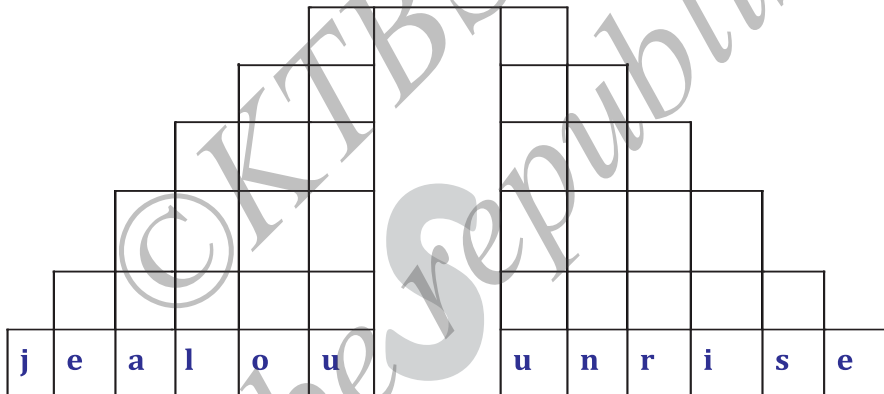
Sagar : You really shouldn't eat snacks. They are full of _____ and sugar.

Sanjay : But don't tell me to stop eating _____ too.

Sagar : Pizza's fine, but make your own sauce. The _____ ones are no good. And have some salad too.

F. Writing skill.

Fill in the blanks with the help of the clues given. All words on the left end with an 'S' and those on the right begin with an 'S'. See the examples given.



Clues [left]

1. She _____ a good girl.
2. I go to school by _____.
3. Ram _____ to school on foot.
4. I need a _____ of milk.
5. I will go to the animal _____.
6. We should not be _____.

Clues [right]

1. I am sick _____ I won't go to school.
2. The _____ shines brightly.
3. We like to _____ in a pool.
4. Many _____ are there in the sky.
5. The _____ spins its web.
6. _____ is golden.

Some 'Tongue Twisters' are given, practise them to say as fast as you can :

1. Jill and Jilly ate some jelly and Jill loved jelly than Jilly loved jelly.
2. Merry Mary merrily married merry man.
3. Popcorn popped with a loud pop and Poppy heard the pop.
4. Betty bought some butter, but the butter was bitter; to make the bitter-butter better-butter, she bought some more butter.
5. She sells sea-shells on the seashore.
The shells that she sells are sea-shells I'm sure.
So if she sells sea-shells on the seashore,
I'm sure that the shells are seashore shells.

Pre-reading Activity :

Read the following lines and complete them: Your teacher will help you :

1. Work while you work; play while you play

2. All work and no play _____

What do these lines mean? Discuss in groups.

WORK WHILE YOU WORK

- M.A. Stodart

Work while you work,
Play while you play:
One thing each time,
That is the way.

All that you do,
Do with your might:
Things done by halves,
Are never done right.



Glossary :

might : strength

A. Comprehension :

I. Answer the following in a sentence each:

1. What is the right way to work?
2. Why should things not be done by halves?

II. Answer the following in two or three sentences.

1. What is the best way to do things in the right way?

III. Make a list of the rhyming words in the poem:

- a. _____ and _____
b. _____ and _____

IV. Discuss in groups :

- a. Why should we not play always?
b. What happens, if you work always?
c. Why do parents and teachers ask us to complete our work?

For fun : The time game

Stand in a circle. One of you should say the following phrases one by one. If the phrase indicates time, you should clap your hands twice, if the phrase does not indicate time, you should remain silent. Those who make a mistake are out of the game.

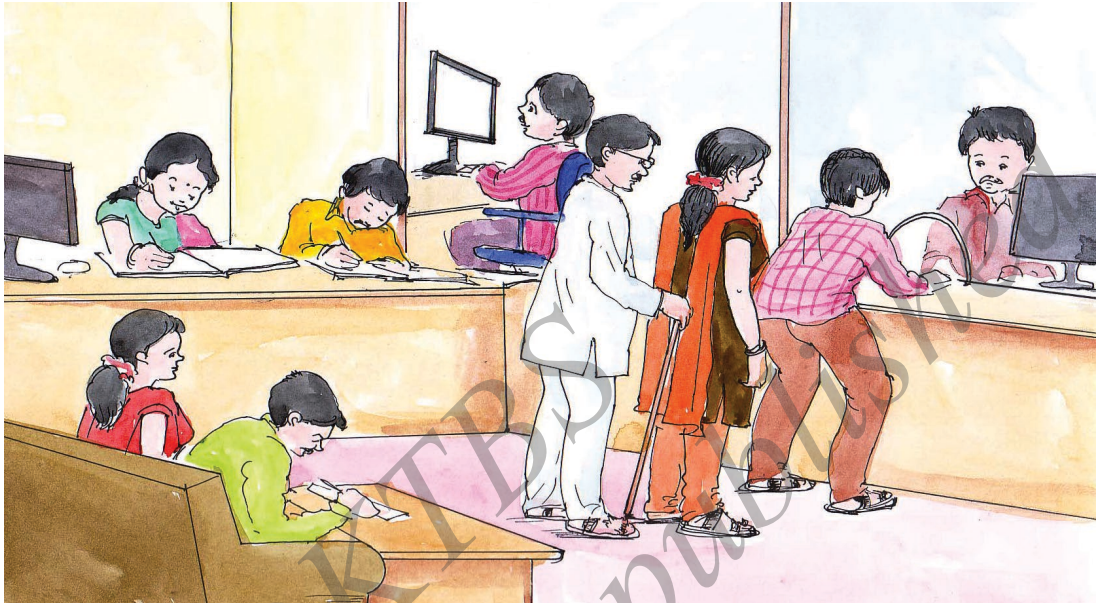
List of phrases :

- last week
- at the back of
- long ago
- in front of
- next week
- last year
- on the banks
- next month
- last minute

* * * *

UNIT - IV

Pre-reading Activity :



Look at the picture. It is a Bank. Have you ever visited a bank? Identify the people: (1) Who is sitting in the chamber?
(2) Who are the other people sitting in the cabins?
(3) Some people are standing. Who are they? What are they doing?

THE JOY OF FILLING FORMS

[Savitha, Sagar's mother, is on her way to school to admit Sagar to fifth standard. On their way, they buy a packet of chocolates in a shop.]

Sagar : Mother! Why have you bought so many chocolates today?

Mother : Today is your first day at school. Let us give chocolates to all the children.

Sagar : To Kajal, Mother?

Mother : Of course.
[The postman stops near them]

Postman : Here is a money order for you madam.

Mother : Oh! How nice.
[Mother signs the money order form; Sagar looks at it]

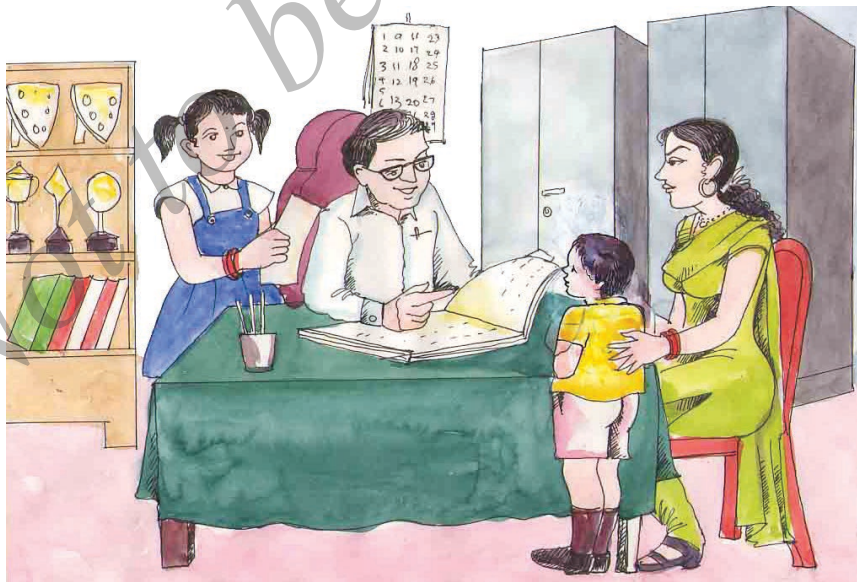
Sagar : Why does he give you money?

Mother : This money is from your father. He sends it for your education and family maintenance.
[They reach the school and are at the entrance of the Headmaster's room.]

Mother : May we come in, Sir?

Headmaster: Please come in, and be seated.

Mother : Thank you, Sir. Could you admit my child to the fifth standard?



Headmaster : With pleasure. Please fill this form.
[The headmaster gives an admission form.]

Mother : Could you help me fill this form, Sir?

Headmaster : Don't worry, your daughter Kajal can do it for you.

Kajal : Good morning Sir. May I come in?

Headmaster : Come in Kajal, good morning. This is your brother's admission form. Fill it carefully.

Kajal : Yes Sir.
[Kajal fills the form; Sagar looks at it curiously. She gives it to the Headmaster.]

Headmaster : Very good, Kajal. Show the class room to your brother.
[Inside the 7th standard classroom, the headmaster shows the admission form, which is filled by Kajal.]

Headmaster : Look here children! Kajal has done an excellent job. She has filled in our school admission form very neatly. All of you should know how to fill forms. Have you seen any other forms like this?

All : Yes, Sir.

Headmaster : What are they?

Kishore : A railway reservation form that my uncle filled in for the train ticket, Sir.

Heena : Yes, there are reservation forms for bus ticket also, Sir.

Pushpa : Our teacher filled in a form to put money in a bank, Sir.

Headmaster : That is a pay-in-slip.

Gayathri : Could we add bus-pass form also to this list, Sir?

Headmaster: Yes Gayathri, let us learn to fill some of these forms now.

[The headmaster gives some railway reservation forms, bank challans, bus ticket reservation forms, money order forms and admission forms to everyone and asks them to fill. He also guides them.]

Glossary :

thrill : feeling of excitement/joy

excellent : extremely good

reservation : hold position/something kept apart for the use of a particular person

pleasure : a feeling of happiness

curious : interested in knowing something

A. Comprehension :

I. Answer the following questions in a word/ phrase or a sentence each :

1. Why did Sagar and his mother Savitha go to school?
2. What did the headmaster give to Savitha?
3. Whom did the headmaster call to fill the admission form?
4. Who was Kajal?
5. Which standard was Kajal studying in?

II. Answer the following questions. Discuss the answers with the members of your group.

1. Why did Sagar's father send money?

2. Why did Savitha buy a packet of chocolates?
3. Why did the headmaster call Kajal to the office?
4. What did the headmaster ask the students to learn?
5. Name the forms given by the Headmaster to the students.

III. Read the given extracts and answer the questions that follow :

1. "Why does he give you money?"

- a. Who asked this question?
- b. Who gave money?
- c. Whom was it given to?

2. "Could you help me fill this form Sir?"

- a. Who said this?
- b. Who is 'you' here?
- c. What form they want to fill?

3. "May we come in Sir?"

- a. Who said this?
- b. Who is the 'Sir' here?
- c. Why did they meet him?

IV. Some statements are given below. Some are true and some are false. Write 'T' or 'F' in the box provided against each sentences accordingly :

1. All the children filled the admission form. []
2. We can reserve train tickets. []
3. We fill in a form to open an account in a bank. []
4. Kajal filled a pay-in-slip. []
5. Sagar was admitted in standard II. []
6. The Headmaster filled in the admission form. []

B. Vocabulary :

V. Match the following types of forms under the list 'A' with their places of availability under the list 'B'

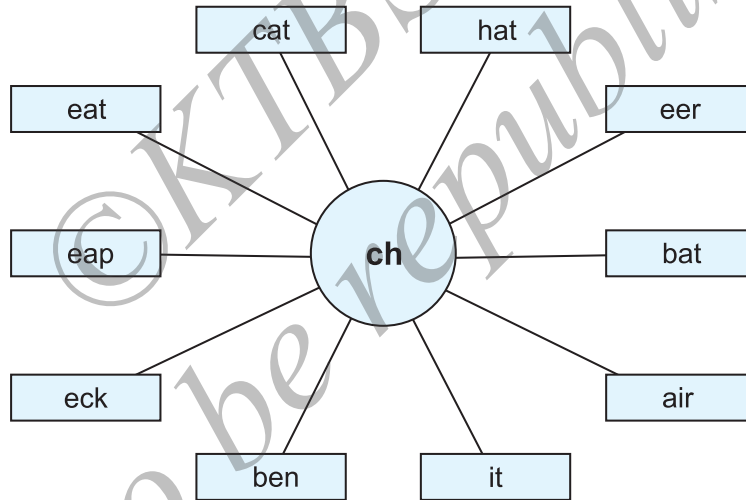
A

1. admission form
2. reservation form
3. pay-in-slip
4. money order form

B

- a. bank
- b. post office
- c. school
- d. railway station

VI. Make new words by adding 'ch' in the beginning or at the end of the given words :



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

Now, find the meanings of these words with the help of a dictionary and put them in alphabetical order.

C. Language in use :

VII. Read the following sentences.

Sharath is a clever boy. He studies well and scores good marks. Rani is his sister. She is a tall girl. She sings devotional songs. She has a melodious voice.

In the above sentences the words 'clever', 'good', 'tall', 'devotional' and 'melodious' are used as describing words. They describe nouns. They are called 'adjectives'.

Pick out the adjectives from the following paragraph and use them in your sentences.

Mr. Razak is a rich man. He lives in a big house. He has a small family of four. His wife is an efficient home manager. His daughter is a good singer. She sings beautiful songs. His son is very intelligent. He learns his hard lessons quickly.

VIII. Make as many meaningful sentences as possible by using the following words given in the table.

	I	get	that	atlas	
Could	we	take		pen	sir?
		pack	this	school bag	
		buy			

eg.: Could I take this atlas, Sir?

IX. Rearrange the words into meaningful sentences and write them in your notebook :

eg.: /bought/a/chocolates/they/packet/of

They bought a packet of chocolates.

1. stops/them/the postman/near
2. is/good/at/studies/her/Kajal
3. form/gives/an/admission/Headmaster/the
4. guides/them/he
5. is/she/an/girl/intelligent

D. Reading skill :

X. Read the given passage and answer the following questions :

Abdul was a poor boy. He worked very hard. On account of his hard work, he became an officer in a private firm. He is in a good position now. He has a big mansion. His wife maintains it neatly.

1. Who was Abdul?
2. How did he become an officer?
3. Where did he work?
4. How does his wife maintain his mansion?
5. What is a mansion?

2. Frame sentences using the clues supplied. Follow the example.

eg.: _____ get up at 5.00 am

Ramesh is going to get up at 5.00 am tomorrow

1. read newspaper till 8.30 am
2. have breakfast at 9 am
3. leave for office at 10 am
4. return home at 6.30 pm
5. eat his dinner at 8.45 pm
6. go to bed at 10 pm

E. Writing skill

XI.



Look at the pictures given above and answer the questions : see the example.

eg.: 1. What can give light?
A lamp can give light.

2. What can hop?

3. What can lay eggs?

4. What can cut?

XII. Now answer the following :

1. What can sail? (boats/boys/ships)
2. What can fly? (birds/cars/aeroplanes)
3. What can jump? (monkeys/watches/horses)

F. Spoken English:

XIII. When you want a favour from someone, you must respectfully request for it. How will you do it? Follow the example.

eg.: I am thirsty. Could you please give me a glass of water?

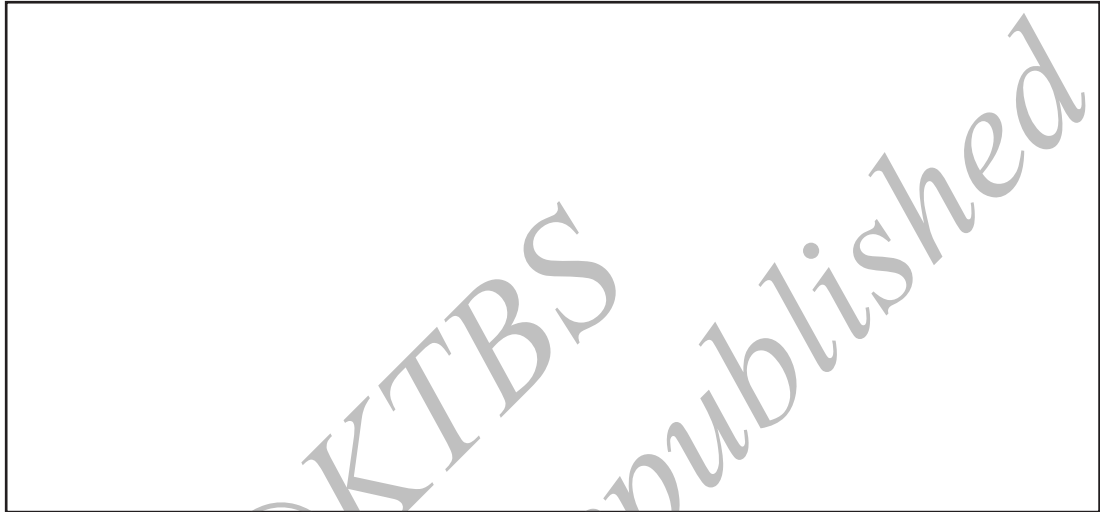
Now request for things according to the given contexts.

1. When you are hungry.
2. When you want to borrow a book.
3. When you want some help.

XIV. Project :

How does your school look?

Draw the picture of your school in this box and write a few sentences about it.



Name of my school : _____

A NIGHT IN JUNE

- William Wordsworth



The sun has long been set,
The stars are out by twos and threes,
The little birds are piping yet
Among the bushes and the trees;
There's a cuckoo, and one or two thrushes,
And a far-off wind that rushes,
And a sound of water that gushes,
And the cuckoo's sovereign cry,
Fills all the hollow of the sky!

Glossary :

- cuckoo : a small singing bird
gush : to flow with force
sovereign : supreme
thrush : a kind of a singing bird
hollow : empty

A. Comprehension:

I. Answer the following questions:

1. Where are the birds piping?
2. What fills the hollow of the sky?
3. Name the birds that appear in the poem.
4. Write down the rhyming words in the poem.

B. II. Match the following words with their actions.

A

- a) water
- b) cuckoo
- c) bird
- d) wind

B

1. cries
2. gushes
3. rushes
4. pipes

**C. III. Which line do you like the most in this poem?
Why?**

IV. Describe a full moon night in four or five short sentences of your own.

* * * *

UNIT - V

Pre-reading Activity:

All of us like playing games. Some games are played inside and some outside. The games we play inside are called 'Indoor Games' and the games we play on the ground are called 'Outdoor Games'.



The names of some games and sports are given below. Write them under their respective columns.

Cricket, hockey, chess, kabaddi, snake and ladder, KhoKho, carrom, football, and table tennis

Indoor Games	Outdoor Games

THE OLYMPIC CHAMPION AND THE DUCKS

At the Olympic Games of 1928, Bobby Pearce won a gold medal in rowing. He also won the hearts of all who saw him win.

Bobby Pearce was born in Sydney in Australia. His father was a great rowing champion. When Bobby was five, he was rowing around the Sydney harbour in a small boat. At the age of six, he won his first race, competing against fourteen-year-olds.



Bobby Pearce was interested in rowing races. What game do you like the most? Why?

He won many titles in rowing. Bobby Pearce is always remembered as the man who stopped rowing for ducks at the Olympic Games. In 1928 Olympics while on the final course of rowing, he saw a duck and her brood of ducklings swimming across the canal.

Which are the other animals and birds that can swim?

They were swimming into the course of his boat and the boat was going to run into them. The poor birds had no idea that they were in the middle of an Olympic race!

If you were Bobby, what would you have done?



Immediately, Bobby slowed his boat down. Myers was catching up very fast. But Bobby waited patiently until all the ducklings were out of harm's way. Then he picked up speed again and went on to win the race easily.

Of all the Olympic heroes, it was he who won everybody's hearts. His friends in the Australian Olympic team were not surprised with that incident. "Bobby is that kind of a bloke," they said.

Glossary :

Olympic Games : games that are played once in four years, in which sports people from all the countries participate.

harbour : shelter of ships

ahead : go forward

brood : a family of young ones

course : onward movement, a direction or route

patiently : with patience

harm : damage or hurt

bloke : person/guy

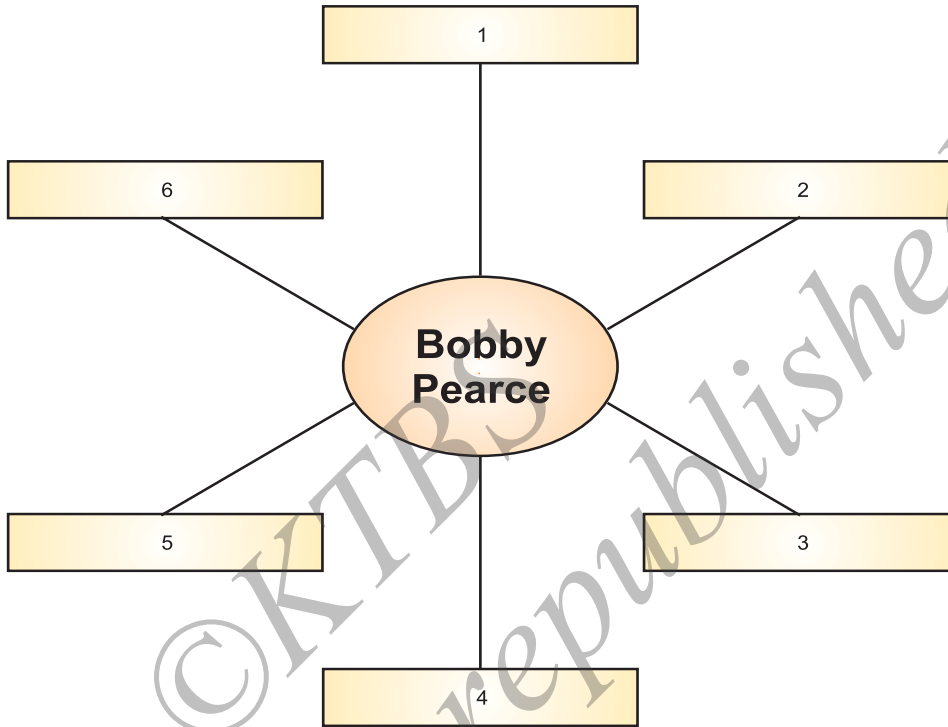
harm's way : a risky position, danger

A. Comprehension

I Choose the right answer from the choices given and put a (✓) mark against it:

1. Bobby was _____
a) an American b) a Dutchman c) an Australian
2. Bobby's father was a _____
a) boxing champion b) rowing champion
c) football champion
3. Bobby slowed his boat down because _____
a) he was tired b) he wanted to save the ducklings
c) he thought he could not over take Myers
4. "Bobby is that kind of a bloke." This was said by
a) Bobby's father b) Ken Myers C) Bobby's friends

II. Based on the lesson, fill in the boxes with the correct information.



1. saved the lives of 2. was born
3. won 4. started rowing at the age of
5. competed in the Olympic Games at
6. competed in the Olympic Games against

III. Answer the following questions :

1. How did Bobby become interested in rowing?
2. What instances in the lesson will tell you that Bobby was interested in rowing right from his childhood?
3. Bobby slowed down his boat during the rowing race to save the ducklings. What quality/qualities of Bobby do you admire?

B. Vocabulary :

IV. Complete the following passage by filling in the right words given in the box. Change the form of the words wherever necessary. An example is given.

drive , ride , row , draw , fly

Ram has a boat; he rows it. His brother has a motorbike; he _____ it. His sister has a car; she _____ it. His father is a pilot; he _____ an aeroplane , and his servant has a cart and he _____ it.

V. Complete the following sentences by choosing the right words given in brackets:

- I have to _____ in a queue to check my _____
(wait, weight)
- My brother _____ medals in school sports, two gold and _____ Silver. (one, won)
- _____ check up camp is held every _____ in my school. (year, ear)
- My mother stood _____ the road to _____ vegetables (by, buy)

C. Language in use :

VI. Read the following sentence :

Suddenly, Bobby saw a duck and her brood of ducklings swimming across the canal.

Look at the underlined word. It is used to refer to a group of ducklings. These are called 'Collective Nouns'. Now fill in the blanks with the collective nouns given in the box.

flock, class, army, bunch, herd

1. A _____ of students was waiting for the teacher.
2. A _____ of elephants was eating sugarcane.
3. I met a _____ of soldiers in Kashmir.
4. A _____ of sheep was grazing in the field.
5. My father kept a _____ of keys on the table.

VII. Look at the following sentences.

- A) When Bobby was five, he was rowing around the Sydney harbour in a small boat.
- B) Bobby saw a duck and her brood of ducklings swimming across the canal.

The underlined words, 'around' and 'across' indicate position. They are called 'prepositions'.

VIII. Look at the picture and complete the sentences, with correct prepositions given in the small bubble.



1. The TV is _____ the desk.
2. The boy is standing _____ the TV.
3. The water is _____ the jug.
4. The fridge is _____ the door.
5. The sofa is _____ the fridge and the boy.
6. The pen is _____ the sofa.

D. Spoken English:

IX. Observe how Vivek talks about himself and his family.

I am Vivek. I am 11 years old. This is my father Mr. Mohit. He is 40 years old. He is the eldest member of our family. Meet my mother Sadhana. She is 35 years old. Here is my brother Suhas who is 13 years old. He is older than me by two years. The girl sitting at the table is my sister Sunitha. She is 8 years old. She is younger to me by 3 years.

Now you talk about you and your family in the way Vivek did.

Begin like this:

I am _____

E. Listening (Post listening Activity) (teacher to read the text aloud to the class.)

IX. Listen to your teacher as she/ he reads about Sachin Tendulkar and then answer the questions that follow:

Hi! I am Sachin Tendulkar. I am from Maharashtra. I have played cricket for India for 24 years. I began playing international cricket when I was just sixteen. So far, I have played in 200 Test matches. After my retirement, I was honoured with the “Bharat Ratna.”

- 1) Who is the speaker?
- 2) Which state does he belong to?
- 3) What game did he play?
- 4) At what age did he begin his international career?
- 5) What was the award given to him?

F. Writing

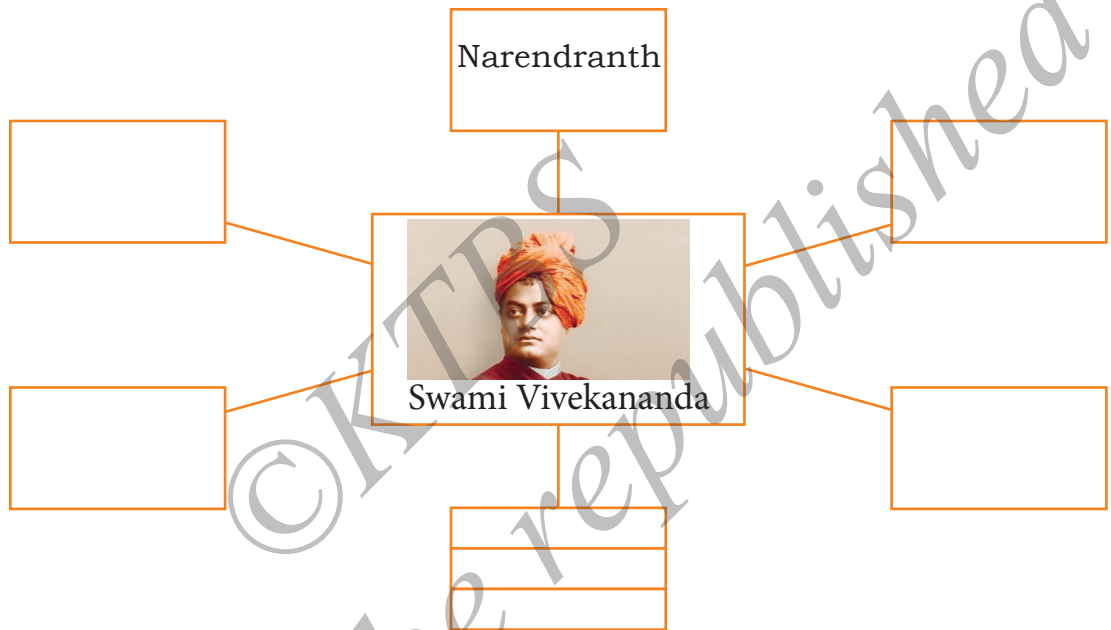


X. This is the symbol of the Olympic Games. With the help of this, write the answers for the following questions :

1. How many rings are there in the symbol?
2. How many continents does each circle represent ?
3. Which continent does your country belong to?
4. What do you understand by the symbol?
5. Which of the following proverbs best describes the above symbol?
 - a. Too many cooks spoil the dish.
 - b. United we stand divided we fall.
 - c. Birds of the same feather flock together.

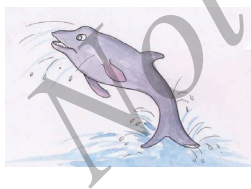
XI. Read the following passage and complete the flow chart:

Narendranath is the boyhood name of Swamy Vivekananda. Vishwanath Dutta was his father and Bhuvaneshwari Devi was his mother. He learnt puranas from his mother. He was an all-rounder; he was good at sports and he could sing well. He liked to meditate. Sri Ramakrishna was his teacher.



HOMES

- Anonymous



I might have lived inside a shell
If I had been a snail;
Or in a great wide tossing sea
If I had been a whale!



Or in a busy, noisy hive,
If I had been born a bee;
Or a bunny in a burrow
Eating lettuce for my tea.



I might have had a kennel home,
If I had been a dog.
Or a mud hole in river bank,
Had I been born a frog.



I might have been a little bird,
And lived inside a nest;
But Oh! I'm glad I'm just a child,
I think my home is the best.

Glossary :

- toss – throw
hive – a wax structure in which bees live and make honey.
bunny – rabbit
burrow – a hole in the ground
lettuce – a green leafy vegetable
kennel – shelter for a dog

A. Comprehension

I. Answer the following questions:

1. Make a list of the names of animals you find in the poem.
2. Complete the following statements.
 - a. If the poet had been a snail, she/he would have lived inside a _____
 - b. If she/he were a little bird, she/he would live inside a _____
 - c. If the poet had been born a bee, she/he would have lived in a _____
 - d. If you were a tree, you would _____
 - e. If you had been a cloud, you would have _____

II. Identify the rhyming words from the poem for each of the words given below and then add a word of your own. One example is given.

1) snail : whale - tale

2) sea : _____ - _____

3) dog : _____ - _____

4) nest : _____ - _____

5) bird : _____ - _____



Group Activity (Instructions to teachers):

Practice names of animals/birds.

- * Make the children sit in a circle.
- * Select a topic (animals/birds)
- * Ask each child to clap their hands twice and say one word related to the topic. Go on till you know that they have used all the words they know related to a topic.
- * Change the topic and continue the games.
- * For instance, if the first topic is animals - children say clap clap dog, clap clap cat, clap clap lion, clap clap tiger, clap clap snake and if there is a gap, change the topic to birds.
- * Each child should give only one name.
- * The actions can be changed to jump, roar, snap.

UNIT - VI

Pre-reading Activity :

Everyone enjoys watching cartoons, as they provide us with a different form of entertainment. Children like watching cartoons, like Tom and Jerry, Donald Duck, Mickey Mouse, Ben 10, Dragon Ball Z, Pokemon and many more. They like to have these cartoon figures on everything they buy like, pens, pencils, pencil boxes, lunch boxes, dresses etc.

Which is your favourite cartoon show?

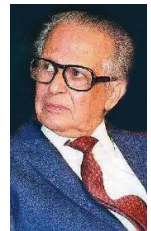
Apart from this, newspapers usually carry a cartoon that speaks about recent events. In India, this form of newspaper cartooning was popularized by a great cartoonist called R.K. Lakshman.



A GREAT CARTOONIST

Let's learn about him :

R.K.Lakshman (Rasipuram Krishnaswamy Lakshman) was born on 23rd October 1924 in Mysuru. His father Krishnaswamy Iyer was headmaster in a school. His elder brother R.K. Narayan is a famous story writer in English.



R.K. Lakshman was attracted by the pictures that he observed in the newspapers. He would also observe objects around him like leaves, lizard-like creatures, and a number of crows on rooftops of the opposite building. He started drawing those pictures on the walls, doors and windows of his house. All this he did before he went to school.

Lakshman was the captain of a local cricket team. He was very mischievous and his brother often watched him play and wrote characters for his books based on this. Later on, Lakshman became very serious about cartoon pictures and started drawing for magazines, newspapers and the cover pages for almost all his brother's books.

He also created a popular mascot for the Asian Paints group called 'Gattu' in 1954. His cartoons have also appeared in the Hindi film Mr. and Mrs. 55, the Tamil film 'Kamraj' and all pictures of the teleserial Malgudi Days written by his brother and directed by Shankar Nag.

Lakshman's Mr. Citizen or 'Common Man' cartoons became so popular that people who bought "The Times of India" paid special interest to his cartoons. In this way, he became very popular in India. This great cartoonist of India passed away on 26th January 2015 in Pune.

Glossary :

mischievous : naughty

mascot : a symbol that people believe will bring them good luck

A. Comprehension:

I. Answer the following questions:

1. When was R.K. Lakshman born?
2. What is the brother of R.K. Lakshman known for?
3. Name the Hindi film that has R.K. Lakshman's cartoon pictures?

II. Answer the following in two or three sentences. Discuss the answers with your friends in your group.

1. How did R.K. Lakshman start drawing?
2. Which are the various places in which R.K. Lakshman's cartoons are used?

III. Rearrange the following sentences in the order as they appear in your lesson.

- a. Lakshman was the captain of his local cricket team.
- b. Lakshman was born on 23rd October 1924, in Mysore.
- c. Lakshman started drawing for magazines and newspapers.
- d. Lakshman created a popular mascot for Asian Paints called Gattu in 1954.

B. Language Activity :

IV. Discuss with your friend and write a sentence about the kind of work the people in the list do. One example is given.

- a. Cartoonist: A person who draws cartoon pictures is called a cartoonist.
- b. Farmer :
- c. Pilot :
- d. Driver :
- e. Soldier :

C. Speaking Skills :

V. What do you want to be when you grow up? Why? This is a nice question that will be asked the whole of your life. But how to ask it and how to answer it is indeed a huge task. Try to learn it.

Complete the dialogue & practise it with your friend.

Teacher : What do you want to be when you grow up?

Student : I want to be a _____

Teacher : Why do you want to be a / an _____?

Student : I want to be a/an _____,
because _____.

Teacher : Where do you have to study for that?

Student : I have to _____.

Teacher : How will you plan for it?

Student : _____

D. Listen to a short passage read by your teacher. Children be attentive. Whenever you hear the 'p' sound in the words girls should get up, and whenever you hear to a 'b' sound boys should get up.

VI. Now listen:

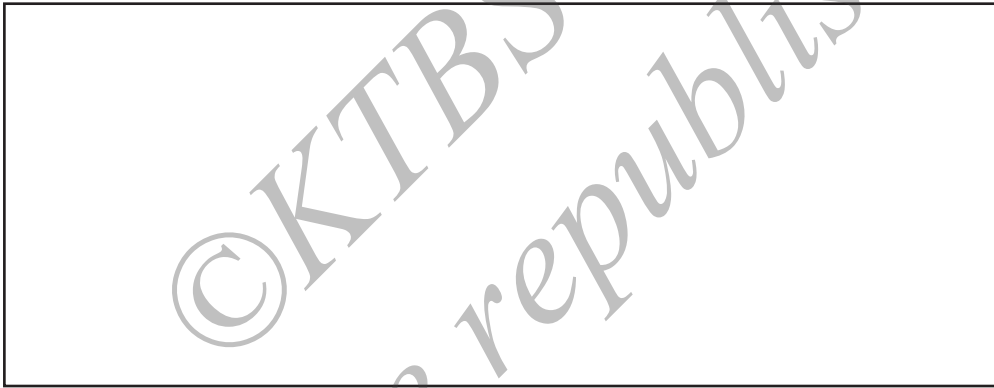
John went to a shop, to buy a cup. But he bought a cap. He put on that cap; bought some butter, went home. He spread butter on the bread and gave it to his brother.

VII. Add er/ ist to form words and see what happens to it. One example is given.

1. drive + er = driver
2. paint + _____ = _____
3. cartoon + _____ = _____
4. teach + _____ = _____
5. journal + _____ = _____

VIII. Extended Activity

1. Try to draw a cartoon which consists of a) your school b) your friends and c) your school bell. Try to write a caption for it.
(Caption: A sentence you have to write below the cartoon to explain it.)
2. The caption given below the picture reads “It’s neither coffee nor tea. It’s plain muddy water from the tap.” Try to draw a picture for this.



POEM

Pre-reading Activity :

Read the following poem :

Mother plays on the violin,
Daddy plays on the flute.
Big brother blows the horn,
Toot-toot-toot-toot.
Little sister keeps the beat,
By clanging on a pot.
And I try to sing along
Whether I know the words or not.

Answer the following questions :

- 1) Underline the members of family in the poem.
- 2) What are they doing?
- 3) What do you think about this family?

THE HAPPIEST !



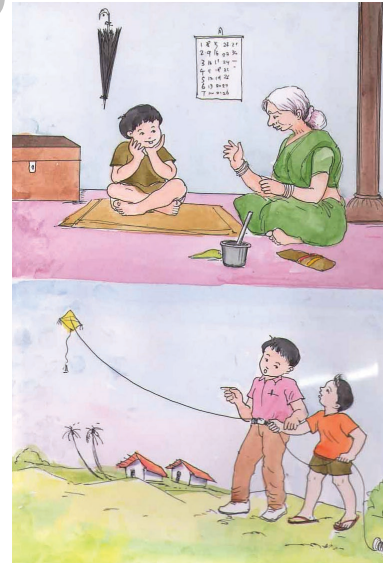
Mother gives me love and care,
Father shows me how to fare,
Friends give me joy and fun,
Uncles buy me toys that run.

Granny tells me tales at night,
Brother spares his bike and kite,
Sister plays some tricks that please,
Teachers help me learn with ease.

I'm the happiest you can see-
To have them all here with me.

Glossary :

- fare : progress / do well
granny : grandmother
please : make happy
spares : gives



A. Comprehension :

I. Here are the names of the members of family under column 'A' and the things they give in the poem under column 'B', match them.

'A'

- 1) mother
- 2) uncles
- 3) granny
- 4) brother

'B'

- a) tales
- b) love
- c) bike
- d) chocolates
- e) toys

II. Answer the following questions:

- 1) How does your father help you?
- 2) What do your friends do?
- 3) How does your sister please you?
- 4) How do teachers help you?

III. Read the poem once again, answer the questions that follow:

- 1) The poem is full of happiness, there are three words in the poem which mean the same as 'happiness'/'to make someone happy'. Pick and write them.
- 2) There are many rhyming words in the poem. Find them and list them in pairs. One example is given.
eg.: care- fare

UNIT - VII

Pre-reading Activity :

Read the description in the boxes under column 'A' and complete the sentences in circles under column 'B' by choosing the words from the triangle below.

'A'

'B'

Manish studies well.
He scores good marks.



Everyone
praises
Manish for his

Rohan sees two small
children fighting over a
ball. He talks to them
and solves the prob-
lem.



He is very
popular for his

Meena finds an instrument
box left in the classroom. She
hands it over to the Head
Teacher.



She is given a
prize for her

cleverness
honesty
intelligence

An Act of Cleverness

9th November 2013
Mysuru

Dear Rafi,

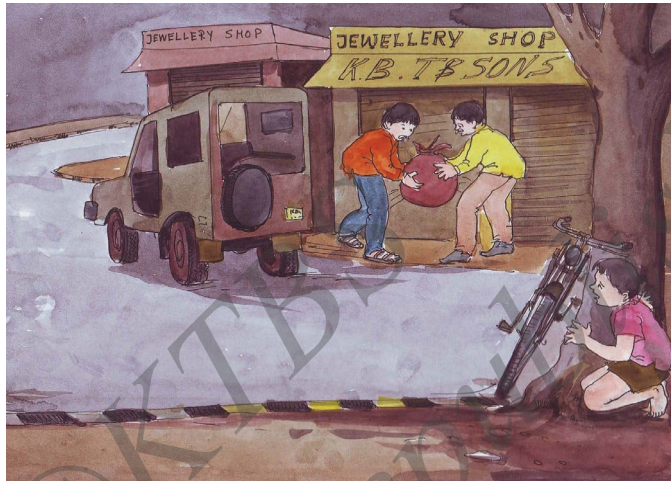
How are you? I am fine here, my studies are going well too. Hope you celebrated Deepavali very well. We are going on a trip to Belur and Halebidu in the month of December. Aren't your teachers planning on any such trip?

Let me share an interesting incident. Last night my friend Shankar was returning home on his bicycle after studying with me. When he reached his father's jewellery shop he saw that the door was open and two men lifting things from the shop.

Who do you
think the two men were?

Shankar heard them whisper that the jewellery they had collected would fetch them a lot of money. At once Shankar knew that they were thieves. He was a little afraid. His heart began to beat fast. He saw them going back to the shop again.

What would you have done in such a situation?



Then Shankar immediately ran to the jeep and let the air out of all the four tyres. After that he got on his bicycle and rushed at full speed to the nearby police station. He told the police inspector about the thieves. The police inspector, along with a few constables, went to the spot in the police jeep. Shankar also went with them. The policemen caught the thieves and took them to the police station.

What qualities of Shankar would you admire?

‘How brave!’ The inspector patted on Shankar’s back and said, “Well done, my boy. You are very clever.” Everyone praised Shankar for his cleverness.

Our school is organising a function next week to honour Shankar for his cleverness and presence of mind.

Rafi, don’t you think we should not lose heart in times of danger or difficulty? We should be as clever and confident as Shankar.

I am really proud of him. Tell your friends about this. Is there anything special from your side? How is your granny? Is your sister attending dance classes now? Convey my regards to your parents.

Please do reply.

With love

Yours

Somesh

To,
Rafi,
21, Park street,
Mysuru-583229

Glossary :

narrate : to tell, to explain

deed : an act

whisper : to speak in a low voice

fetch : to bring

honour : to felicitate

presence of mind : to be aware of the circumstances and act quickly

A. Comprehension :

I. Answer each of the following questions in a phrase or a sentence.

1. What was Shankar's father?
2. What were the thieves stealing?
3. Where were the thieves when Shankar let out the air from the tyres?
4. "Well done, my boy. You are very clever" Who said this?
5. Why did people praise Shankar?

II. Arrange these sentences in the order in which things happened in the story. Write the correct number in the box.

- a) The police arrested the thieves.
- b) Shankar saw the doors of his father's jewellery shop open.
- c) There was a jeep on the road and the two men were putting a heavy bag into it.
- d) Shankar was returning home on his bicycle after group studies.
- e) He let the air out from all the four tyres of the jeep.
- f) He wondered why the shop was open at 11 o'clock at night.

- g) The inspector praised Shankar for his cleverness and presence of mind.
- h) When he heard them whisper about the stolen goods, he understood that they were thieves.
- i) He cycled at top speed to the nearby police station and informed the police about the thieves.

III. Complete the following sentences. The questions below each of these lines will help you.

- a) There was a _____ on the road.

What was on the road?

- b) Shankar saw _____ men putting a heavy bag into the jeep.

How many men did Shankar see?

- c) The thieves had collected _____ in the bag.

What had the thieves collected in the bag?

- d) Shankar informed the police about _____ .

What did Shankar inform the police about?

e) Shankar's school was holding a function to _____
Shankar for his cleverness.

Why was Shankar's school holding a function?

B. Writing

IV. MATCH THE PICTURES WITH THE WORDS



1. POSTMAN



2. RECEIVING A PARCEL



3. ENVELOPE



4. POST BOX



5. PASTING A STAMP



6. WEIGHING A PARCEL

V. Fill in the blanks with the words given in the box and complete the letter.

21, New Horizon
Circle,
Bengaluru.

1) _____

2) _____ Ravi,

Hope this letter finds you in the pink of health. We
3) _____ Deepavali with great pomp. Manish had also
come. We 4) _____ you a lot. We 5) _____
our old friends at school. Hope to see you during 6) _____
holidays. Convey my 7) _____ to all at home.

8. _____ lovingly

Shashank

yours	summer	celebrated
met	21st August	dear
missed	regards	

VI.

Imagine you are Rekha. You had attended the programme where Shankar was honoured. You are very happy and want to tell your sister Rashmi about the programme. Use the following format to write a letter.

Place:

Date:

Dear _____

_____ (What do you want to convey?)

_____ (Concluding remark)

Yours _____

affectionately/ lovingly
(select one and fill)

_____ your name

C. Language in use

VII. Read these sentences.

1. Immediately he hid behind a tree.
2. There was a jeep on the road
3. Two men were putting a heavy bag into it.
4. Our school is holding a function next week.
5. My brother is an engineer.

We say a tree, a jeep, a bag, a function. But we say an engineer, an egg, an owl, an elephant.

We use 'a' before the words which begin with consonant sound and 'an' before the words which begin with vowel sound.

1) Work in pairs. Look at these pictures and answer the questions that follow.

1. What does Savitha have for breakfast?

Savitha has an egg for breakfast.



2. What does Suguna have?

Suguna has _____



3. What does Laxman have?

Laxman has _____



4. What does Suresh have?

Suresh has _____



5. What does Rashmi have?

Rashmi has _____



VIII. Read these sentences :

1. They collected a lot of jewellery. They whispered that the jewellery they had collected would fetch them a lot of money.
2. There was a jeep on the road. Shankar ran to the jeep and let out the air from all the four tyres.

We use 'the' when we talk about a person or thing for the second time.

Use a, an or the to complete these sentences.

1. I bought _____ book. _____ book was interesting.
2. Raju ate _____ apple. _____ apple was red.
3. I met _____ boy in the market. _____ boy had blue eyes.
4. I saw _____ ant. _____ ant was dark and tiny.
5. Ravi presented _____ ring to Lakshmi. _____ ring was beautiful.

D. Listening :

IX. Listen to the poem recited by your teacher and fill in the blanks as you listen.

What's in the mailbox?

Most always when the _____ comes

With _____, two or three,

They're for my mother or my _____

But _____ one for me.

I'm going to _____ some letters, though,

That's what I am going to _____,

And then my _____ will answer me,

And I'll _____ letters too!

Teacher to recite the poem to the students

What's in the Mailbox?
Most always, when the postman comes
With letters, two or three,
They're for my mother or my dad
But never one for me.

I'm going to write some letters, though,
That's what I'm going to do,
And then my friends will answer me
And I'll get letters too!

E. Spoken English :

X. Language function: Asking how someone is/saying how someone is.

Read the following question and statement.

1. How are you?
2. I'm fine.

Expression 1 is used to ask how someone is and expression 2 is saying how someone is.

Now, read the following statements and classify them under two headings given below.

1. How's life?
2. I'm quite well.
3. How are your parents?

4. Hope you are keeping well?
5. Fine, thanks.
6. How are things?
7. I'm very well indeed, thank you.
8. On top of the world, thanks.
9. Good!
10. How is your little sister Radha?

S.No.	Asking how someone is	Saying how someone is
1		
2		
3		
4		
5		

Fun Time

Train Your Brain (Learn and enjoy Activity)

Can you solve the following riddles?

Try yourself and discuss with your friends.

1. What starts with letter E, ends with the letter E, and contains one letter?
2. What starts with P, and ends with E, and has millions of letters?

3. Why are Saturday and Sunday strong days?
4. Which animal can jump higher than a house?
5. How many months have 28 days?

Answers :

- 1) envelope 2) post office 3) Because they are not week days
- 4) All because a house cannot jump 5) all the 12 months

F. Vocabulary

Read these sentences.

- 1) The inspector patted Shankar's back and said, "You are very clever"
- 2) We should be as confident as Shankar
- 3) I am fine here with my studies.
- 4) I am writing to tell you about a brave deed of my friend Shankar.

The underlined words are describing words. They describe persons, things, animals etc. They are called adjectives.

XI. Here are two boxes. Box 'A' contains describing words and box 'B' contains the words that can be described with help of the words in box 'A'. Match the appropriate words from both the boxes and fill in the blanks and complete the sentences that follow.

A

intelligent
beautiful
interesting
delicious
large

B

scenery
film
dishes
building
student

- 1) Rahim is an _____ . He always secures the first rank.
- 2) They live in that _____. It has 20 houses.
- 3) I watched 'Mungaru Male' yesterday. It was really a very _____ .
- 4) The _____ of Kashmir attracts tourists from across the country.
- 5) We really enjoyed the dinner last night. It was full of _____ .

Poem

Pre-reading Activity :

So many wonderful things live on land and also in water. Some things, animals seen on land and in water are given below. Write 'L' for the things available on land and 'W' for those found in water within the brackets provided for each of the words.

Fish (), parrot (), shell (), cart (),
Ship (), ox (), whale (), crocodile (),
Horse (), tortoise ().

Sea Song

I found a shell, a curly one,
Lying on the sand.
I picked it up and took it home,
Cold inside my hand.
Mummy looked at it and then
She held it to my ear,
And from the shell there came a song.
Soft and sweet and clear.
I was surprised - I listened hard,
But it was really true.
I wish you'd find a nice big shell
And hear it singing too!



Glossary:

held : to have something in your hands.

surprise : to wonder.

curly : curved or ring shaped

A. Comprehension :

Answer the following questions :

1. Where did the child find the sea shell?
2. The shape of the shell was _____
a. oval (b) curly (c) round.
- 3) Where did the child take the shell to?
- 4) What did the child's mother do?

II. The child took the shell in his hands near his ears and heard the song.

We use different part of our body for different purposes. Complete the poem by filling them with the right names of the parts of your body.

- 1) I see with my.....
- 2) I walk with my.....
- 3) I smell with my.....
- 4) I taste with my.....
- 5) I comb my..... every day.
- 6) I brush my every morning.

III. Read the following lines

“Mummy looked at it and then she held it to my ear”,
So, you call your mother mummy.

In the same way we also call the other members of our family by short names, here are the names of the members of family under column 'A' and their forms in column 'B' Match them.

'A'

- 1) father
- 2) grandfather
- 3) grandmother
- 4) aunt

'B'

- a) grandma
- b) aunty
- c) daddy
- d) grandpa

IV. Read the pairs of rhyming words

sand-hand

ear-clear

You can form as many words as possible by replacing just one letter

For example: sand- hand- and - and.






In the same way add one letter in the box and form words.
You can also refer to a dictionary.

- 1) ear - clear - ear - ear
- 2) sing - ing - ing
- 3) cold - old - old
- 4) hard - ard - ard
- 5) wish - ish - ish

UNIT - VIII

Pre-reading Activity :

Names of tools/materials are given in column 'A' and the pictures of persons who use them are given under column 'B' match them:

'A'	'B'
Chisel, Hammer, Hand saw	 A person wearing a green shirt and blue shorts is painting a wall with a brush. A paint bucket is on the floor next to them.
Brush, Paints, Ladder	 A person is kneeling on the floor, using a hand saw to cut a piece of wood. There are other tools like a hammer and a chisel nearby.
Stethoscope, Thermometer, Syringe & needle	 A woman in a white shirt is standing in front of a green chalkboard. She is pointing at the board with a piece of chalk. The board has the text "Happy Teachers' Day!" written on it.
Sewing machine, Measuring tape, Thread & needle	 A woman wearing a white lab coat and a stethoscope around her neck is smiling.
Black board, piece of chalk, Ruler	 A person is sitting at a sewing machine, working on a piece of red fabric. A ruler is visible on the table next to the machine.

The Magical Chisel (Play)

Characters :

Somu : A carpenter Princess
Angel : The goddess
Sundari : A very poor girl

* * * * *

Scene – I

(Somu's Hut)

[Somu is sitting in front of his thatched hut. He is busy with his carpentry. He looks worried because he is unable to make enough money with carpentry. It gets dark and he enters his hut]



Somu: [Sitting on his bed, folding his hands, prays] Oh! God, please help me. Let my goods fetch me a good price.

What do you pray for?

[After sometime an angel appears in his dream and talks to him.]

If an angel appears in your dream, what would you ask for?

Angel : Don't worry. I will give you a magic chisel.

Somu : How will that help me?

Angel : It will help you make furniture with fragrance.

Somu : Oh! That's very kind of you.

Angel : But one condition. You should never be greedy.
If you are greedy, the chisel will lose its power.

Somu : Okay. I will never be greedy. Thank you.

[The Angel disappears]

[With the help of magic chisel, Somu makes good furniture, which gives out fragrance. The demand for his goods increases and he becomes rich soon.]

Scene - II

[Somu's Shop]

[Now, Somu has a big shop of his own. One day, Somu was sitting in his shop and making a beautiful doll]

Sundari: [Passes by the carpenter's shop and stops to talk to him] Uncle, the doll is very beautiful, will you give me? But I don't have money to pay for it.

Somu : Don't worry, I will give it to you on your birthday. I promise.

Sundari: Thank you uncle.

[Sundari exits]

Do you think
Somu would give the
doll to Sundari?
Why or why not?

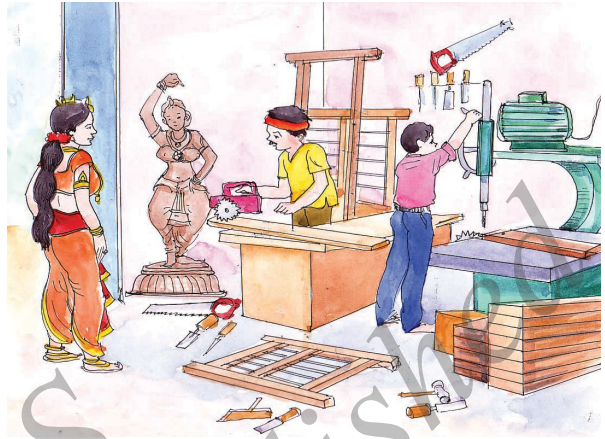
[Days pass, Somu becomes famous and one day the princess of that local kingdom visits his shop. Somu is surprised]

Somu : Oh! What a surprise! Welcome, welcome!
Come in, please be seated.

Princess : It's all right. I learnt that you are a great carpenter. I have heard so much about the fragrance that comes out of your furniture.

Somu : Thank you, Madam.

Princess : [looks at the doll made for Sundari]
Wow! What a beautiful doll.
Take this bag of gold coins and give me the doll.



[Somu becomes very happy, forgets the condition of the angel and the promise made to Sundari and gives the doll in return for gold coins.]

Is Somu right in giving away the doll to the princess?

Scene – III

[In front of his house]

[Somu is crying aloud, Sundari comes there]

Sundari: Uncle, why are you crying?

Somu : Alas! My chisel has lost its magic power.

Sundari: Really?

Somu : Yes dear, the doll doesn't give any fragrance now.

Sundari: Why? What happened?

Somu : All because of my greed. I wanted to make money.

What do you think, would be Sundari's reaction?

Glossary:

- carpentry : the activity of making things from wood or repairing things that are made of wood.
- fetch : to bring.
- greedy : wanting more money, things etc.
- exit : to leave a place.
- fragrance : good smell.
- bitterly : badly

A Comprehension :

I. Answer the following questions after discussing the answers in your group:

1. Why did Somu look worried in the beginning of the play?
2. What was the speciality of the magic chisel?
3. On what condition did the angel give the chisel to Somu?
4. What made Somu give away the doll to the princess?
5. Why did the chisel lose its magic power?

II. Discuss with your friend and fill in the circles with correct information.

1. The main character of the play
2. The carpenter gives away in return for
3. The female characters in the play are

III. Based on your understanding of the play, circle the right word given in each of the boxes to complete the statements. One example is given.

1. Somu works from morning to evening. So he is _____

lazy
hard working
idle

2. The angel gives Somu a magic chisel. She is _____

cruel
beautiful
kind

3. The chisel helps Somu make furniture with fragrance. It is _____

special
ordinary
simple

4. Somu finally gives the doll to _____

the princess
Sundari
the angel

5. The magic chisel loses its power because of Somu's _____

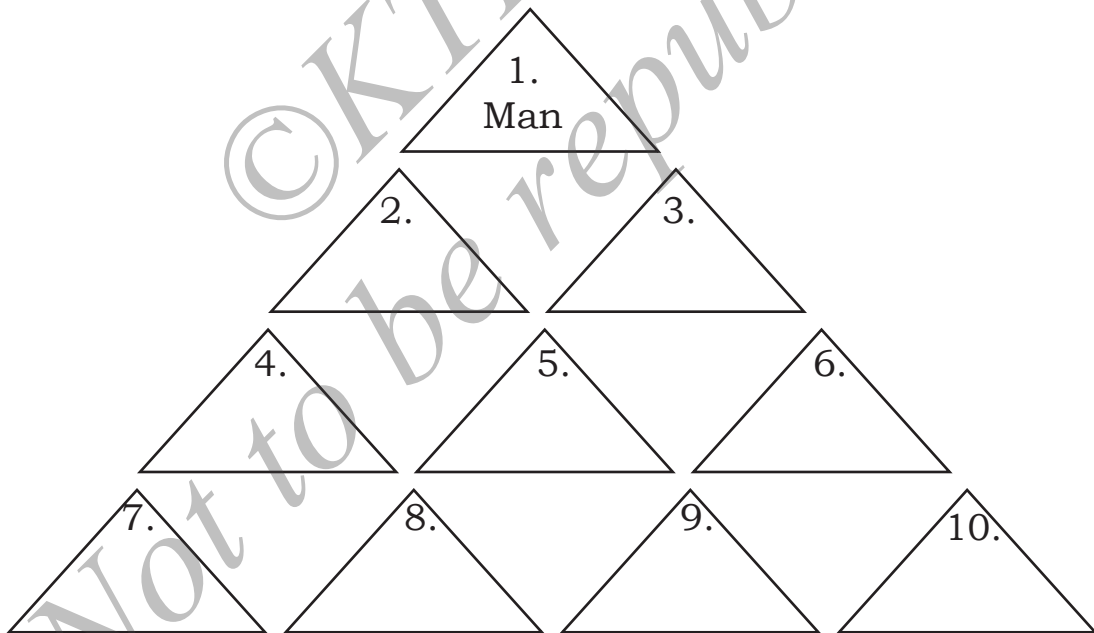
carelessness
foolishness
greed

B. Magic with the words:

IV. Here are some people who do different jobs. What are they called? Complete the sentences by filling the words.

1. A person who looks after a garden is a
2. A person who cuts hair is a
3. A person who flies an aeroplane is
4. A person who drives a bus is called a
5. A person who makes ornaments out of gold is a

V. With the help of clues given below write a three-letter word in each triangle. One example is given.

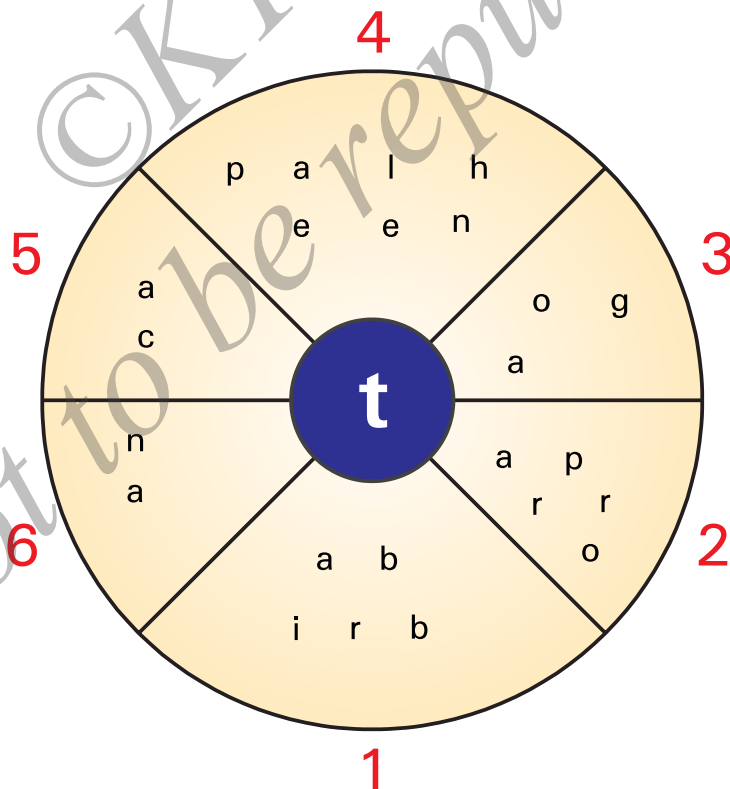


1. Other gender of 'woman'
2. A number between one and three
3. Opposite of 'good'
4. When you are hungry, you should

5. An animal that gives milk
6. A cunning animal
7. Opposite of 'cold'
8. We use this to drink tea, coffee etc.
9. A faithful animal
10. The number that comes after five.

VI. Animals and birds in the circle

The circle is divided into six parts. In each part, there are letters which are mixed up. You have to rearrange the given letters to make a word. Each word ends with 't' and each of these words is the name of either an animal or a bird. Write the words in the given space. One example is given.



1. Cat

2. _____ .

3. _____ .

4. _____ .

5. _____ .

6. _____ .

C. Language in use

VII. Study the following sentences:

Oh! God,
please help me.

Wow! What a
beautiful doll.

Oh! That's
very kind of you.

Alas! My chisel
has lost its power.

The words oh, wow, alas do not have meanings of their own but they are used to express the strong feelings of joy or sorrow. Therefore, they are followed by marks of exclamation (!).

They are called interjections.

Match the interjections under column 'A' with the expressions under column 'B'

A

1. Hurrah!
2. Pooh!
3. Alas!
4. Bravo!
5. Ah!

B

- A) You saved the life a child.
- B) We have won the match.
- C) What a fine weather!
- D) What a bad smell!
- E) He met with an accident.

D. READING

VIII. Read the following paragraph with your friend and fill in the blanks with the words given in the box that best express the feelings in each case. The first one has been done for you.

happy excited worried surprised unhappy

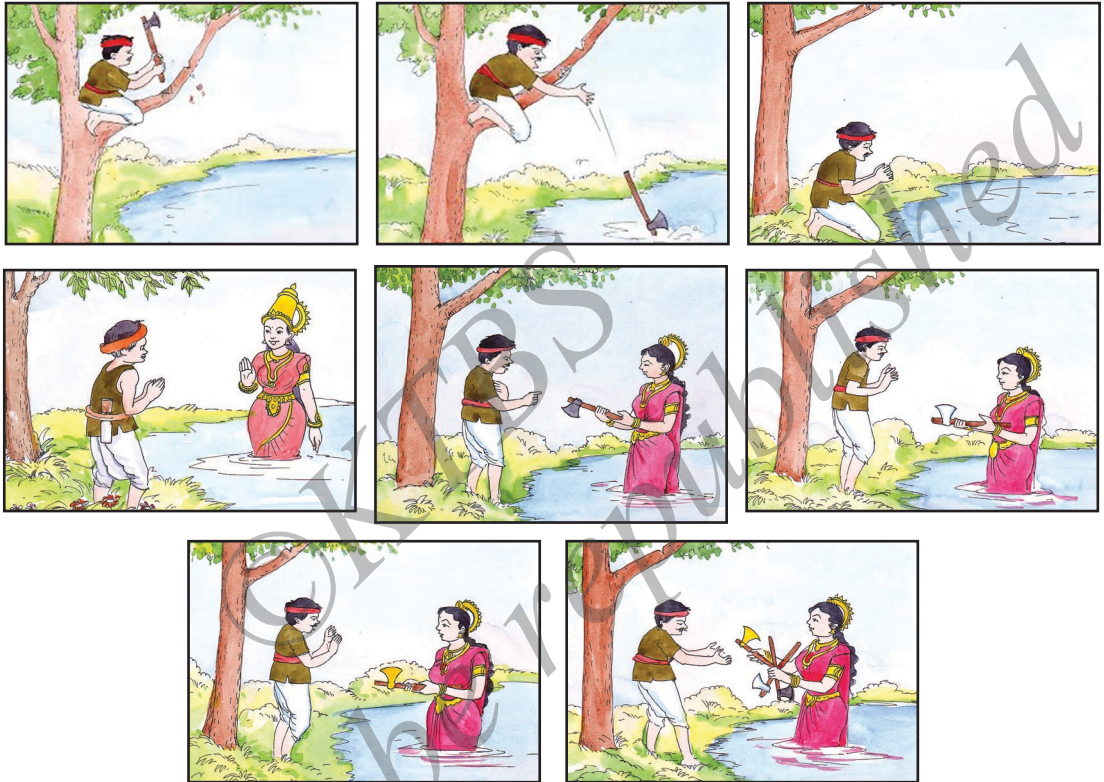
Somu is unable to make enough money with his carpentry. So he looks worried. He is _____ because he cannot fulfill his daily needs with the little money he has. Thinking about his misfortune, he goes to bed. In his dream he is _____ to see an angel. The angel gives him a magic chisel with which he can make furniture with fragrance. He is really _____ to receive such a chisel. He feels very _____.

E. WRITING

IX. Develop a story by using the clues given below. Also look at the pictures which will help you complete the story.

Wood cutter - honest - hardworking - cutting a tree by the river - axe fell into the river - prayed to the river goddess - the goddess appeared - showed a golden axe - the wood cutter refused - then showed a silver axe - the wood cutter

refused - finally showed the wood cutter's refused - finally showed the wood cutter's iron axe - he accepted it - the river goddess felt happy about his honesty - gave all the three axes to the wood cutter.



Now, begin the story like this.....

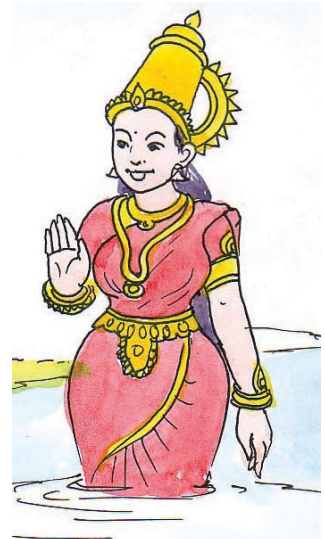
Once there lived a wood cutter who was very honest and hard working. One day _____

F. Spoken English

(LANGUAGE FUNCTION) : EXPRESSING GRATITUDE

Don't worry. I'm giving
you a magic chisel.
It will help you make
furniture with fragrance.

Oh! That's very
kind of you.



In the above conversation, the angel offers a magic chisel to Somu. Observe how Somu expresses his gratitude for the angel. This is one way of expressing gratitude.

X. Look at the following example and express gratitude in different ways as directed in brackets.

eg.: Your uncle presented a beautiful watch on your birthday.
(thanks)

➤ Uncle, thanks for the beautiful birthday present.

1. Your friend Irshad helped you by giving his book. (thank you so much)

➤ Irshad, _____
for your kind help.

2. Your sister Anita has bought a refill for your pen. (thanks a lot)

➤ Anita, _____ for the refill for my pen.

3. Your teacher lent you 100 rupees to pay your examination fee (...really grateful for you for.....)

➤ Sir, I'm _____
giving 100 rupees to pay my examination fee.

4. John ironed your shirt. (many thanks for)

➤ John, _____ ironing my shirt.

5. Your friend Suma gave you the book that you forgot to bring home from the class. (so nice of you)

➤ Oh! I forgot to bring it. That's _____
_____, Suma.

G. Listening

XI. Listen to your teacher and as you listen to him/her, complete the following table.

(Teacher to read the text aloud)

My name is Mahesh. I want to tell you about my friend James. He is short and fat. He is fair and good looking. He has brown hair and blue eyes. I am 12 years old and he is 1 year older than me. He likes wearing blue and green shirts. He loves to play cricket. We play cricket together. He reads story books and comics.

1	Name of the narrator	_____
2	His friend's name	_____
3	His friend's height and physique	_____ and _____
4	His friend looks	_____ and _____
5	Colour of his friend's hair	_____
6	Colour of his friend's eyes	_____
7	His friend's age	_____
8	His friend likes wearing	_____ and _____ shirt
9	His friend's favourite game	_____
10	His friend reads	_____ and _____

POEM

A SMILE

- (Anonymous)

A smile is quite a funny thing
It wrinkles up your face
And when it's gone
You will never find
Its secret hiding place
But far more wonderful it is
To see what smiles can do
You smile at one
He smiles at you
And so one smile
Makes two.



Glossary :

- wrinkles : mark made by folding.
- funny : amusing.
- hide : keeps out of sight.
- wonderful : very remarkable.

A. Comprehension :

I. Answer the following questions:

1. What is quite a funny thing according to the poet?
2. What happens when the smile has gone?
3. How does one smile make two?

II. Work in small groups and complete the summary of the poem by filling the blanks. Choose the words from those given in the bubbles.

Smiling makes a man happy. It is a _____ thing. It makes one look younger and live _____. If it is _____ you will never find its _____ place. Smiling is more _____. If you _____ at one he smiles at _____. Then one smile makes _____. Smiling makes us _____.

healthy

wonderful

funny

gone

longer

smile

you

two

hiding

Present the summary to the class.

**III. How many times did the poet use the word smile?
Why?**

**IV. In group of 4 discuss the benefits of smiling. Share
your views**

V. Write two rhyming words for each of the following

eg.: word - bird - sword

1. face - -

2. thing - -

3. find - -

4. place - -

5. smile - -

Read and Enjoy

Smile is the song of innocence.

Smile is the song of friendship.

Smile is the song of love.

Smile is the song of tears.

Smile is the sign of all and all.

Group Activity (Instruction to the teacher)

- Make the children form a circle.
- Throw the ball to a child. The child should say the name of a vehicle. The child should throw the ball to another child who will name another vehicle and so on.
- After the first round, throw the ball and say any one of these: air, water or land. If the topic is air, the child who catches the ball should name a vehicle that flies in the air. e.g. : aeroplane, helicopter, rocket etc.
- Keep changing the topic after every 3 or 4 names.
- For the next round, throw the ball to a child and say any one of these - vehicle with 2 wheels, 3 wheels, 4 wheels or 8 wheels.
- Continue the game till the children have given most of the names.





**SUPPLEMENTARY
READING**

Not to be published

Just Read

1. THE HARE AND THE FROG

Once upon a time, a big green frog fell into a deep hole. It tried to jump out, but could not reach the top. It stopped trying and began to shout for help.



A hare was playing in the tall grass nearby. He heard the cry, and went near the deep hole.

“I can’t get out of this hole,” croaked the frog. “I can’t jump very high.”

“Wait a minute,” said the hare. “I know where the ladder is. I’ll go and bring it. Then you can use the ladder and get out.”

“Thank you,” croaked the frog, “I’ll wait.”

The hare ran off to fetch a ladder. When he came back with the ladder. He saw the frog sitting outside the hole. “Oh! said the hare, “ You’ve done it. I thought you couldn’t get out by yourself.”

“I thought so, too,” croaked the frog. “But a snake came into the hole, and I just had to get out. So I did.”

You do not know what you can do, till you have to.

A. Comprehension Questions :

1. Who fell into the deep hole?
2. Where was the hare playing?
3. Why did the hare run off?
4. Who came into the hole?
5. What is the moral of this story?

2. THE TROUBLE WITH BABY OWL

Mrs. Owl was worried about Baby Owl and didn't know what to do.

When all the other owls were asleep in the day Baby Owl was wide awake, and when they were awake at night Baby Owl was fast asleep.



“Oh, what am I going to do about Baby Owl?”, Mrs. Owl asked her friend one day.

Her friend frowned. It really is a problem. Why don't you go and ask Oswald, the wise Owl what to do? He's bound to know'.

Mrs. Owl went to see Oswald that very night. She told him all about Baby Owl and how worried she was. When she'd finished her story a tiny tear trickled down her cheek. She was so worried about poor Baby Owl.

'There, there, Mrs. Owl, don't cry,' Oswald said kindly, patting her wing. 'All you have to do is put a blindfold over his eyes during the day so he won't know if it's day or night. Baby Owl's little problem will soon clear up, you'll see. He'll be right as rain in no time.'

Mrs. Owl did just that and it worked. Very soon Baby Owl was behaving like all the other owls, and Mrs. Owl didn't have to worry any more.

Glossary :

frowned	: show displeasure
trickled	: fall in drops
blindfold	: a piece of cloth tied around someone's head to cover the eyes

A. Comprehension Questions :

1. Why was Mrs. Owl worried?
2. What did her friend suggest?
3. What did Mrs. Owl tell Oswald?
4. What was the solution to the problem according to Oswald?

3. The King's Nightingale

A Nightingale is a bird. It is not very big but it sings beautifully. It lives in the forest and sings at night.

There was once a king of China, who lived near a forest. One night, he was sitting by the window and reading a book. He heard a nightingale singing in the forest. It was singing beautifully.



“What kind of bird is that?” he asked. “I must have it.” He commanded his servants to bring him the bird. They went into the forest and looked for it. They found it in a tree, near a stream. They asked it to go with them.

The nightingale did not want to go with them. It liked to live in the forest. But it wanted to make the king happy. It went with them and sang for the king. The king was very happy. He asked the nightingale to stay with him. He commanded his servants to buy a golden cage for the nightingale. The nightingale lived in the cage and sang for the king every day. But it was not happy.



One day, the king of another country presented a toy nightingale to the king of China. It had many jewels all over it and it had a key to make it work. It sang like a real nightingale.

The king was very pleased. He used the key again and again and it made it sing. The king forgot the real nightingale. The real nightingale flew out of the window and went back to the forest. It was happy again.

The king put the toy nightingale on a table by his bed. It sang all the time. It never seemed tired. But one day something inside broke and it stopped singing. The king commanded his servants to find someone who could repair it. At last they found a clever clock maker who was able to repair it.

“I have repaired it”, he told the king. “It will sing for you now, but it is very old. It must not sing more than once every year.”

The king was very sad. The nightingale sang once every year for five years. Then the king became ill. He lay in his bed with his eyes closed. The doctors went away and said, ‘The king is dead!’

Suddenly, the king heard the real nightingale singing outside the window. The king opened his eyes and said, "My little friend has come back!"

The nightingale sang all night and in the morning the king was well again.

A. Comprehension

I. Here are ten sentences about the story. Some of them are true and some are false. Write true sentences under "A" and false sentences under "B".

- a. A nightingale is a big bird.
- b. The king of China lived in a big forest.
- c. The servants found the nightingale near a stream.
- d. The nightingale did not want to live with the king.
- e. The nightingale made the king happy.
- f. The toy nightingale had a lot of jewels on it.
- g. A Key was used to wind up the toy nightingale.
- h. The king kept the toy nightingale in a golden cage.
- i. The toy nightingale sang five times a year.
- j. The real nightingale made the king well again.

A	B

II. Panchatantra is a book that has many stories, where animals are the characters. Read any story of your choice from the Panchatantra or Jataka tales and narrate it to the class.

4. The Moon in the Well

One evening a boy looked into a well. The water at the bottom was like a mirror. The boy saw the moon in the water.

“The moon has fallen into the well,” he said, “I must take it out.”

He ran home to get a hook. He untied the bucket from the rope and tied the hook. Then he let the hook inside the well to pull the moon up. The hook reached the water. But it was caught underneath a big stone. The boy pulled and pulled but the hook would not come up.

Suddenly the stone moved. The hook came up the well. The boy fell on his back. He saw the moon in the sky.

“Good”!, he said. I have pulled the moon out of the well. It is now in the sky again.”

I. Comprehension

Answer the following questions.

1. Where did the boy see the moon?
2. How did the water in the well look like?
3. What did the boy want to do with the hook?
4. What happened to the hook?
5. Where was the moon all the time?

II. Fill in the blanks and complete the story :

One evening a boy saw the moon in the well. He wanted to _____ the moon out of the well. He let the hook _____ well. It was caught underneath _____. The boy pulled and pulled. At last the hook came up the well. _____ boy fell on his back and saw _____. He thought that he _____ the moon _____.



5. The True friends

Long, long ago, there lived three friends in a jungle. They were a deer, a crow and a mouse. They used to share their meals together.

One day, a turtle came to them and said, “I also want to join your company and become your friend. I’m all alone.”

“You’re most welcome,” said the crow. “But what about your personal safety. There are many hunters around. They visit this jungle regularly. Suppose, a hunter comes, how will you save yourself?”

“That is the reason why I want to join your group,” said the turtle.

Just then they saw a hunter coming towards them with a net. Seeing the hunter, the deer ran away; the crow flew away and the mouse ran into a hole. The turtle tried to crawl away fast, but he was caught by the hunter. The hunter tied him up in the net.

The turtle’s three friends became much worried after seeing their friend trapped by the hunter. They sat together to think of some plan to free their friend from the hunter’s trap.



The crow then flew high up in the sky and spotted the hunter walking along the river bank. As per the plan, the deer ran ahead of the hunter unnoticed and lay on the hunter's path as if dead.

The hunter saw the deer from a distance, lying on the ground. He was very happy, "Now I'll have a good feast and sell its beautiful skin in the market," thought the hunter to himself. He put down the turtle on to the ground and ran to pick up the deer.

In the meantime, as planned, the rat cut the threads of the net and freed the turtle. The turtle hurriedly crawled away into the river.

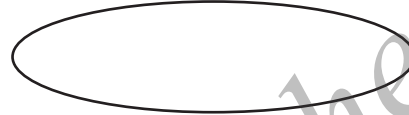
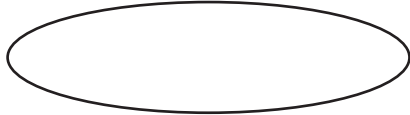
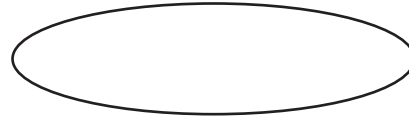
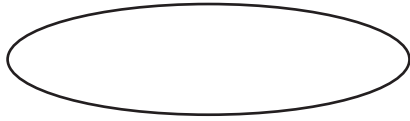
Unaware of the plot of these friends, the hunter went to fetch the deer for its tasty flesh and beautiful skin. But, what he saw with his mouth open was that, when he reached near, the deer suddenly sprang up to its feet and ran away into the jungle. Before he could understand anything, the deer had disappeared.

Disappointed, the hunter turned back to collect the turtle he had left behind on the ground in the net. But he was shocked to see the net open and the turtle missing. The hunter was disappointed, "If only I hadn't been so greedy" he thought to himself.

The four friends once again started living happily.

Do this :

1. Write the names of the four friends in the circle.



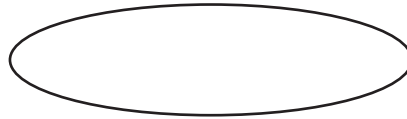
2. Who was trapped in the net?



3. Who cut the net?



4. Who did lie down as dead?



Read the story carefully. Try to write the whole story in six sentences. Draw six pictures, where each picture will describe those sentence.

6. Malathi Holla

Mallathi Holla is an international para athlete from India. A raging fever in her childhood had paralyzed her entire body. She had to undergo lots of treatments and surgeries. The trials and turbulences in her life have never stopped her from becoming what she is today. Her never-say-die attitude has been an eye-opener to many present sports stars, who often refer to her as the Champion of Champions.

Let's read this interview excerpts to know more about her.

Interviewer: Before going further, just share your secret of success.

Malathi : I believe in 3D's – Determination , Devotion and Dedication. This is the mantra behind my success.

Interviewer : You have participated at national and international level sports, especially when people did not even know what was Paralympics.

Malathi : Yes, sporting events held for specially challenged people like us in Olympics is called the Paralympics.

Interviewer : Madam, you were born a normal child, but when were you attacked by polio?

Malathi : I was born a normal child, but when I was 14 months old, I was attacked by polio.



Interviewer : How was life after that?

Malathi : Life did take a lot of turn. I realized that being handicapped should not prevent me from achieving what I dreamt to do.

Interviewer : How was your childhood?

Malathi : To be very frank, I spent more days in hospital and rehabilitation centres. I have undergone 32 surgeries till now. I did manage my basic schooling somehow, but when I came to college, I had lots of problem, specially while I had to climb steps. But the Principal and Lecturers helped me a lot to reduce my strain.

Interviewer : Who is your inspiration, or role-model?

Malathi : My disability is my greatest inspiration. In addition, I owe a lot to my father, but for him, I would not have been, what I am today. He has encouraged me so much that I consider him to be my inspiration.

Interviewer : What is your daily schedule?

Malathi : Well, my day begins at 4 am. I swim, do various exercises , get ready and go to my bank at 9 am. I am very punctual with my daily activities.

I devote my entire time from 9 to 4 for the bank. After that, I go to practice in Kanteerva Stadium, later on I drive to Matru Foundation and spend my time with the physically challenged children.

Interviewer : Madam, you too have 24 hours like others, but

I am extremely surprised at the way you use it. This indeed should be a lesson to the others to follow.

Malathi : You see the present and future is in our hands. How we utilize it is what matters.

Interviewer : What is your message to the younger generation?

Malathi : Do not give up . Challenge life, and not let life challenge you. Remove the word “impossible” from your dictionary. Move ahead in life with enthusiasm. Avoid being lazy. Plan your day’s work in such a way that you have time to do everything.



Strength is
life, weakness
is death.
You are the
creator of
your own
destiny.

- Swamy
Vivekananda

Interviewer : Thank you so much. All the best madam.

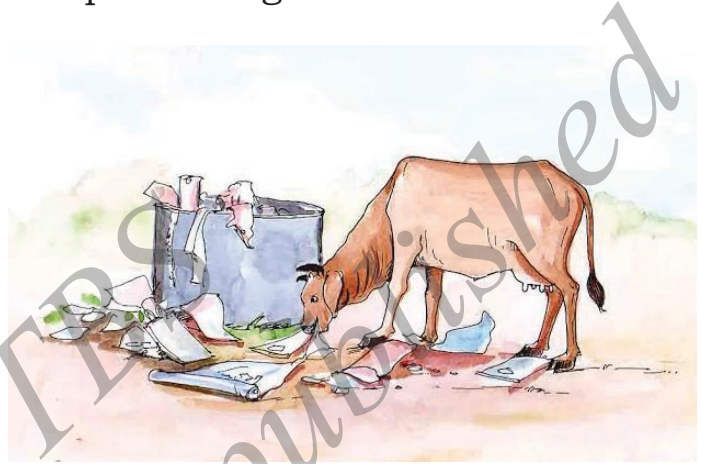
Think and Answer:

1. What are the three D's followed by Malathi Holla?
2. How many surgeries did Malathi Holla undergo?
3. How long does she work in the bank?
4. Why should the word 'impossible' be removed from the dictionary?

7. Plastic - A Curse

Incident : Shamu's father has two oxen. He also had a cow. Shamu loved the cow very much. Once he gave the cow some fruits and threw the plastic bag close by the cow. The cow ate the fruits and also the plastic bag and died.

The above story shows that plastic is very dangerous. It is harmful to human beings, plants and animals. It contains poisonous chemicals. It is light in weight. It is used for making many different items.



Shopping bags, toys, water bottles etc are made of plastic. We should avoid using plastic. The government is also creating awareness among people, against the use of plastic. We should store food items in containers made of glass, metal or porcelain.

I. Comprehension :

Answer the following questions.

1. How many cattle did Shamu's father have?
2. Why did Shamu give fruits to the cow?
3. What did the cow eat?
4. Why is plastic harmful to animals and human beings?
5. What are the various items made of plastic?
6. How should we store food?

Acronyms

Let's know the full forms of acronyms we usually use. An acronym is a pronounceable word that is formed using the first letters of the words in a phrase.

AC - Air Conditioning

AD - Anno Domini ("In the Year of Our Lord")

am - Ante Meridiem (before noon)

ATM - Automated Teller Machine

BA - Bachelor of Arts

BC - Before Christ

BE - Bachelor of Engineering

CET - Common entrance Test

CM - Chief Minister

e.g. - exempli gratia (Latin phrase for example)

HOD - Head of the Department

HT- Head Teacher

MA - Master of Arts

MLA- Member of the Legislative Assembly

MP- Member of the Parliament

PG - Post Graduation / Paying Guest

PIN - Personal Identification Number

PM- Prime Minister

pm - Post Meridiem (afternoon)

PUC- Pre University Course

RAM - Random Access Memory

ROM - Read Only Memory

RTE - Right to Education

RTI - Right to Information

SMS -Short Message Service

SOS - Save Our Souls

TV - Television

VIP - Very Important Person